Hampton College

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

Lead Practitioner for Mathematics
Recruitment Pack
October 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 January 2018

LEAD PRACTITIONER FOR MATHEMATICS
L5 – L7

We are seeking to appoint an outstanding Lead Practitioner for Mathematics. This is an exciting opportunity for an inspirational teacher to join this successful and popular school.

- To deliver engaging and motivating lessons to students across all Key Stages;
- To take a lead role, working closely with the Mathematics team in developing, implementing and evaluating policies and practice that lead to school improvement
- To develop and implement Teaching and Learning initiatives and strategies throughout the Mathematics department and school, which raise the teaching practice of all members of staff and therefore raise student standards and progress.
- To undertake research into best practice in other schools
- To research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues
- To develop high quality teaching materials and schemes of learning
- In a school where innovation and experimentation are encouraged and teachers are excited about what they do

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

www.hamptoncollege.org.uk

Closing date: 9.00am Monday 16 October 2017

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:

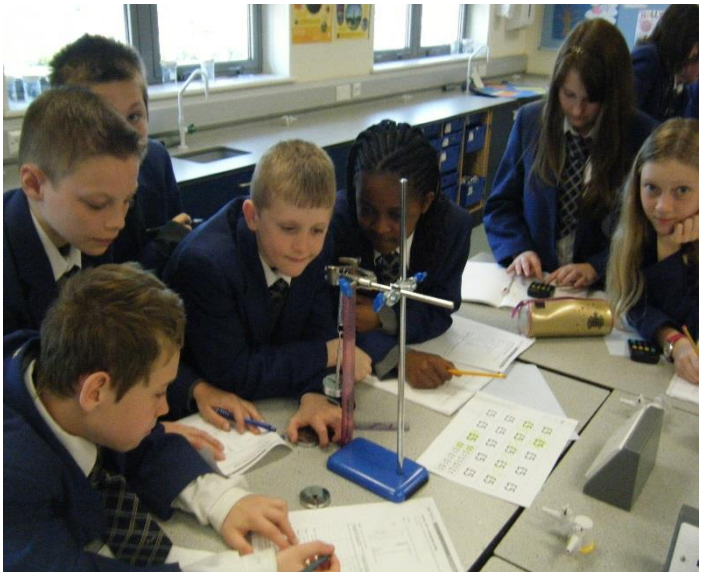
- The College will emphasise the opportunities and responsibilities that life in a large community can bring;
- We will make our facilities available to members of our community for learning and for leisure;
- Hampton College will enhance community life;
- Students will be made aware of the positive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



October 2017

Dear Applicant

Thank you for your interest in our permanent position of Lead Practitioner for Mathematics.

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.

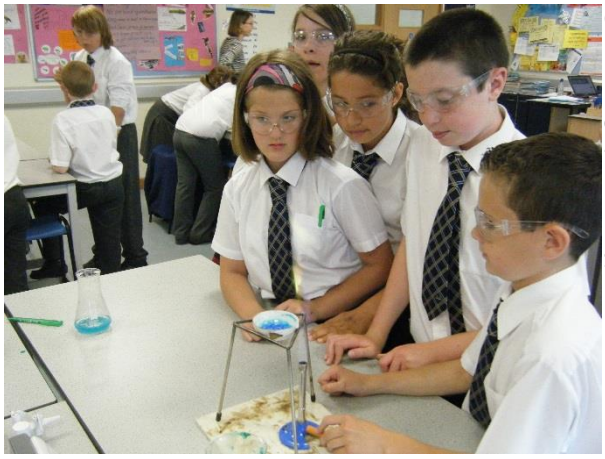
Hampton Gardens will operate its Sixth Form jointly with Hampton College. The close proximity of the two schools has enabled a number of staff to teach and support across both sites. We will also have the ability to deploy staff flexibly across the trust, as we expand.

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 - 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.

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 in May 2017, in which Hampton College was judged to be 'Good' a number of very positive features were praised, including:

- An wavering 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 behavior is good
- Parents believe their children to be safe and happy
- Pupils make good progress at Key Stage 4
- 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: 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 time.

8.30am	Morning Registration/Assembly
8.45am	Period 1
9. 50am	Period 2
10.55am	**Morning Break**
11.15am	Period 3
12.20pm	Period 4
1.25pm	**Lunch Break**
2.05pm	**Period 5 (Afternoon Registration)**
3.10pm	**End of School**

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

Mathematics is a popular and successful department in the school, offering Mathematics and Further Mathematics at Key Stage 5. Uptake at KS5 is high with around 35% of last year's year 11 students studying AS level. Last year many of the students who completed the A2 secured places in universities to continue their study of the subject.

The department has always achieved outstanding results at GCSE, the last three years have seen an average of results well above 70% for both percentage A*-C and expected progress. Value added for mathematics has been consistently high, above the national average and amongst the best in the local area. Results for this year are expected to meet previous year's performances.

The department consists of 7.5 full time teachers who are dedicated to achieving the best outcomes for the young people in their care. As a team they work collaboratively, constantly looking for new ways in which to improve their teaching and to raise standards. As the College continues to grow we are looking to recruit an additional member of the department to reduce class sizes and deliver intervention for September 2017.

KS3
At Key Stage3 Mathematics is taught in ability groups for three hours per week, which are regularly reviewed. Year 7, this year will start the Mathematics Mastery Program to allow for students to gain a deeper understanding of Mathematics. This will continue into year 8 going forward.

KS4
Currently Mathematics is taught 4 hours a week, in ability groups. Approximately 50% of students sit the Higher Paper, although this is reviewed regularly. We are a PiXL school and the PiXL ethos is embedded in our philosophy.

KS5
At Key Stage 5 students study the Edexcel course in Mathematics. In light of the Governments aims to increase participation of students studying Mathematics post sixteen, we are looking to develop the delivery of alternative courses for students who may not be suited to the traditional AS/A2 courses.

The Role

The role of Lead Practitioner for Mathematics will involve working closely with the Director of Mathematics to raise standards of attainment and progress by leading on, and supporting intervention strategies, particularly at Key Stage 4. This is a key role within Hampton College and would suit an aspiring Teacher of Mathematics who is keen to develop professionally, and who will support colleagues by sharing best practice in order to raise standards of achievement. The post holder will have regular discussions with members of the Mathematics team to ensure that they are aware of targeted students and that diagnosis, therapy and testing is being applied.

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 provison.

Promotion Opportunities

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

Applications

Please download an application form from the school website:
www.hamptoncollege.org.uk

Please return your completed application form, together with a letter of application (no more than 1 side of A4) outlining how you meet the Person Specification by **9.00am Monday 16 October 2017.** 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@hamptoncollege.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 16 October 2017**

Job Description

POST TITLE:	**LEAD PRACTITIONER FOR MATHEMATICS**
GRADE:	L5 – L7
MAIN PURPOSE:	To raise standards of attainment and progress in Mathematics by leading on and supporting intervention strategies, particularly at Key Stage 4. To provide support and leadership across the Mathematics Department To improve the quality of teaching and learning.
RESPONSIBLE TO:	Director of Mathematics
RELATIONSHIPS WITH:	Head of School Director of Mathematics SENCo / Teaching Assistants Support Staff Other teachers Parents

MAIN RESPONSIBILITIES

- Close monitoring and scrutiny of current and projected attainment and progress will be essential to identify target students and apply the appropriate intervention.
- Give support and guidance to teachers of Mathematics.
- Lead the implementation of the College's Learning and Teaching policy in Mathematics.
- To lead on specific areas identified in the Hampton College Raising Attainment Plan related to Learning and Teaching in Mathematics.
- To identify students in need of extra support due to underperformance and arrange for intervention strategies to be implemented (Personal Learning Checklists)
- To ensure intervention strategies are effective by applying appropriate assessment (Diagnosis, Therapy and Testing)
- To attend relevant network meetings and training courses as appropriate
- To ensure the successful and sustained implementation and application of PiXL strategies in the classroom
- Lead training for teachers in Learning and Teaching strategies in Mathematics, including the planning, preparation and delivery of training days and twilight session on teaching and learning.
- To be a team player by sharing good practise and to team teach with other colleagues in the Mathematics department to raise attainment where appropriate.
- Produce high quality teaching and learning materials for use by other colleagues to ensure all lessons are engaging and motivating
- Lead in the development of ICT to promote flexible approaches to student learning.
- Actively participate in reviewing teacher classroom performance in accordance with the College's performance management policy.
- Play a leading role in the College's programme for ITT students in Mathematics.
- Contribute to the College's support in monitoring and assessing NQTs in Mathematics.
- Make presentations and report to SLT and Governors as and when required.
- Assist the Director of Mathematics in their action plan to raise standards of achievement.
- Responsible for Numeracy across the Curriculum.
- Participate fully in whole school duties associated with senior members of the teaching staff including senior staff duty, general duties and whole school behaviour management.
- Provide advice to colleagues on the monitoring, review and evaluation of teaching and learning programmes.
- Contribute to the development and delivery of flexible curriculum days.

TEACHER RESPONSIBILITIES

1. Have a thorough and up to date knowledge of their subject(s) and should take account of wider curriculum developments that are relevant to their work;
2. Consistently and effectively plan lessons and sequences of lessons to meet students' individual learning needs, including students with special educational needs, and gifted or talented students. They should be aware of, and take proper account of the strategies agreed in IEPs (Individual Education Plans) and IBPs (Individual Behaviour Plans);
3. Consistently and effectively use a range of appropriate strategies for teaching and classroom management;
4. Consistently and effectively use information about prior attainment to set well-grounded expectations for students, and monitor progress to give clear and constructive feedback;
5. Be able to make use of the performance data available in the College in order to determine how much progress their students are making;
6. Take responsibility for their own professional development and use the outcomes to improve their teaching and students' learning;
7. Make an active contribution to implementing the policies and aspirations of the College;
8. Be effective professionals who challenge and support all students to do their best;
9. Set and maintain high expectations for student behaviour;
10. Set a good example to students, for example in terms of appropriate dress, standards of punctuality and attendance;
11. Be mindful that the College statement of vision and values emphasizes FUN in learning, and plan and teach accordingly.

GENERAL NOTES

1. The aforementioned responsibilities are subject to the general duties and responsibilities contained in the School Teachers' Pay and Conditions Document and the Conditions of Service ("Burgundy Book") 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.

Person Specification

THE POST: Lead Practitioner for Mathematics

We are looking to appoint an outstanding and inspirational Lead Practitioner for Mathematics who would be expected to teach across all age ranges and abilities.

You will be able to teach Mathematics to Key Stage 5. You will have a strong commitment to extra-curricular work and a commitment to personalised intervention across the key stages. It is important that students have the opportunity to extend their interest and enthusiasm for Mathematics by taking part in extra-curricular activities, visits and competitions. We would welcome any contribution you could make to these activities at Hampton College.

You will be expected to contribute to the continued development of the Department's curriculum. You should be able to communicate effectively with students and colleagues as well as having good organisational skills.

The successful candidate will be an integral part of the department, leading by example and maintaining positivity, drive and enthusiasm. You can expect the support needed to develop your career. Above all, we wish to appoint an imaginative and enthusiastic teacher, who will help to lead and nurture a team who will continue to deliver excellence.

	Essential	**Desirable**
Qualifications	• Relevant 'A' Levels (or equivalent) and Degree • Qualified Teacher Status	• Good Honours degree (2.1 or better)
Experience	• Successful teaching record which demonstrates high standards and the ability to raise attainment • Leading colleagues in a departmental initiative or school working group • Experience of supporting and developing the practice of others • Experience of teaching a wide range of abilities • Use of Data in education to track student progress and set targets for improvement • Relevant teaching experience or teaching practice	• Currently working or training in UK state secondary school • Relevant 'life experience' e.g. time working in business or industry • Experience of leading meetings • Position of responsibility within an Mathematics Department
Knowledge and understanding	• An understanding of current educational developments • The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies) • The monitoring, assessment, recording and reporting of pupils' progress • The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection	

	• Developing links within the Trust and with all its stakeholders • Effective teaching and learning styles	
Skills	• To be an established outstanding Teacher of Mathematics • Ability to use ICT as a learning/admin tool • Ability to use innovative teaching methods to aid student learning • Effective communication skills; written and verbal • Strong organisational skills essential	• Commitment to offering effective extra- curricular activities
Personal Characteristics	• A "people person" • Able to communicate vision to others and bring people with you • A willingness to work hard with enthusiasm and vision • Resilient • A good sense of humour • Calm under pressure • Well organised • Approachable • Committed • Able to motivate self and others	
Safeguarding Competencies	• 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	