

# Richard Hale School



400 YEARS OF EXCELLENCE

## Application Pack

## Teaching Assistant

## Full-time/Part-time

(Hours can be flexible for the right candidate)

## September 2026



# Richard Hale School

## Teaching Assistant

Thank you for your interest in the post of Teaching Assistant. 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 for applications is **9am on Tuesday 30<sup>th</sup> June, 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.
- **If you have any queries regarding this post**  
For general enquiries about the recruitment process, please contact Mrs Homan, HR Manager on 01992 583441 ([sho@richardhale.co.uk](mailto:sho@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.

We look forward to reading your application, and thank you for your interest in our school.



# Richard Hale School

## Teaching Assistant Required for September 2026

We are looking to appoint a motivated, enthusiastic and committed person to join our Student Support Centre. The successful candidate will have experience as a Teaching Assistant or experience of working with children with special educational needs and will support students in a full range of subjects. Ideally, the position is for 35 hours per week, between the hours of 8.30am – 4.30pm Monday to Friday, term time plus one week. However, hours can be subject to a certain level of flexibility (to be discussed at interview), for the right candidate. The salary will be dependent upon experience but will be paid on point H3, salary in the range £25,583-£25,989 (pro rata) plus outer fringe.

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).

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



# 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 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.

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](http://www.richardhale.herts.sch.uk)



# Richard Hale School

## Information about the department

### Staffing (as of September 2026)

Sarah Morris	SENCO/Head of Department
Laura Reeves	SEND and Student Support Centre Officer
Mark Rayfield	Intervention Teacher
Jennifer Whitehead	HLTA Intervention Coordinator (SEMH)
Janis Wilson	HLTA Intervention Coordinator (Literacy)
Carly Toms	HLTA Intervention Coordinator (SALT)
Toni Taylor	Higher Level Teaching Assistant
Neswell Lyons	Higher Level Teaching Assistant
Kayleigh Soanes	Higher Level Teaching Assistant
Liz Gomez	Teaching Assistant
Jenni Desouza	Teaching Assistant
Bhupesh Darbar	Teaching Assistant

Richard Hale School is inclusive and aims to promote equality of opportunity, excellence and the development of individual potential. We believe that all our students are of equal value and share the same educational rights - irrespective of race, gender, sexuality or disability – and are given the same opportunities to progress and fulfil their potential. The School recognises the whole person and the gifts they may possess.

All students are entitled to, and should have the opportunity to, develop a wide range of learning and life skills. We believe that this entitlement should be delivered through a balanced and broad curriculum. We hope that all our students will develop the knowledge, skills and critical reasoning to function autonomously throughout life.

The Student Support Centre is led by Miss Sarah Morris, SENCO/Head of the Student Support Centre. The school has a team of Teaching Assistants with training and experience of supporting students with a variety of needs such as Social, Emotional Mental Health, Autism, Speech, Language and Communication Difficulties and Literacy Difficulties.



# Richard Hale School

## Job Description: Teaching Assistant

### Job Purpose

To support the inclusion and progress of students with Special Educational Needs and Disabilities.

### Main purpose of the post:

To work under the guidance and direction of the SENCO and within an agreed system of supervision, to implement agreed work programmes/intervention strategies in the classroom and assist the class teacher in evaluating their impact. This will also involve assisting the teacher in planning, and the management/preparation of resources. The TA will work with and receive instructions from the SENCO, Teachers, and other professionals.

### Main Duties:

In relation to the students:

- Establish positive and productive working relationships with students and actively promote the inclusion of all students.
- Establish positive relationships with parents and regularly communicate with home.
- To develop an understanding of the special needs of the student/s concerned and where necessary refer any concerns to line manager.
- To encourage the inclusion of the student/s within the class taking into account the students special needs and ensure their access to the lesson and its content through appropriate clarification, explanations, equipment and materials.
- Assist students in their work according to need, keeping them on task, developing an understanding of self-esteem, independence, and other strategies for learning.
- To develop study and organisational skills.
- To support the behavioural and emotional needs of students, in line with classroom and school policies.
- To support student's personal development in 1:1 keyworker sessions.
- To consolidate learning through 1:1 or small group sessions with students.
- To support primary transition and Year 7 forms for the first two terms of Year 7.
- To scribe and invigilate for external examinations, under the direction of the Examinations Officer through the Head of Inclusion.

In relation to outside agencies and other professionals, including Annual Reviews:

- To provide written reports for Annual Reviews and meetings, as required.
- To complete daily Record of Work sheets to support the tracking of students and identify areas for additional support.

In relation to the teachers:

- To support the teacher in the development and the presentation of the students individual programme.
- 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 Student Support Centre each morning, as directed – in case of any changes to timetables or staffing.
- To work as part of the team in relation to individual students, liaising, advising and consulting where appropriate.
- 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.

### **Supervision**

- Direction from SENCO and within an agreed system of supervision. This will also involve:
  - Assisting the teacher in planning, and the management/preparation of resources
  - Work with and receive instructions from the SENCO, Teachers, and other professionals.

### **Contacts**

Maintain positive relationships with:

- Staff
- Students
- Parents
- Visitors

### **Knowledge and Experience**

- Sound knowledge of curriculum in order to benefit pupil grades
- Sound knowledge of ICT

### **Problems and Decisions**

- Dealing with a number of queries simultaneously

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 the SENCO

**Salary:** H3 (5-6) £25,583-£25,989 (pro-rata) plus outer fringe

**Hours:** Ideally, 35 hours per week, term plus one week but can be subject to a certain level of flexibility (to be discussed at interview), for the right candidate

**Timings:** 8.30-4.30 Mon-Fri (1 hour lunch) / 9-2.30 Mon-Fri (20 mins break)

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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## Person Specification: Teaching Assistant

Attributes	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>➤ GCSE English and Maths at grade C/4 or above</li> </ul>	<ul style="list-style-type: none"> <li>➤ Higher level qualifications</li> <li>➤ Evidence of professional development and continuous learning relevant to the role</li> </ul>
<b>Work Related experience and associated skills</b>	<ul style="list-style-type: none"> <li>➤ Experience of working with children of secondary age</li> <li>➤ Knowledge and understanding of a range of SEND needs</li> <li>➤ The ability to manage students to advance learning and engage and motivate students</li> <li>➤ To build and maintain excellent relationships with students in small groups and on a 1 to 1 basis.</li> <li>➤ Use an appropriate range of learning strategies for small groups and individual students to engage and motivate them.</li> <li>➤ Ability to set clear and appropriate targets, feedback to students and support them to make progress</li> <li>➤ Reflect on own practice</li> <li>➤ Patience and an ability to show empathy</li> </ul>	<ul style="list-style-type: none"> <li>➤ Experience of working with children with SEND</li> </ul>
<b>Specialist knowledge and understanding</b>	<ul style="list-style-type: none"> <li>➤ Willingness to develop knowledge and understanding of the students you would work with</li> <li>➤ Willingness to develop understanding of a range of special educational needs</li> <li>➤ Ability to use a range of ICT to support students learning and to monitor their progress.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knowledge of how to give positive and targeted support to students with special educational needs</li> </ul>
<b>Personal skills and attributes</b>	<ul style="list-style-type: none"> <li>➤ Determination to encourage the highest quality of learning experience for all students</li> <li>➤ Establish good and productive working relationships, and works well in a team</li> <li>➤ Ability to communicate effectively to staff, students, parents, orally and in writing</li> <li>➤ Excellent time management</li> <li>➤ Ability to empathise with young people and yet be firm, fair and consistent when dealing with them</li> <li>➤ Sense of humour and perspective</li> <li>➤ Excellent attendance and punctuality</li> </ul>	<ul style="list-style-type: none"> <li>➤ Willingness to offer and participate in extra-curricular activities</li> </ul>

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