

Richard Hale School



400 YEARS OF EXCELLENCE

Application Pack

Assistant Headteacher
(Leadership Scale 14-18)

1st September 2021



Richard Hale School

Assistant Headteacher

Start date: September 2021

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

- Information on the application process
- Information about the school
- Information about the Senior Leadership Team
- Job Description
- Person Specification

Please note:

- **Closing date**
Closing date is Noon on the 22nd April with interviews to take place the following week.
- **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 Karen Dart, PA to the Headteacher, on 01992 583441 (kda@richardhale.co.uk). If you would like to discuss the role or find out more about the school, please contact Mrs Jane Beacom, Deputy Headteacher, on 01992 583441 (bm@richardhale.co.uk). **Visits to the school are most welcome.**
- **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 Karen Dart at kda@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

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 our sports hall will start to be built over the Easter holiday. 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 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, 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 centered 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.



Richard Hale School

Information about SLT

The SLT at Richard Hale School is a well-established and cohesive group. I joined the school in January 2018 as Headteacher. The range of experience on SLT allows us to have open discussions and I welcome all feedback in order to ensure the changes and developments we make in the school are undertaken for the good of the students.

SLT is made up of myself and two deputies. Jane Beacom oversees standards in English, maths and the Sixth Form and Matthew Greenwood is the Designated Safeguarding Lead and in charge of behaviour across the school. In addition, we currently have four Assistant Headteachers. Huw Davies leads on KS3, transition from KS2 and NQT induction. Louise Morris is Director of Science and leads on T&L and CPD, James Allaway leads on Curriculum, Data, Assessment and Timetabling and Steve Robins on Key Stage 4, Careers, Student Voice, the House system and the Careers programme. Matthew Botheras is the School Business Manager and he also sits on SLT. This is only a brief outline of their roles (they do much more!). All members of SLT line manage Heads of Department and/or Heads of Year and have areas of responsibility across the school. It is our intention to give all members of SLT opportunities to contribute widely to many areas of school life whilst taking a lead on key areas of school improvement.

We are a school where CPD is important. We normally have two secondments to SLT each year to help develop Middle Leaders' understanding of the role of SLT in the school. We also run specific leadership training. Anyone joining the team would have the support of other members of the team alongside a weekly meeting with myself to support their development and role in school. I meet with all members of SLT each week to discuss progress on areas for development, line management etc. However, I operate an open door policy and people can come and see me at any time.

The post becomes available as the current post holder moves to a new challenge. The post will have a focus on Key Stage 4 achievement and progress, but we will also develop the role to suit the skills and interests of the successful candidate. It is an exciting opportunity to build on the work that is already in place at Key Stage 4 while also providing an opportunity to contribute to the development of our school.

The post will involve teaching; no specific subject is requested as we are looking for someone with the right skill set and ambition to contribute to school development. The position would provide excellent professional development for someone who is keen to go onto Deputy Headship and Headship.



Richard Hale School

Job Description: Assistant Headteacher

Job Title

Assistant Headteacher

Job Purpose

To support the improvement and development of the school through leadership at senior level. This will involve working closely with middle leaders to secure improvement through guidance and accountability as well as leading on key aspects of the school. To lead on achievement at KS4 and work as part of the collective SLT and Governors to set the strategic direction of the school.

Objectives

- To raise standards of student achievement at all levels, particularly at KS4.
- To support Heads of Year with behaviour and pastoral support for students in KS4.
- To enhance the teaching and learning in the school.
- To lead and manage staff as directed by the Headteacher.

Principal Responsibility Areas

- To contribute to the strategic direction of the school.
- To oversee KS4 and improve the achievement and experience of all students.
- To lead and manage staff.
- To manage a school wide budget as required.
- To lead on whole school events.
- To participate in the wider life of the school.

Other areas of responsibility will be decided in discussion with the successful candidate.

Key Tasks

- To improve and sustain student achievement particularly at KS4.
- To monitor and evaluate the progress and achievement of students in KS4 working with the appropriate Heads of Year to manage this.
- To support Heads of Department through regular monitoring activities such as learning walks and marking scrutinies and the provision of supportive and developmental feedback.
- To contribute to SLT monitoring across the school as required.
- To lead and partake in staff CPD as required.
- To implement school policies and procedures.
- To lead the teaching in the school by example.
- To develop effective working relationships with all staff at the school, parents, senior leaders and governors.
- To participate in the performance management of staff as required by school policy.

There will be other duties and key tasks that will be decided in discussion with the successful candidate.

Employees will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in the job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Responsible to: Headteacher



Richard Hale School

Person Specification: Assistant Headteacher

Qualification	Essential	Desirable
A good honours degree (2:2 or above)	Y	
Qualified teacher status	Y	
Relevant further qualifications		Y
Professional development focused on acquiring a senior leadership position	Y	

Experience of teaching /Management	Essential	Desirable
On appointment, at least three years' experience as a successful middle leader in a 11-18 secondary school	Y	
An outstanding practitioner across all Key Stages	Y	
Experience of management within faculty or department or year team	Y	
Experience of leadership at whole school level		Y

Knowledge, skills and attributes	Essential	Desirable
Thorough knowledge and understanding of current curriculum issues .	Y	
An understanding of the 2019 Ofsted Framework and the implications of this in the areas of curriculum and assessment.	Y	
Maintain a high standard of discipline in the classroom through well focused teaching and good classroom management.	Y	
Keen to promote the expectations and rules of the school to maintain an orderly and supportive environment for the students to learn.	Y	
Proven ability to bring about improvements in the quality of teaching and learning across a group or key stage that results in improved outcomes for students	Y	
Application of a range of AFL techniques	Y	
Experience of using IT effectively and innovatively to improve the quality of learning in the school.	Y	
A good understanding of school accountability measures	Y	
Ability to analyse a wide range of performance data	Y	
A good understanding of target setting methodology	Y	
An understanding of the challenges and benefits that come with single sex education		Y

Experience of holding members of staff to account in order to improve outcomes	Y	
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Personal qualities and attributes	Essential	Desirable
Ability to build and maintain effective relationships with students	Y	
Ability to build and maintain effective relationships with all staff	Y	
Ability to communicate effectively to staff, parents and students, orally and in writing	Y	
Ability to work in a team, enthusiastically and deliver stated aims and vision	Y	
Ability to manage conflict	Y	
Ability to prioritise, plan, manage time effectively, and to organise self and others	Y	
A clear sense of professionalism, and a commitment to upholding standards and to setting an appropriate example	Y	
Loyalty, enthusiasm and a sense of humour	Y	
Willingness to support extra-curricular activities	Y	