

Richard Hale School



400 YEARS OF EXCELLENCE

Application Pack

Full or Part Time
Teacher of Mathematics
(MPS)

January 2019



Richard Hale School

Full Time or Part Time Teacher of Mathematics

Start date: January 2019

Thank you for your interest in the post of Teacher of Mathematics. 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: – 12noon on Monday 1st October 2018.** 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 is attached 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 (karen.dart@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 Dart at karen.dart@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 Mathematics Full Time or Part Time (MPS)

We are looking to appoint a well-qualified and enthusiastic teacher with character and personality. The appointed candidate will join a supportive, and very successful Mathematics Department, within this high performing school. They will be required to teach across KS3 and KS4; suitable candidates may also have the opportunity to teach at KS5.

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 Karen Dart by email, karen.dart@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 Dart. Closing date for applications is 12noon on Monday 1st October 2018. 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. We are heavily oversubscribed and in the last two years have increased the number of students in Years 7 and 8 to 180.

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, with 285 students, and attracts 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 number of students that we have from disadvantaged backgrounds or who have SEND are also significantly lower than the national average.

The school's buildings have been improved extensively over the years. Recent additions include a Sixth Form Centre with tutorial rooms and a large common room, complete refurbishment of all Science laboratories, and a major programme of roof and window replacements. We have recently been given planning permission to build a sports hall. During 2017 a 3G all-weather football pitch was added to provide improved sport facilities for the students. We play our 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.

Underpinning all the work done within the school is a steadfast commitment to develop our students into thoughtful, disciplined, considerate and well behaved adults who are able to make a positive contribution to the community and wider world.

In the last Ofsted inspection report (2016), inspectors said: *The school is a friendly and mutually supportive community where morale is high and pupils are well developed as all-round individuals. Your school is founded on strong and traditional values which underpin everything you do.*

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.
- All students take the three separate sciences and a large number take a modern foreign language at GCSE.
- Our Design and Technology provision includes Engineering, we have a garage on site allowing the students to achieve an IMI motor engineering qualification, 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 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 continues to expand with some 300 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.

We work closely with a number of our primary schools. This ranges from some outreach work in music and other subjects as well as working with our primary schools to support transition arrangements for our Year 7 students.

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 subject within the school. Advanced Level groups are timetabled in the Sixth Form with approximately 50 students choosing the subject in Year 12/13. There are currently eight Maths teachers in the department, all of whom are specialists.

All students are entered at GCSE and in 2018 91% of pupils achieved grade 4 or higher including 6 grade 9s from boys who sat GCSE in Year 10. At Key Stage 5 52% of Year 13 students gained A*-A, including 5 who achieved A*.

All students at Key Stage 3 and Key Stage 4 have 6 one hour lessons over a two-week timetable. AS and A2 students have 9 one hour lessons over the 2 weeks. This time is divided between two teachers. The Key Stage 5 teaching load is currently shared between all 8 members of staff.

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.

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 linear GCSE. The students in the top set follow a one-year GCSE programme, then study Additional Maths in Year 11.

At Advanced Level students are prepared for the Edexcel examinations, which is now a fully prescribed course. All students study Core Maths (Pure) along with elements of Statistics and Mechanics.

We also have Further Maths groups in Year 12 and Year 13 who take exams in Core Pure I & II and have an option to study two from D1, FP1, FM1 or FS1.

The department enters students for the UK Mathematics Challenge at Junior, Intermediate and Senior Levels, with an impressive record of success.



Richard Hale School

Job Description: Main Payscale Teacher (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: Main Payscale Teacher

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

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