

# Hampton College

## Primary Phase

Clayburn Road, Hampton Vale, Peterborough, PE7 8GL



Year 6 Class Teacher  
Recruitment Pack  
December 2017  
Progress, Partnership, Pride

# Hampton College

Eagle Way, Hampton Vale, Peterborough, PE7 8BF.

Hampton College is an established, successful, all-through school, which formed its own multi-academy trust in 2014. The Trust is also the education provider for the new neighbouring secondary school, Hampton Gardens. The two schools have very close links and some shared staff.

Hampton College currently serves the community of Hampton, on the southern outskirts of the city of Peterborough and has good links to Cambridge and Stamford. Hampton Gardens School serves the neighbouring Cambridgeshire village of Yaxley, as well new housing being added to the Hampton East development

Required September 2018

## YEAR 6 CLASS TEACHER (PRIMARY PHASE)

*TLR 3 (up to £2,000 per annum) is available for an experienced teacher for responsibility in literacy*

We are seeking to appoint a highly motivated, enthusiastic and creative teacher to join Hampton College's Primary Phase as a Year 6 class teacher.

**We are looking for an individual who is:**

- An experienced KS2 teacher who has a passion for Literacy
- Positive, energetic, creative and flexible;
- Able to offer pupils a broad and balanced learning experience;
- Able to demonstrate that learning is fun and act as a positive role model;
- Willing and able to promote the ethos and core values of our school.
- Passionate about offering children an environment which encourages them to love learning;

**We can offer you:**

- The opportunity to work within a new school and help shape its future;
- The benefits available through belonging to a good school and the full support of a strong and experienced Senior Leadership Team;
- Outstanding opportunities for professional development.

**For further details and a Recruitment Pack see the school website -**

**[www.hamptoncollege.org.uk](http://www.hamptoncollege.org.uk)**

**Closing date: 9.00am Monday 8 January 2018**

*Hampton Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undergo an Enhanced Disclosure and Barring Service Check from the Disclosure and Barring Service (DBS). Applicants will be asked to complete a Disqualification by Association Declaration when invited to interview if they will work in early years provision or in later years provision for children who have not yet attained the age of 8 or if their role is directly concerned in the management of such early or later years provision.*

## Vision and Values

### Vision

Our vision is to be an outstanding college.

### Mission

Our mission is to meet the needs of our students and to equip them to fulfil their potential, and to provide high quality learning and leisure opportunities for members of our community.

### Values

#### 1. WE VALUE PEOPLE:

- The College will be a welcoming place, at the heart of its community, valuing all
- people and their talents, beliefs and cultures equally;
- Students will feel safe and respected as individuals at school; they will feel happy to come to Hampton College to learn;
- All staff will feel valued, informed and involved in decision making;
- Parents and carers will feel well informed, and involved in their child's education.
- We recognise families as sources of love and care for their members, and as the basis of a society in which people care for others.

#### 2. WE VALUE LEARNING:

- The College will provide for high quality teaching and learning, involving challenging and enjoyable activities; this will enable our students to think, and to produce high quality work;
- Our curriculum will cater for a wide range of ability and talent, and will provide students with a broad, general education of the highest quality. We will provide an outstanding choice of extra-curricular activities.

#### 3. WE VALUE POSITIVE BEHAVIOUR:

- The College will have a positive ethos, which emphasises respect, responsibility and participation;
- Students will be encouraged to grow spiritually, morally, socially and culturally;
- We will place a high emphasis on maintaining positive relationships with students based on honesty and fairness;
- We will expect all members of the College to act with courtesy, respect and good manners;
- We will emphasise the pleasure in learning, and we will do our best to make sure that fun is part of the experience for all at Hampton College.

#### 4. WE VALUE HEALTH:

- The College will promote the importance of healthy living, and we will emphasise its impact on learning;
- In all areas of operation, the College will stress the importance of healthy eating; students will be encouraged to drink water in most classes;
- The whole College site is a no-smoking area at all times;
- We believe that the health and safety of students, staff and visitors are of paramount importance, and they will always be our first considerations;
- We will work with students, parents and relevant external agencies to promote safe travel to and from school;

- In the interest of safety, students will receive clear messages about items that should not be brought onto college premises, or on school visits.

#### **5. WE VALUE LEADERSHIP:**

- The College will be well governed, managed and led, having excellent relationships with other schools and agencies. Resources will be used effectively to support learning;
- Students will be offered opportunities to show responsibility, and to develop leadership skills.

#### **6. WE VALUE OUR COMMUNITY:**

- The College will emphasise the opportunities and responsibilities that life in a large community can bring;
- We will make our facilities available to members of our community for learning and for leisure;
- Hampton College will enhance community life;
- Students will be made aware of the positive roles they can play in our global community;
- Students will learn to respect religious and cultural diversity.

#### **7. WE VALUE OUR ENVIRONMENT:**

- We will provide an outstanding learning environment: stimulating, colourful and well cared for;
- Students will learn to respect their environment at a local, national and international level.

#### **8. WE VALUE THE FUTURE:**

- We will develop the next generation of citizens and leaders, willing and able to play active roles in their communities;
- We will lead out into the world young people who feel positive about themselves and demonstrate a passion for life, who respect the rights of other people and who are ready to make their mark.



At the primary phase, we have embedded the Hampton College Values into school through our PROUD aspirations. This makes the shared Values accessible for younger children and forms the foundations of our approach to school life at Hampton College Primary.

**We are PROUD of our school**

**Play and learn together calmly**

**Respect others**

**Own our school**

**Understand boundaries**

**Do our best...always**



December 2017

Dear Applicant

Thank you for taking an interest in our permanent Year 6 Class Teacher position in our primary phase.

### Information about Hampton College

Hampton College has now been established for twelve years and has enjoyed a high degree of success both in terms of public examination results and recognition from Ofsted (four full inspections all *Outstanding* or *Good*).

The College opened in September 2005 with a roll of just 180 students in Years 7 and 8. In September 2009 we welcomed our first cohort of Sixth Form students and from September 2010 our secondary school was complete with students in all Years from 7-13.

### Development of the 'through-school':

In order to meet the unprecedented demand for primary places on the Hampton development, the Local Authority asked Hampton College to open the Primary Phase a year early, in September 2012, on the site of Hampton Hargate Primary School. A brand new state-of-the-art primary school building opened in September 2013, next to the current secondary school's campus. The Primary Phase will now continue to grow each academic year, by an intake of 60 Reception children, until it serves the full primary age range by 2018, having 420 primary students on roll by that time.

The model for the primary phase's growth, one year at a time, is exactly how the secondary phase was established. We are excited about the development of our Primary Phase and see its potential to become a beacon centre of effective practice. In the medium term, we believe we can be innovative in relation to teaching and learning and pilot ways of working which encourage teaching appropriate to students' stage not age. A number of colleagues already teach or support across phases and we anticipate this will increase further as the Primary Phase grows.

Our current roll is 1474, including 358 in Primary Phase and 181 in the Sixth Form.

### Academy and MAT status

In September 2014 we became a converter academy and formed our own multi-academy trust. **Hampton Academies Trust** opened its second secondary school, Hampton Gardens in September 2017. We believe that this development will enable us to provide an excellent education for the children and young people of the area, as well as offering our staff unrivalled promotion and professional development opportunities.

Hampton Gardens will operate its Sixth Form jointly with Hampton College. The close proximity of the two schools has enabled a number of staff to teach and support across both sites. We will also have the ability to deploy staff flexibly across the trust, as we expand.

Our vision is to be a locality based, cross -phase MAT. We intend to grow our MAT in the medium term, and have been successful in our bid to run the primary provision on the new Hampton East development. The name of the trust reflects our local focus and we have no current plans to expand our operations beyond our local area. We are not a corporate MAT (and do not want to be) and neither are we part of a regional/national chain. Our vision is to retain our 'homegrown'

status and manage our growth in a sustainable way. We believe that MAT working can be most successful when you concentrate on what you know best, in the community you are invested in.

## Hampton College - Primary Phase

On the Hampton College primary site, classrooms are bright and welcoming and are all equipped with interactive facilities. The site itself has a playground, school field and multi-sports court; all providing excellent opportunities for outdoor learning and playground games at breaktime and lunchtime.



Our team of teachers and support staff are enthusiastic and motivated, and are committed to making our school the very best that it can be. The core subjects of English and mathematics are taught discretely every day, supplemented by a rich curriculum of foundation subjects delivered primarily through our Cornerstones Curriculum. Being a two-form entry primary school means that our teachers are able to work collaboratively to plan engaging learning opportunities in each year group, with 'Wow' days being a firm favourite of each new topic taught.

**Vision and Values:** We believe that the Hampton College Vision and Values should be at the heart of our mission to deliver the best education that we can for our children. At primary phase we have embraced these Values and adopted our child-friendly PROUD aspirations, which express our key themes in a meaningful, accessible and coherent way to our very youngest children.

During the school's most recent Ofsted inspection in May 2017, in which Hampton College was judged to be 'Good' a number of very positive features were praised, including:

- An unwavering commitment to establishing an inclusive, welcoming school
- Pupils are keen to learn and appreciate the work their teachers and the opportunities provided to them
- Relationships between adults and pupils are typically positive and pupils behaviour is good
- Parents believe their children to be safe and happy
- Teachers closely match learning activities to the capabilities of the pupils
- The longer the pupils remain in the school, the faster progress they make

**Teaching and Learning:** All of the teaching staff have agreed on our definition of 'Excellent Teaching', and the statement begins... "At Hampton College we encourage teaching which is innovative, adventurous and experimental." We are proud that the teaching that goes on here is different and teachers are prepared to 'think outside the box' sometimes. Ofsted commented: "The vast majority of lessons are taught to a high quality. Many lessons are extremely imaginative and creative."



**Curriculum Plan:** Our EYFS classes experience a rich, play-based curriculum which includes a balance of child-initiated, adult-guided and adult-supported learning opportunities. We embrace the outdoor learning environment, as well as our indoor zoned learning spaces and offer children a diet of continuous provision, discrete teaching, guided activities and focused learning

opportunities with a varying degree of adult support.

In Key Stage One, the transition from EYFS to Year 1 sees a balance of play-based learning opportunities with a greater emphasis on adult-guided learning. Phonics, literacy and mathematics form the foundations of our curriculum, with topic based activities supporting our children's developing in other subjects. We use the Cornerstones Curriculum; which is broad and balanced, encourages independent and creative thinking and allows children to explore their own learning in a meaningful and fun way.

In KS2, whole class and guided group teaching forms a large part of our teaching and learning, whilst independent research and investigation skills are promoted through the Cornerstones topics.

### **The School Day:**

Doors open:	8.40am
Registration:	8.55am
Lessons start:	9.00am
Lunch break:	12.00pm to 1.00pm (Reception, Year 1 and Year 2) 12.30pm to 1.30pm (Year 3, Year 4 and Year 5)
School ends:	3.25pm

**Community:** Hampton College is making an important contribution to putting 'heart and soul' into the new development, and bringing the community together. We are a venue for learning and leisure and we are developing a range of activities and events to meet local need. We also work in partnership with Vivacity, who operate a public library and sports centre on our campus.

## **The Vacancy**

The vacancy is for a Year 6 class teacher in our primary phase and represents an exciting opportunity for an experienced teacher to join our expanding team as we drive the development of the primary phase forward. Due to our continued growth we are looking for a keen, enthusiastic and dynamic Year 6 teacher, with the knowledge, skills and understanding to guide and support our current Year 5 children through their final year at primary school. A knowledge of Year 6 assessment would be advantageous.

We are looking for an engaging, committed and motivational teacher to join our teaching team who has a passion for literacy. You will work closely with our primary phase Senior Leadership Team (SLT), class teachers and teaching assistants and will help to shape the future of our inquisitive and creative children.

TLR 3 (up to £2,000 per annum) is available for an experienced teacher for responsibility in literacy. Please outline in your letter of application what experience you already have in this area and how you would drive standards in literacy forward as part of your role as Year 6 Class Teacher.

Our commitment to home: school partnership means that we would expect the successful candidate to work closely with our parents and carers, acting as a point of contact for their class. We would also expect the successful candidate to fully engage with outside agencies and other staff within school, including our secondary phase colleagues.

### **Safer Recruitment**

Hampton Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will require an enhanced disclosure from the Disclosure & Barring Service. Applicants

will be asked to complete a Disqualification by Association Declaration when invited to interview if they will work in early years provision or in later years provision for children who have not yet attained the age of 8 or if their role is directly concerned in the management of such early or later years provision.

### Promotion Opportunities

As an expanding trust there are permanent posts and opportunities for promotion which arise regularly.

### Applications

Please download an application form from the school website:

[www.hamptoncollege.org.uk](http://www.hamptoncollege.org.uk)

Please return your completed application form, together with a letter of application (no more than 2 sides of A4) outlining how you meet the Person Specification by **9.00am Monday 8 January 2018**. CVs are not accepted and should not be included with your application.

Postal applications should be addressed to **HR Department** and sent to:

Hampton Academies Trust  
Eagle Way  
Hampton Vale  
Peterborough  
PE7 8BF

Applications can also be sent by email to [jobs@hamptonacademiestrust.org.uk](mailto:jobs@hamptonacademiestrust.org.uk) (*All applicants applying for employment via email will be required to sign and date their Application Form if invited to attend an interview*).

Please note that only candidates shortlisted for interview will be contacted.

**Closing date: 9.00am Monday 8 January 2018**

## Job Description

**POST TITLE:** CLASS TEACHER

**MAIN PURPOSE:** Teach in a manner that ensures pupil learning and social needs are met;  
Promote the highest standards of behaviour in order to create a calm working environment in the school, and to ensure an atmosphere conducive to learning.

**RESPONSIBLE TO:** Executive Headteacher  
Head of School (Primary Phase)  
Deputy Head of School (Primary Phase)  
Primary Phase SLT

**RELATIONSHIPS WITH:** Teaching Assistants  
Support staff  
Other Teachers  
Parents  
Other agencies

### MAIN RESPONSIBILITIES:

1. Teach a class of pupils ensuring that planning, preparation, recording, assessment and reporting meet their varying age, learning and social needs;
2. Maintain the positive ethos and core values of the school, both inside and outside the classroom ensuring equality of opportunity for all;
3. Contribute to constructive team-building amongst teaching and support staff, parents and governors.

### TEACHER RESPONSIBILITIES:

1. Ensure pupil entitlement to the appropriate Key Stage and the National Curriculum is provided;
2. Plan appropriately to meet the needs of all pupils, through differentiation of tasks;
3. Be able to set and monitor clear targets, based on prior attainment, for pupils' learning;
4. Provide a stimulating classroom environment, where resources can be accessed appropriately by all pupils;
5. Keep appropriate and efficient records, integrating formative and summative assessment into weekly and termly planning;
6. Report to parents on the development, progress and attainment of pupils;
7. Maintain good order and discipline amongst all pupils in the school, in accordance with the school's behaviour policy;
8. Deliver the schemes of work using the agreed teaching methods;
9. Ensure resources are adequate, appropriate, audited and stored for curricular use;
10. Participate in meetings which relate to the school's management, curriculum, administration or organisation;
11. Communicate and co-operate with specialists from outside agencies;
12. Lead, organise and direct support staff within the classroom;
13. Participate in the appraisal/performance management system for the appraisal of their own performance;
14. Implement agreed school policies and guidelines;
15. Support initiatives decided by the Senior Leadership Team;

16. Ensure consistent awareness of risk assessments and complete them as appropriate;
17. Ensure that safeguarding and child protection procedures are consistently followed;
18. Be committed to personal development through CPD;
19. Support events organised by the school.

#### GENERAL NOTES:

1. The aforementioned responsibilities are subject to the general duties and responsibilities contained in the School Teachers' Pay and Conditions Document, Burgundy Book and other conditions of service for teachers and are additional to the general duties and responsibilities of a Teacher;
2. These accountabilities do not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed;
3. These accountabilities are not necessarily a comprehensive definition of the post. It will be reviewed at least once per year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

*Hampton Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undergo an Enhanced Disclosure and Barring Service Check from the Disclosure and Barring Service (DBS). As this position involves contact with children up to age 8 the successful candidate will also be required to make a Disqualification Declaration.*

## Person Specification

**POST TITLE: CLASS TEACHER**

You will love working with children, and you will relish the satisfaction that comes from helping them to develop and to learn. You will be committed to our idea that fun is an important factor in learning. The successful candidate will be an integral part of the school and can expect the support needed to develop his/her career.

	<u>Essential</u>	<u>Desirable</u>
<u>Qualifications</u>	<ul style="list-style-type: none"> <li>• Qualified Teacher status</li> <li>• Educated to degree level</li> </ul>	<ul style="list-style-type: none"> <li>• Good honours degree, namely 2:1 or better</li> </ul>
<u>Experience</u>	<ul style="list-style-type: none"> <li>• Teaching within primary age range</li> </ul>	<ul style="list-style-type: none"> <li>• Currently working or training in UK state primary school</li> <li>• Experience of teaching in UKS2</li> <li>• Experience of Y6 assessment and SATs</li> </ul>
<u>Knowledge and understanding</u>	<ul style="list-style-type: none"> <li>• The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies)</li> <li>• Statutory National Curriculum requirements at the appropriate Foundation/Key Stage</li> <li>• The monitoring, assessment, recording and reporting of pupil progress</li> <li>• The statutory requirements of legislation concerning Equal Opportunities, Health &amp; Safety, SEND and Child Protection</li> <li>• The positive links necessary within school and with all stakeholders</li> <li>• Effective teaching and learning styles</li> </ul>	
<u>Skills</u>	<ul style="list-style-type: none"> <li>• Ability to promote the school's aims positively</li> <li>• Ability to develop good personal relationships within a team</li> <li>• Ability to establish and develop close relationships with parents, governors and the community</li> <li>• Effective communication skills (both orally and in writing) to a variety of audiences</li> <li>• Ability to create a happy, challenging and effective learning environment</li> </ul>	
<u>Personal characteristics</u>	<ul style="list-style-type: none"> <li>• Approachable</li> <li>• Committed</li> <li>• Enthusiastic</li> <li>• Able to motivate self and others</li> <li>• Calm under pressure</li> </ul>	

	<ul style="list-style-type: none"> <li>Well-organised</li> </ul>	
<b><u>Safeguarding Competencies</u></b>	<ul style="list-style-type: none"> <li>Demonstrates empathy for the concerns of others</li> <li>Shows respect for other's feelings, views and circumstances</li> <li>Seeks and uses professional support appropriately</li> <li>Can demonstrate flexibility of approach</li> <li>Shows a personal commitment towards safeguarding children</li> </ul>	