

Richard Hale School



400 YEARS OF EXCELLENCE

Application Pack
Maths Key Stage 4 Co-ordinator
(TLR £4,942)

1st September 2021



Richard Hale School

Maths Key Stage 4 Co-ordinator

Start date: 1st September 2021

Maths Key Stage 4 Co-ordinator

We are seeking to appoint an enthusiastic and inspirational teacher to support the Head of Maths in developing and improving the outcomes and experience of students in key stage 4.

The post is available due to the current second in department moving to a part time position from September. We are looking to expand the leadership opportunities across the department. The post would suit someone who is looking for a first step into middle leadership and is ambitious to progress their career.

The school is committed to safeguarding children and young people.

The application pack consists of:

- Information on the application process
- Job Description
- Person Specification

Please note:

- **Closing date: Noon on Tuesday 4th May. Early applications would be welcome and we would look to interview later in the week.**
- **If you have any queries regarding this post**
If you have any questions or would like to discuss the post in more detail, then please speak with Mrs Jane Beacom (Deputy Headteacher). Visits to the school are welcome.
- **How to apply and where to send your application**
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 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.



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 the department

Mathematics is a popular and very successful subject within the school; students achieve some of our best results at both GCSE and A Level year on year. Many students continue to study the subject at A Level and beyond, with students furthering their studies at universities such as Warwick, Durham, Nottingham, LSE and UCL. Typically, three A Level Maths classes run in each year group in the Sixth Form, with around 50 students in total. Around 10 of our most able students elect to take Further Maths each year, often as their fourth A Level (Further Maths is the only subject we permit to be taken as a fourth subject).

All students are entered for GCSE. In 2020 95% of pupils achieved grade 4 or higher, with 43% at Grade 7 or higher, 79% achieving 9 to 5 grades and 95% achieving 9 to 4. At Key Stage 5, in Mathematics, 52% of Year 13 students gained A*-A, including 14 who achieved A*. In Further Mathematics, 80% achieved A*-A, with 5 A* Grades.

All students at Key Stage 3 and Key Stage 4 have 6 one hour lessons over a 50 period two-week timetable. A Level students have 10 one hour lessons over the 2 weeks. This time is divided between two teachers.

The department is staffed with eight well-qualified specialists, from very experienced members of staff to teachers just starting their career. The team works well to support the students and develop their mathematical understanding. The Head of Department is supported by a full-time Second in Department and each member of the team takes responsibility for certain aspects of the organisation of the subject. The Mathematics Department currently resides in a block of 4 classrooms with 2 communal office spaces as well as 2 rooms in the main building. The department is equipped with computers in every working space, a wireless and ethernet network, digital projectors in every teaching room and access to 8 chromebooks. Students are supported in their learning by a good stock of specialist textbooks and on-line resources.

In Year 7 students are taught for the first half term in mixed ability form groups; after half-term they are split into 3 half-year sets according to ability, based on their Key Stage 2 SATs score and our own early test score. Setting continues throughout Key Stage 3 and Key Stage 4. Students are assessed regularly and movement between sets is possible at any stage.

At Key Stage 4 all pupils are entered for the AQA (Higher) or Edexcel (Foundation) GCSE. The students in the top set follow a two-year GCSE programme, then study Additional Maths in Year 11, resulting in the FSM qualification. At Advanced Level students are prepared for the Edexcel examinations. All students study Core Maths (Pure) along with elements of Statistics and Mechanics. Our Further Maths groups in Year 12 and Year 13 take exams in Core Pure I & II and have an option to study two from D1, FP1, FM1 or FS1.

Students enjoy additional competitions in Maths. Amongst others, the department enters students for the annual UK Mathematics Challenge at Junior, Intermediate and Senior Levels, with an impressive record of success. Post-16 students usually attend subject specific lectures to support their learning and give them a flavour of what further study of Maths might entail. Visits to Bletchley Park have also proved popular with our future code-breaking students.



Richard Hale School

Job Description: Maths Key Stage 4 Co-ordinator

Job Title

Maths KS4 Co-ordinator

Job Purpose

To support the Head of Department to promote within maths, professional leadership and management of the subject within the school, to secure high quality teaching, effective use of resources and the highest standards of learning and achievement for all pupils.

Objectives

- To ensure student entitlement to quality provision at KS4 maths.
- To support the Head of Department in continuously improving standards of student achievement at KS4.
- To foster enjoyment and satisfaction in the study of KS4 maths by students.
- To enhance the teaching and learning in KS4 maths.

Principal Responsibility Areas

To support the Head of Department in the:

- Strategic direction of KS4 Maths.
- Teaching, learning and curriculum for KS4 Maths.
- Leadership and management of staff.
- Management of resources for KS4.

Key Tasks

- To support the Head of Department to establish the vision and development plans for Maths at KS4.
- To work with the Head of Department in establishing, developing and implementing policy and schemes of work for KS4 Maths in accordance with the requirements of the exam board and school, in line with recent inspection and research evidence.
- Alongside the Head of Department, monitor and evaluate the effects of subject policies and plans, establishing clear targets for improving and sustaining pupil achievement.
- To implement school policies and procedures.
- To lead the teaching of the subject by example.
- To monitor and evaluate progress and achievement of all pupils in KS4 Maths, identifying clear targets for improvement.
- To develop effective working relationships with all teachers of KS4 Maths, parents, senior leaders and governors.
- To participate in the performance management of staff as required by school policy.
- To work with the Head of Department and where appropriate lead professional development on KS4 in the department.
- To support members of their department through regular observations and feedback.
- To participate in the development of staff involved in the teaching of the subject.

- To establish, maintain and develop appropriate resources and the environment for teaching and learning.
- To ensure the effective management and organisation of learning resources including information technology.

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

Employees will be expected to comply with any reasonable request from a manager 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: Head of Maths

Working time: 195 days / 1265 hours per year

Salary: MPS/UPS + TLR 2B, £4,942



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Person Specification: KS4 Co-ordinator (Maths)

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

Experience of teaching /Management	Essential	Desirable
An outstanding practitioner	Y	

Knowledge, skills and attributes	Essential	Desirable
Thorough knowledge and understanding of current curriculum issues specific to the department.	Y	
Maintains a high standard of discipline in the classroom through well focused teaching and good classroom management	Y	
Keen to promote the subject in all Key Stages, including willingness to offer, and participate in, subject-specific field trips and educational visits	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 subject	Y	
Ability to analyse a wide range of performance data	Y	

Personal qualities and attributes	Essential	Desirable
Ability to build and maintain effective relationships with students	Y	
Ability to build and maintain effective relationships with 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 offer and participate in extra-curricular activities		Y