

Richard Hale School



400 YEARS OF EXCELLENCE

Application Pack

Behaviour Manager

March 2026/ASAP

(Part time)



Richard Hale School

Behaviour Manager

Start date: March 2026 / ASAP

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- Thank you for your interest in the post of Behaviour Manager. 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 Support Staff Application Form.
- Copy of the advertisement
- Information about the school
- Information on the department
- Job Description

Please note:

- **Closing date**
Closing date is **9am, Monday 23rd February, 2026**. 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**
Application is via the My New Term platform <https://mynewterm.com/>
- **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. 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 (sho@richardhale.co.uk). If you have any specific questions regarding the role, please contact Kevin Patterson, Assistant Headteacher (pt@richardhale.co.uk).
- **How to apply and where to send your completed form**
Application is via the My New Term platform <https://mynewterm.com/>
- **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.



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Behaviour Manager Required for March 2026/ ASAP Part-time

We are looking to appoint a motivated, enthusiastic and committed person to join our school. The successful candidate will have experience working with students and of managing behaviour. The position will be for two days per week, 8.30am – 3.30pm, term time only. This will preferably be on a Monday and Tuesday but an element of flexibility may be considered for the right candidate. The salary will be dependent upon experience but will be paid on grade H5 (9-14).

Richard Hale is a very successful, oversubscribed, 11-18 boys' school with an expanding co-educational Sixth Form located in the centre of the county town of Hertford. The School has an impressive reputation for achievement both academically and in a wide range of extra-curricular activities.

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

The closing date is 9am on Monday 23rd February, 2026. Please note we reserve the right to close this vacancy early should sufficient applications be received so early application is essential.

Please apply via the My New Term platform <https://mynewterm.com/>



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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 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, "Pupils 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.

Student achievement is high with 81% achieving 9 to 4 in English and Maths in 2025 and 67% achieving 9 to 5 in these subjects. A third of students achieved 5+ grades at 7-9. Due to the pandemic there are no progress scores this year, however students progress has been above average. 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 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.



Richard Hale School

Job Description: Behaviour Manager

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Job Purpose

To support the progress of students across the school.

Main purpose of the post:

To work under the guidance and direction of the Assistant Headteacher and within an agreed system of supervision, to support teachers in managing behaviour of identified students or classes in order for the learning to be more focussed and developed. This will also involve supervising the isolation room when students have been removed from lesson or have been placed in isolation after a specific incident.

Main Duties:

In relation to the students:

- Establish positive and productive working relationships with students and actively promote the highest level of behaviour from students.
- To supervise the isolation room, managing student behaviour in the room and the supervision of work within the environment.
- Monitor use of the isolation room and create data as appropriate or required by the Senior Leadership Team.
- Support staff in managing behaviour of specific groups or individual students.
- To support teachers in managing classes and individual behaviour of students.
- To support the behavioural and emotional needs of students, in line with classroom and school policies.
- Contact parents where directed by the Senior Leadership Team.
- Liaise with the Senior Leadership Team and Heads of Year to support the behaviour processes and feedback on specific students.
- To support the examinations process if required.

In relation to the teachers:

- To have clear lines of communication with the students teacher.
- To have formal meetings with teachers to enable planning and preparation for lessons, where time permits.
- Where appropriate, to act as liaison between students and the teacher.
- Involvement in keeping records and evaluation of students programmes.

In relation to the school:

- Report to isolation room each morning to prepare for any organised isolation that day.
- To be aware of school policies and procedures, including those relating to confidentiality.
- To identify personal in-service needs and to attend appropriate internal and external in-service training.
- Any other tasks as directed by the Headteacher which fall within the purview of the post.

We reserve the right to review and change the job description, in consultation with the postholder, dependent on the changing circumstances of the school.

Responsible to: Assistant Headteacher

Working pattern: Two days per week 8.30-3.30pm (6 paid hours with a 1 hour lunch break each day), term time only. Preferably a Monday and Tuesday with some element of flexibility for the right candidate.

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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Behaviour Manager

Start date: March 2026 / ASAP

Person Specification

Experience of Managing behaviour	Essential	Desirable
Experience of managing behaviour of students within a school environment.	Y	
Experience of working with a range of students across all abilities.	Y	
Experience of communicating with students in a range of situations.	Y	

Knowledge, skills and attributes	Essential	Desirable
Helps to maintain a high standard of discipline in the classroom through intervention and discussion	Y	
Keen to promote student achievement in the year group, including willingness to offer, and participate in trips and educational visits	Y	
Proven ability to bring about improvements in the behaviour of students.	Y	
Understanding of how to support students of all abilities in improving their behaviour	Y	
An ability to manage a room to ensure students are productive and work effectively when in isolation.	Y	
An ability to work with other staff collaboratively in order to support the student in improving behaviour	Y	
An ability to communicate effectively to staff at all levels.	Y	
An understanding of safeguarding procedures and willingness to work with the DSLs to promote safeguarding across the year group.	Y	