

Hampton College

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

Hampton College is an established, successful, all-through school, which has recently formed its own multi-academy trust. The trust will also be the education provider for the new secondary school to be built in the locality, Hampton Gardens, scheduled to open in September 2017.

The school currently serves the community of Hampton, on the southern outskirts of the city with good links to Cambridge and Stamford. The new school will also serve the neighbouring Cambridgeshire villages of Yaxley and Farcet, as well new housing being added to the Hampton development.

Required for September 2017:

HEAD OF RELIGIOUS EDUCATION

TLR 2a (£2,637)

Recruitment & Retention allowance available for the right candidate

We are looking for an imaginative and enthusiastic Head of Religious Education. This is an exciting opportunity for an outstanding teacher to join this successful and popular school.

- An exciting opportunity to be a part of an enthusiastic and successful Faculty;
- In a school where active learning and experimentation are encouraged and teachers are excited about what they do;
- Where each teaching space has interactive facilities;
- Where students are keen to learn, and to fulfil their potential;
- In a subject area with a successful track record in enrichment activities and links with local community groups;
- A full induction and support programme will be available in order to develop the successful applicant's skills.

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

www.hamptoncollege.org.uk

Closing date: 9.00am on Wednesday 22 March 2017

Hampton College 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.

HAMPTON COLLEGE: INFORMATION FOR APPLICANTS

HAMPTON COLLEGE

EAGLE WAY
HAMPTON
PETERBOROUGH
PE7 8BF
TEL: 01733 246820
www.hamptoncollege.org.uk

March 2017

Dear Applicant

Thank you for taking an interest in our permanent position of Teacher of Religious Education. Experience of teaching a second subject or being qualified to do so is highly desirable; please provide details in your letter of application.

INTRODUCTION

Hampton College has now been established for eleven years and has enjoyed a high degree of success both in terms of public examination results and recognition from Ofsted (three 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 1402, including 300 in Primary Phase and 163 in the Sixth Form.

Academy and MAT status

In September 2014 we became a converter academy and formed our own multi-academy trust. The **Hampton Academies Trust** has since been named as the preferred education provider for the new secondary school in the locality, Hampton Gardens (opening 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. As the two campuses are on neighbouring plots, we envisage that a number of staff will 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, by bidding 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 - Secondary Phase

On the Hampton College secondary site, classrooms are airy and light and are all equipped with interactive facilities. The school hall provides an impressive public space, with seating capacity for 400 people; the grounds are attractive and spacious and are utilised well at break and lunchtimes in fine weather.

Conditions have been right for the school to provide a centre of excellence in teaching and learning, with teachers and departments continually reflecting on their practice, in order to improve. Traditionally the core subjects of English, Mathematics and Science have been high performing, which has contributed to the school's successes in recent years. The school is well equipped for the use of ICT, and all subjects make full use of it in their teaching.

Vision and Values: Since opening the college we have emphasised 2 key themes: 'People' and 'Learning'. We believe that positive working relationships are the key to effective learning, and we work hard to ensure that students and staff feel safe, valued and happy in their work. Please see the college website for more details.

During the school's most recent Ofsted inspection (2013), a number of very positive features were praised, including:

- Teaching is overwhelmingly good or outstanding
- Achievement at GCSE has been excellent in recent years, making the college a truly high performing school
- Teaching and progress in the Primary Phase are good
- All Sixth Form lessons were graded as Good or Outstanding
- Behaviour is good and 'an impressive feature of the college is the excellent relationships between students and staff.'
- We have a highly effective governing body

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: Please see college website (Prospectus). Every effort is made to offer a strong extra-curricular programme in sports, the arts and in other areas. There is an enrichment week at the end of the summer term, which includes a week- long camp for students in Year 7.

The School Day: All lessons are one hour, with a 5 minute movement break.

8.30am	Morning Registration/Assembly	12.25pm	Period 4
8.50am	Period 1	1.25pm	Lunch Break
9.55am	Period 2	2.10pm	Period 5 (Afternoon Registration)
10.55am	Morning Break	3.10pm	End of School
11.20am	Period 3		

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 DEPARTMENT

The Humanities department at Hampton College is an enthusiastic, creative and friendly department. We strongly believe in the full engagement of all students to achieve their potential through a range of exciting and innovative teaching and learning strategies. The Humanities department prides itself on a cross-curricular, collaborative approach, and places great emphasis on constructive self-evaluation.

The subjects included in the department are Geography, History, PD (PSHE/Citizenship/Financial Management/Enterprise/CEG), and Religious Education. At KS3, all Humanities subjects are taught in mixed-ability groups, although this is subject to review in future as the school expands. At KS4, Geography, History and RE are offered as GCSE options, along with Travel and Tourism BTEC, whilst PD is compulsory elements of the curriculum. For RE at Key Stage 4 we have chosen Edexcel and are studying Christianity and Islam. Our current Year 11 are following the Edexcel syllabus, studying Religion and Life and Religion and Society.

The college opened its Sixth Form in September 2009, and ‘A’ Levels in History, Geography and Religious Studies are part of the curriculum offered to students. We are delivering A-level Religious Studies for the first time from September 2016. We are currently following OCR.

Since the opening of the college in September 2005, Humanities staff have been at the centre of many whole-school developments e.g.

- Citizenship projects and awards;
- Environmental projects achieving Eco-school status;
- A Connecting Classrooms project, involving ongoing links with Kenya and the Sudan;

Educational visits and field work have been an important part of the work of the department and have included trips to London, to the WWI Trenches in Belgium, and to the places of worship used by all of the major religions represented in Peterborough. We also run

international trips to Paris / Iceland and Italy (intended for 2017) as well as the coast / Sheffield at KS4.

ICT is regularly used in teaching in Humanities, and valued as an important teaching and learning tool.

PROMOTION OPPORTUNITIES

As an expanding school there are permanent posts and opportunities for promotion which arise regularly. The opening of Hampton Gardens in September 2017, will offer a range of exciting opportunities for staff employed by Hampton Academies Trust, as well as for external applicants.

APPLICATIONS

Please complete an application form, and also enclose a letter of application outlining how your skills and experience meet the requirements of the person specification. Please include in your letter details of your ability to teach a second subject. Applications should be sent to:

Mrs A Harris
HR Officer
Hampton College
Eagle Way
Hampton Vale
Peterborough
PE7 8BF

Tel: 01733 246820 ext 102

OR apply by e-mail to jobs@hamptoncollege.org.uk

Closing date: 9.00am Wednesday 22 March 2017

HAMPTON COLLEGE: JOB DESCRIPTION

POST TITLE:	HEAD OF RELIGIOUS EDUCATION
GRADE:	MPS/UPS
MAIN PURPOSE:	Teaching Promoting the highest standards of behaviour in order to promote a calm working environment in the college, and to create an atmosphere conducive to learning.
RESPONSIBLE TO:	Head of Faculty SLT Link
RELATIONSHIPS WITH:	<ul style="list-style-type: none">• Head of Faculty• Heads of House and Director of Sixth Form• SENCo / Teaching Assistants• Support Staff• Other teachers• Parents• Outside agencies

ACCOUNTABILITIES

Curriculum

- a) To state the aims and objectives of the curriculum area;
- b) To draw up schemes of work according to the National Curriculum and based on school policy;
- c) To lead in relation to the appropriate timetable requirements for RE;
- d) To provide a curriculum appropriate to the full range of students, including those with Special Educational Needs and gifted students;
- e) To provide a curriculum which is designed to meet the needs of boys and girls in equal measure, and where teachers use a range of teaching styles in order to maximise the benefits for all students;
- f) To ensure that curriculum, resources and practices in the department comply with the school policy on Equal Opportunities;
- g) Promote the highest standards of behaviour in order to promote a calm working environment in the school, and to create an atmosphere conducive to learning;
- h) To lead on enrichment activities such as clubs and field trips relevant to the curriculum area;
- i) To ensure that the curriculum contributes to the spiritual, moral, social and cultural education of students;
- j) To ensure that the curriculum relates to the world of work, and that students are made aware of the relevance of what they are studying to life after school.

Resources:

- a) To ensure that the necessary resources for teaching and learning are provided, and to liaise with the Librarian in this respect;
- b) Be responsible for a budgetary submission, monitoring and general resource management of the curriculum area;
- c) To manage the deployment of staff, and the allocation of students to appropriate groups;
- d) To manage a system for the safe-keeping and use of high value assets.

Assessment Recording & Reporting:

- a) Maintain and develop a Departmental Scheme for Assessment, Recording and Reporting and to monitor that it is properly observed;
- b) Ensure that teachers within the department keep accurate records of assessments which comply with school policy, and National Curriculum requirements;
- c) Monitor effective reporting to parents by the department.

Management:

- a) Offer constructive, critical appraisal of teaching styles and methods and to promote high teaching standards and quality;
- b) To monitor the work of the curriculum area, and to report findings to your Line Manager, and then act upon them;
- c) Monitor teaching rooms and their appearance and ensure the highest possible standards of working conditions together with relevant displays of work;
- d) Support teachers in effective classroom management and the management of student behaviour according to the school's philosophy, policy and expectations;
- e) To involve the teachers in the decision-making process through active participation, consultation and discussion by holding regular meetings and to report back to the appropriate Line Manager;
- f) To develop and update a curriculum area handbook based on school policy and practice;
- g) To ensure that the curriculum area makes best use of the opportunities provided in terms of the wider community;
- h) To ensure that all the work of the curriculum area complies with school policy regarding Health and Safety;
- i) To assist and advise regarding the selection of department staff.

GENERAL NOTES

- a) The aforementioned responsibilities are subject to the general duties and responsibilities contained in the statement of Teachers' Terms and Conditions of Employment and are additional to the general duties and responsibilities of a teacher;
- b) These accountabilities do not direct the particular amount of time to be spent on carrying them out and no part of them should be so construed;
- c) These accountabilities are not necessarily a comprehensive definition of the post. They will be reviewed at least once per year and may be subject to modification or amendment at any time after consultation with the holder of the post.

HAMPTON COLLEGE: PERSON SPECIFICATION

THE POST: HEAD OF RELIGIOUS EDUCATION

THE PERSON

We are looking to appoint an outstanding teacher and one who would be expected to teach across all age ranges and abilities. The ability to offer teaching at Key Stage 5 is essential. The ability to contribute to the Humanities faculty by teaching another Humanities subject is highly desirable.

You should be a reflective practitioner, interested in developing your practice and trying out new strategies in your teaching. You will already be, at least, a fairly good user of ICT, and happy to learn more. Above all, we wish to appoint an imaginative and enthusiastic teacher, who will be keen to work alongside a team determined to create an excellent department.

You will have strong subject knowledge and you will be passionate about engaging all students in the study of RE. You will be willing to teach additional Humanities subjects and will have a strong commitment to extra-curricular work.

You will have a passion for working with young people and you will relish the satisfaction that comes from helping them to develop and to learn. The successful candidate will be an important part of the department and can expect the support needed to develop his/her career further.

	<u>Essential</u>	<u>Desirable</u>
<u>Qualifications</u>	<ul style="list-style-type: none">• Relevant 'A' Levels (or equivalent) and Degree• Qualified Teacher Status• Ability to teach Key Stage 5	<ul style="list-style-type: none">• Good Honours degree (2.1 or better)• Ability to contribute to the Humanities faculty by teaching a Humanities subject e.g PD
<u>Experience</u>	<ul style="list-style-type: none">• Relevant teaching experience or teaching practice• Experience of working with students with a wide range of ability	<ul style="list-style-type: none">• Currently working or training in UK state secondary school• Relevant 'life experience' e.g. working within the heritage industry etc.
<u>Knowledge and understanding</u>	<ul style="list-style-type: none">• The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies);• Statutory National Curriculum requirements at the appropriate key stage;• The monitoring, assessment,	

	recording and reporting of pupils' progress; <ul style="list-style-type: none"> • The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection; • The positive links necessary within school and with all its stakeholders; • Effective teaching and learning styles. 	
<u>Skills</u>	<ul style="list-style-type: none"> • Ability to use innovative, active teaching methods • Ability to use ICT as a learning/admin tool • Effective communication skills, written and verbal • Good organisational skills 	<ul style="list-style-type: none"> • Commitment to offering effective extra- curricular activities
<u>Personal Characteristics</u>	<ul style="list-style-type: none"> • Approachable • Committed • Enthusiastic • Able to motivate self and others • Calm under pressure • Well-organised 	
<u>Safeguarding Competencies</u>	<ul style="list-style-type: none"> • Demonstrates empathy for the concerns of others • Shows respect for other's feelings, views and circumstances • Seeks and uses professional support appropriately • Can demonstrate flexibility of approach Shows a personal commitment towards safeguarding children	