

# Richard Hale School



400 YEARS OF EXCELLENCE

Application Pack

Full or Part Time

Teacher of Computer Science (MPS/UPS)

Start date: 1st January 2026



# Richard Hale School

## Full Time or Part Time Teacher of Computing

Start date: 1st January 2026

Thank you for your interest in the post of Teacher of Computer Science. The Application Pack consists of the following documents and an application form can be found on our website <https://www.richardhale.herts.sch.uk/vacancies/> under Teachers Application Form.

- Copy of the advertisement
- Information about the school
- Information on the department
- Job Description

Please note:

- **Closing date**

Closing date **Tuesday 1st July at 9am**. Please note we reserve the right to close this vacancy early should sufficient applications be received so early application is essential.

- **Electronic version of the application form**

The application form can be found on our website <https://www.richardhale.herts.sch.uk/vacancies/> under Teachers Application Form and guidance notes are provided to assist you.

- **References**

Please ensure that you provide **email addresses** for all your referees as we will request references by email. A **mobile number** for them would also be useful. Referees are likely to be contacted after shortlisting, but before the interview stage.

- **If you have any queries regarding this post**

For general enquiries about the recruitment process, please contact Mrs Sue Homan, HR Manager, on 01992 583441 ([sho@richardhale.co.uk](mailto:sho@richardhale.co.uk)). If you have any specific questions relating to Computer Science, please contact Mr Huseyin Veli, Director of Computing and Information Technology ([hve@richardhale.co.uk](mailto:hve@richardhale.co.uk)).

- **How to apply and where to send your completed form**

Please complete the application form and return it to the school as soon as possible, together with a letter of application, on no more than two sides of A4, which outlines the skills and abilities you could bring to the post. Please forward these by email to Mrs Homan at [sho@richardhale.co.uk](mailto:sho@richardhale.co.uk). Please accept our apologies as we may not be able to notify all candidates of the outcome of their application.

- **Criminal Declaration Form**

All applicants invited to interview will be required to complete a Criminal Declaration Form prior to interview. This is available on the website under the vacancies tab.

We look forward to reading your application and thank you for your interest in our school.



# Richard Hale School

## Teacher of Computer Science Required for 1st January 2026 Full Time / Part Time

We are seeking to appoint an enthusiastic and inspirational teacher to join the Computer Science Department. Computer Science is a very popular and successful subject within the school. Students are taught computing at KS3 and can opt to study it at GCSE. The subject has grown significantly in popularity in the last few years with large numbers of students studying the subject at GCSE and A level as demonstrated that in September we will have two groups studying the subject in Year 12. Over the last few years, we have had increasing numbers moving on to study Computing at University which has included places at Cambridge and Russell Group Universities. The department have had success in improving the outcomes for students over the last few years. The department offer a wide number of extra-curricular provision both internally for younger students and have experienced significant success in national competitions winning the Raspberry Pi national competitions at Google Headquarters and also the Samsung Competition for our recent Year 13 students. The vacancy arises as one member of the department has secured a promoted post as Head of Computing in another school. Due to the growth of the department and the need to expand the provision, we require another teacher to add to the two highly qualified specialist teachers who already teach computing in the school.

The school is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced DBS check (Disclosure & Barring Service).

The Application Form and further information can be downloaded from the school's website or you may contact Mrs Homan by email, [sho@richardhale.co.uk](mailto:sho@richardhale.co.uk). The application form, together with a letter of application on no more than two sides of A4, outlining the skills and abilities you could bring to the post, should be emailed to Mrs Homan. Closing date for application is **9am on Tuesday 1st July**. Please note we reserve the right to close this vacancy early should sufficient application be received so early application is essential.

Applicants are welcome to visit the school, please contact Mrs Homan if you would like to arrange this.



## Richard Hale School

### Information about the school

Richard Hale School, called after its original wealthy benefactor, has stood on its present site since 1930. It was founded as Hertford Grammar School in 1617 on a site behind All Saints' Church nearer the town centre and changed its name in 1974 when it became a comprehensive school. A door from the original school can be seen in the main foyer when you enter the school giving that sense of history that we are very proud of.



Richard Hale is an 11 - 18 year old boys' comprehensive school with a six-form entry in Year 7. The school has 1200 students with 180 in each year group and over 300 in the sixth form which is mixed. We are heavily oversubscribed with on average 500 applications for 180 places.

Year 7 students are drawn from approximately 50 primary schools with admissions based on the post coding of traditional parishes. The intake comes from a large area of East Hertfordshire, particularly Hertford, Ware and the surrounding villages. The Sixth Form has continued to grow since becoming co-educational in 2005. It is now one of the largest in the area, attracting boys and girls from further afield than the immediate locality.

The school's buildings have been improved extensively over the years. Facilities include a Sixth Form Centre with tutorial rooms and a large study room. We have improved the facilities on site with a refurbished Engineering block. During 2017 a 3G all-weather football pitch was added to provide improved sport facilities for the students and in September 2022, we opened our brand-new Sports Hall, which includes a fully equipped gym. We play Rugby games at Hertford Rugby Club; this provides a real experience for the students playing in front of a good crowd and under floodlight during the winter evenings. We run a complete set of Saturday morning fixtures in rugby, football, and cricket over the year.





Underpinning all the work done within the school is a steadfast commitment to develop our students into thoughtful, respectful, and focused individuals who are able to make a positive contribution to the community and wider world.



We are a Good School as Ofsted confirmed in our recent Ofsted Inspection last summer. The feedback and report reflect the many strengths of the school and recognises the, “significant improvement,” at the school in the last 6 years. The report states that, “The school is a happy place to learn and work in,” and that, “Pupil’s behave well in and out of lessons. This happens because they build positive relationships with staff.” Ofsted also recognised that, “Leaders are mindful of the pressures on staff and have made considered changes to policies and practice to help reduce workload and increase staff’s wellbeing.”

### **The school curriculum and extra-curricular activities**

Our curriculum is traditional in principle, but also provides innovation where possible. Some key characteristics:

- We teach KS4 over three years so we can develop skills and enrich the students’ learning experience alongside the increased content the new qualifications require.
- Approximately 70% of students take a modern foreign language and individual sciences at GCSE, placing the school in the top 20 percentile for these subjects.
- Our Design and Technology provision includes Engineering, which is very popular at KS4.
- We have a garage on site allowing the students to experience motor engineering, this is alongside the other D&T disciplines.
- We offer a broad and balanced curriculum which provides a range of opportunities for our students catering for all interests and aspirations.
- Students in the Sixth Form have access to two learning pathways, academic or vocational. The Advanced Level offer is extensive with 21 subjects taught on site. BTEC Business, Science and Sport provide students with a more focused vocational curriculum.



At KS5 we teach a linear syllabus with students sitting examinations at the end of the two-year course. Our destination data is strong with all our students achieving offers for university, many of these from the Russell Group, or successful entry into apprenticeships or employment. Further details are available on the website.

Student achievement is high with 83% achieving 9 to 4 in English and Maths in 2024 and 66% achieving 9 to 5 in these subjects. The progress of students is an area which has been a focus over the last few years, and we are delighted that our progress score will be above average again this year and well above average for boys. The school's performance indicators are all significantly above the national average in every measure, but particularly for boys.

Our aim is to create a learning environment in which all students can develop their learning, intellectual and personal abilities, both inside and outside the classroom. To this end we provide an extensive extra-curricular programme, with the school excelling in sport, music, drama, science and engineering competitions. Our Duke of Edinburgh's Award programme is strong with large numbers of students taking bronze, silver and gold awards. The school's ethos is one of encouraging the participation of students in the wider school community through a diverse range of opportunities at all levels.



Much of the school activity is centred on the House system. Each pupil is allocated to one of the six houses (Cowper, Croft, Hale, Kinman, Page, Wallace) and throughout their school lives enjoy and compete in many activities, mainly organised by themselves and supported by the Heads of House. These range from sport, music and drama competitions to chess and other types of activity.

Further information on the school and its history and achievements can be found on our website at [www.richardhale.herts.sch.uk](http://www.richardhale.herts.sch.uk)



# Richard Hale School

## Information about the department

### Staffing

Mr Huseyin Veli	Director of Computing and Information Technology
Mr Rob Sneddon	Teacher of Computer Science
Position advertised	Teacher of Computer Science

Computing is an increasingly popular subject, with all students studying the subject at KS3, and over the last few years, we have had increasing numbers who have chosen to study the subject at KS4 and KS5 at Richard Hale School.

The Computing department consists of three members of staff. All three are subject specialists and work well together to support each other in the delivery of the subject across the school. The Director of Computing works closely with the IT Manager and the Business Manager to support the development of the infrastructure across the school, as well as supporting teachers with the use of Google Classroom. The school is well equipped with four computer suites and a number of Chromebooks which are used across the school. The school actively uses Google Classroom which supports the learning in computing, but also in all other subjects.

The curriculum at Key Stage 3 is currently delivered in two years, with students being taught in form groups for one period per week. The curriculum introduces coding to all, using a number of interfaces as well as covering key issues such as e-safety and data protection. At Key Stage 4 and 5 students can choose to study Computing at GCSE and A level. The curriculum for computing has been constantly reviewed and developed, which has led to improved outcomes across the subject. It is a popular subject amongst the students, with a number of external students joining us to study computing at A level. We have had an increase in the number of students who have gone on to study computing at University for Russell Group and at Cambridge University. The computing curriculum we have in place at the moment is broad, balanced and continues to be developed. We have a wide range of extra-curricular provision for students regarding computing and have made the national finals of the Raspberry-pi competition and were overall winners this year and three years ago.

The post would provide the opportunity for both experienced and less experienced teachers. The department is well resourced and has the ability to provide high levels of expertise to any teacher joining the department, whilst also providing the opportunity to participate more widely across the school.



# Richard Hale School

## Job Description: Teacher MPS/UPS (Full or Part Time)

### Job Purpose

- To fulfil the professional standards for a teacher
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate
- To monitor and support the overall progress and development of students as a teacher and as a form tutor including the personal development dimension
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential
- To contribute to raising standards of student progress and attainment
- To actively promote the school's ethos of participation in extra-curricular activities

### Principal Responsibilities

To meet all requirements as appropriate of the Teachers' Standards

### Teaching & Learning

- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students
- To ensure that ICT, literacy, numeracy are reflected in the teaching and learning experience of students
- To undertake a designated programme of teaching
- To ensure a high-quality learning experience for students which meets internal and external quality standards
- To prepare and update subject materials
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus
- To maintain discipline in accordance with the school's procedures, and to encourage good punctuality, behaviour, standards of work and independent study
- To undertake assessment of students, underpinned by the principles and practice of AfL and as requested by external examination bodies, and school procedures
- To mark, grade and give written/verbal and diagnostic feedback as required

### Planning & Quality Assurance

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the department
- To assist the Head of Department to identify resource needs and to contribute to the efficient and effective use of physical resources



- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students
- To contribute to the department's development plan and its implementation
- To plan and prepare courses and lessons
- To contribute to educational enrichment activities
- To help implement school quality procedures and to adhere to those
- To contribute to the process of monitoring and evaluation of the subject area in line with school procedures
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school

### **Curriculum Provision and Development**

- To assist the Head of Department to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives
- To assist in the process of curriculum development and change to ensure continued relevance to the needs of students, exam boards and the school's objectives

### **Staff Development**

- To take part in the school's CPD programme
- To continue personal development including subject knowledge and teaching methods
- To engage actively in the performance management review process
- To ensure the effective and efficient deployment of classroom support
- To work as a member of a designated team and to contribute positively to effective working relations within the school

### **Communications**

- To communicate effectively with the parents of students as appropriate
- To communicate and co-operate with bodies outside the school where appropriate
- To follow agreed policies for communications in the school
- To take part in open evenings and parent consultation evenings
- To contribute to the development of effective subject links with external agencies

### **Care Guidance and Support**

- To be a form tutor to an assigned group of students and to contribute to the pastoral programme
- To promote the general progress and well-being of individual students and of the tutor group
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- To evaluate and monitor the progress of students and keep up-to-date student records
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved
- To communicate with the parents of students and with bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
- To apply the classroom behaviour code so that effective learning can take place

### **General Duties**

- To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example

- To promote actively the school's policies and to comply with the school's Health and Safety policy and undertake risk assessments as appropriate
- To carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions document currently in operation
- To comply with any reasonable request from the Headteacher or their manager to undertake work of a similar level that is not specified in this job description

NB. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

**Responsible to:** Head of Department (as teacher) / Head of Year (as form tutor)

**Working Time:** 195 days / 1265 hours per year pro rata

This job description is not necessarily a comprehensive description of the duties required but outlines the main responsibilities of the post. It will be reviewed annually and can be added to at the discretion of the Headteacher.

An enhanced DBS check will be required for this post.

*The job description is current at the date shown, but, in consultation with the post holder, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title. The successful candidate must have a commitment to safeguarding and promoting the welfare of children and young people.*



# Richard Hale School

## Person Specification

Attributes	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>➤ QTS status</li> <li>➤ Honours degree in related subject</li> <li>➤ PGCE or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>➤ Evidence of professional development and continuous learning relevant to the role</li> </ul>
<b>Work Related experience and associated skills</b>	<ul style="list-style-type: none"> <li>➤ Knowledge and understanding of subject at KS3, GCSE and Advanced Level</li> <li>➤ An outstanding classroom practitioner with evidence of setting appropriate expectations to advance learning and engage and motivate students</li> <li>➤ Maintain an excellent standard of discipline in the classroom through well focused teaching, positive relationships and good classroom management</li> <li>➤ Use an appropriate range of teaching and learning strategies for whole classes, individuals and groups which stimulate, challenge, engage and motivate students</li> <li>➤ Ability to set clear and appropriate targets, feedback to students and make use of assessment information to promote each student's attainment and progress, and to plan future lessons</li> <li>➤ Reflect on own practice</li> <li>➤ Application of a range of AFL techniques</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use research evidence to inform and improve teaching</li> </ul>
<b>Specialist knowledge and understanding</b>	<ul style="list-style-type: none"> <li>➤ Secure knowledge and understanding of the knowledge, concepts and skills in teaching the subject</li> </ul>	<ul style="list-style-type: none"> <li>➤ Able to make good use of ICT as a learning resource</li> <li>➤ Knowledge of how to give positive and targeted support to students with special educational needs</li> </ul>
<b>Personal skills and attributes</b>	<ul style="list-style-type: none"> <li>➤ Determination to encourage the highest quality of learning experience for all students</li> <li>➤ Establish good and productive working relationships, and works well in a team</li> <li>➤ Ability to communicate effectively to staff, students, parents, orally and in writing</li> <li>➤ Excellent time management</li> <li>➤ Ability to empathise with young people and yet be firm, fair and consistent when dealing with them</li> <li>➤ Sense of humour and perspective</li> <li>➤ Excellent attendance and punctuality</li> </ul>	<ul style="list-style-type: none"> <li>➤ Willingness to offer and participate in extra-curricular activities</li> </ul>

Evidence assessed from: Application form (F), Interview (I), References (R)