

# Richard Hale School



400 YEARS OF EXCELLENCE

## Application Pack

Director of Science

MPS/UPS

TLR1F

September 2025



# Richard Hale School

**Role: Director of Science**  
**Start date: September, 2025**

Thank you for your interest in the post of Director of 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 Staff Application Form.

- Information about the school
- Information about the Department
- Job Description
- Person Specification

Please note:

- **Closing date: 9 am, Monday 20<sup>th</sup> January 2025.** Please note that 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 Staff Application Form and Staff 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.
- **If you have any queries regarding this post**  
For general enquiries about the recruitment process, please contact Mrs Homan, HR Manager on [sho@richardhale.co.uk](mailto:sho@richardhale.co.uk) or Dr Louise Morris (Assistant Headteacher) [ms@richardhale.co.uk](mailto:ms@richardhale.co.uk). We welcome visits from applicants prior to application.
- **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.

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

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.



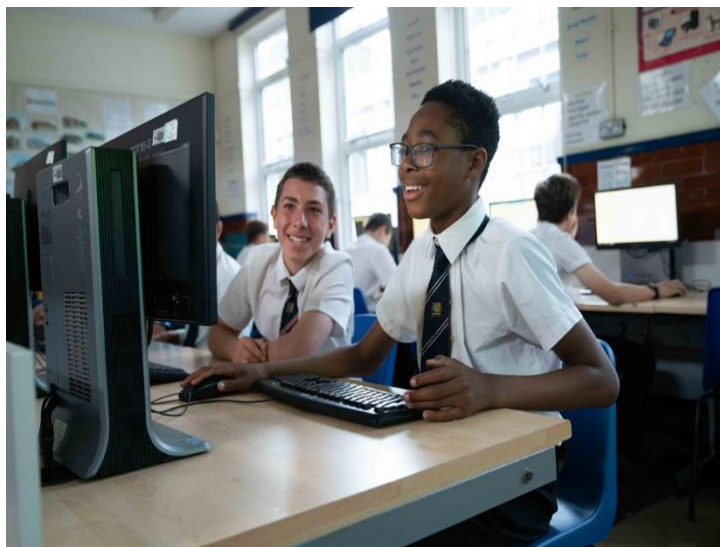
Richard Hale is an 11 - 18 year old boys' comprehensive school with a six-form entry in Year 7. The school has 1200 students with 180 in each year group and over 300 in the sixth form which is mixed. We are heavily oversubscribed with on average 500 applications for 180 places.

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

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 14 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.

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 and A Level, 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 form 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.

### Departmental Organisation as of September 2024:

Director of Science: Dr Louise Morris (Assistant Headteacher)  
Head of Biology: Mrs Beverley Moseley  
Acting Head of Chemistry: Mr Nick Wood  
Acting Head of Physics: Mr Don Wemyss-Cook  
BTEC Science Co-ordinator Mr Ben Parker

Teacher	Subject Specialism	Teacher	Subject Specialism
Monica Aghedo	Chemistry	John Mitchell	Physics
Tracey Bensted	Biology	Sarah Morris	Biology
Emily Wood	Chemistry	Lucy Gallagher	Biology
William Masters	Physics	David Sykes	Physics
Michelle Spencer	Biology	Ben Parker	Biology
Kelly Williamson	Biology	Mark Rayfield	Physics



# Richard Hale School

## Job Description: Director of Science

### Job Purpose

To promote 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 student.

### Objectives

- To continuously raise standards of student achievement at all levels.
- To foster enjoyment and satisfaction in the study of the subject by students.
- To enhance the teaching and learning.
- To lead and manage the department effectively.

### Principal Responsibility Areas

- Strategic direction of the department.
- Teaching, learning and the curriculum.
- Leading and managing staff.
- Managing resources.
- Contributing to the wider progress of the school.

### Key Tasks

- To establish a vision and development plans for the subject in respect of students of all ages, and abilities.
- To establish, develop and implement policy and schemes of work for the subject in accordance with the requirements of the National Curriculum and of school policy and in line with recent inspection and research evidence.
- To monitor and evaluate the effects of subject policies and plans, establishing clear targets for improving and sustaining student 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 students, identifying clear targets for improvement.
- To set expectations for the work of all staff involved in the teaching of the subject and to take action to secure improvement.
- To develop effective working relationships with all teachers of the subject, technicians, parents, senior leaders and governors.
- To support members of their department through regular learning walks, and marking scrutinies and providing supportive and developmental feedback.
- To lead and participate in the development of staff involved in the teaching of the subject and technicians.
- 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.
- To manage the financial resources allocated to the department effectively and efficiently
- To ensure moderation and assessment of the courses are completed within the conditions specified by the exam board.
- To promote the subject to students studying science in the future and develop opportunities for them to see employment opportunities within science.
- To work collaboratively with other schools to develop the opportunities for the education of science for the students at the school.

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:** SLT Member

**Working time:** 195 days / 1265 hours per year





# Richard Hale School

## Person Specification: Director of Science

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

Experience of teaching /Management	Essential	Desirable
On appointment, at least three years' experience as a successful teacher in a 11-18 secondary school	Y	
An outstanding practitioner across all Key Stages	Y	
Experience as Head of Department	Y	
Experience of management within faculty or department	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	
Understanding and knowledge to apply and support the safeguarding policies and processes in the school.	Y	
Have the ability to work in a team and show initiative	Y	