

# Richard Hale School



400 YEARS OF EXCELLENCE

## Application Pack

Teacher of Science (MPS/UPS)

September 2022



# Richard Hale School

Teacher of Science

Start date: September 2022

Thank you for your interest in the post of Teacher of Science. The application pack consists of an application form and the following information contained in this document:

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

Please note:

- **Closing date:** – 9am on 7<sup>th</sup> February 2022
- **Electronic version of the application form**  
The application form is included for completion and guidance notes are provided to assist you.
- **References**  
Please ensure that you provide email addresses for all your referees as we may 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 ([sue.homan@richardhale.co.uk](mailto:sue.homan@richardhale.co.uk)) or contact Louise Morris (Director of Science) via email ([ms@richardhale.co.uk](mailto:ms@richardhale.co.uk)) with any specific Science questions.
- **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 [sue.homan@richardhale.co.uk](mailto:sue.homan@richardhale.co.uk). Please accept our apologies as we may not be able to notify all candidates of the outcome of their application.

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



# Richard Hale School

## **Teacher of Science Required for September 2022**

We are looking to appoint a well-qualified and enthusiastic teacher to join a supportive, well-resourced department, within this high performing school. Science is taught as discrete subjects at Richard Hale and the ability to teach two subjects to Key Stage 4 would be an advantage, however, we would welcome applications from any specialism.

The post is suitable for newly qualified or experienced teachers. We have a good induction programme for all new staff.

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, [sue.homan@richardhale.co.uk](mailto:sue.homan@richardhale.co.uk). The application form, together with a letter of application of 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 is 9am on 7<sup>th</sup> February 2022. Please note we reserve the right to close this vacancy early should sufficient applications be received so early application is essential.



## **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. We are heavily oversubscribed.

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.

As a comprehensive school we take students of all abilities, however the ability of the students on entry is higher than the national average.

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, complete refurbishment of all Science laboratories, and a major programme of roof and window replacements. During 2017 a 3G all-weather football pitch was added to provide improved sport facilities for the students and we are working on building our Sports Hall. 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 Ofsted Inspection from 2019. The feedback and report reflects the many strengths of the school. The report is available on the website but the following quotes really show what the school is like, "Pupils are proud to tell their friends that they attend the school. Parents typically say, 'My son loves coming to school. We are proud that our son is a Richard Hale pupil,'" and "Staff and pupils explained to inspectors that they feel like they are part of a large, supportive family."

## **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.
- Large numbers of students take a modern foreign language and individual sciences at GCSE.
- 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, expanding to over 30 through the local Federation of secondary schools. 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.

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 or 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**

The Science Department is located in nine laboratories, fully equipped for experimental work across all Key Stages. There is office space for all staff and three prep rooms run by three science technicians.

Separate sciences are taught by 13 teachers in the department from KS4 onwards. Our KS3 curriculum has been condensed into two years, allowing time for KS4 students to study science GCSEs over three years. The majority of our students study separate sciences but we also deliver the trilogy combined science course. Students follow the AQA specification in all three sciences.

Over half of our KS5 exam entries are in Science and Maths, and we teach science A-Levels in Biology, Chemistry and Physics, with four classes in each of these subjects across the sixth form. At GCSE, students follow the AQA specifications. We also run the BTEC Level 3 Extended Diploma in Applied Science course over two years, which gives students a qualification equivalent to three A-levels, and includes units in Biology, Chemistry and Physics.

Our aim throughout our students' education is to provide them with an excellent understanding, appreciation and enjoyment of science. This is further supported by our extra-curricular science programme, which includes junior and senior STEM clubs run by teachers and assisted by sixth formers, plus astronomy lunchtime lessons. Students can gain CREST Awards, and we enter regional and national competitions, having competed at the national Big Bang at Birmingham NEC several times. We also have strong links with industry and universities, including GlaxoSmithKline and Cambridge University where students undertake visits, work experience and master classes. Many of our students go on to study or work in scientific fields when they leave Richard Hale, and we encourage and support them to do so.

As a Science College, we also provide a community programme consisting of outreach to a family of local primary schools. This involves our teachers visiting schools to teach and enrich their curriculum and KS1-2 pupils coming to Richard Hale for practical science activities.

#### **Departmental Organisation:**

Director of Science:	Dr Louise Morris
Head of Biology:	Mrs Beverley Moseley
Head of Chemistry:	Mr Don Wemyss-Cook
Head of Physics:	Mr David Sykes



# Richard Hale School

## Job Description: Teacher of Science (MPS/UPS)

### 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.*



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## Person Specification: Teacher of Science

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 Science 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>➤ Experience of Advanced Level teaching</li> <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 Science</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)