

Hampton College

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



Head of RE
Recruitment Pack
March 2018

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

September 2018

HEAD OF RELIGIOUS EDUCATION TLR 2a (£2,665)

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 Monday 30 April 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:

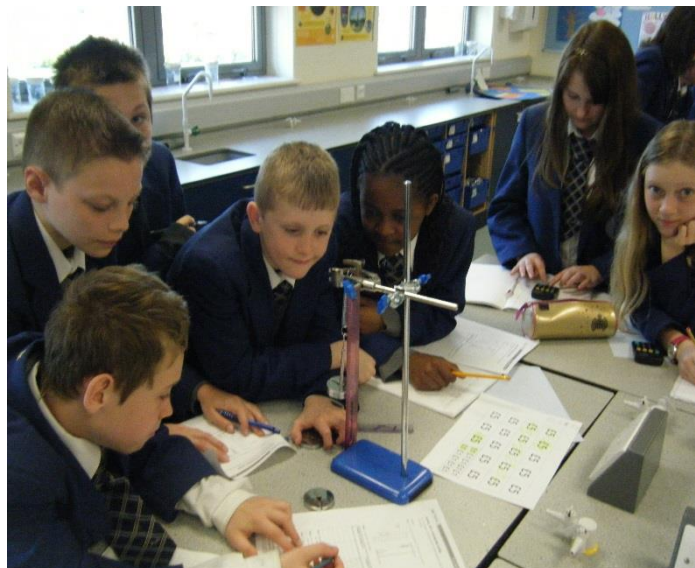
- The College will emphasise the opportunities and responsibilities that life in a large community can bring;
- We will make our facilities available to members of our community for learning and for leisure;
- Hampton College will enhance community life;
- Students will be made aware of the positive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



March 2018

Dear Applicant

Thank you for your interest in our permanent position of Head of Religious Education at Hampton College.

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

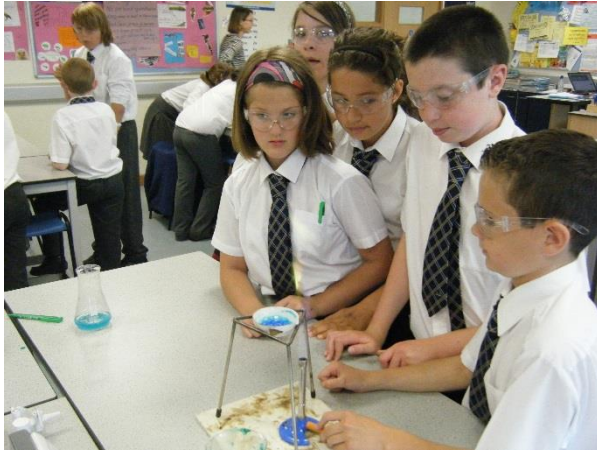
In September 2014 we became a converter academy and formed our own multi-academy trust. **Hampton Academies Trust** opened its second secondary school, Hampton Gardens in September 2017. We believe that this development will enable us to provide an excellent education for the children and young people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

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 group. 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 Year 7 to 11. The Key Stage 3 curriculum follows the Peterborough Agreed Syllabus. For Religious Studies at GCSE students currently follow the Edexcel course studying Christianity: Religion and Ethics (Paper One) and Religion, Peace and Conflict through Islam (Paper Two).

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 currently teach OCR Religious Studies. The successful candidate could review and alter the exam boards we use at Key Stage 4 and Key Stage 5 through discussion with the Head of Faculty.

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 2018) as well as the coast / Sheffield at KS4.

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. The opening of Hampton Gardens School offers 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 30 April 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 (*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 30 April 2018

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.

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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 highly desirable. The ability to contribute to the Humanities faculty by teaching another Humanities subject is also 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 	<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 Ability to teach Key Stage 5
<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 <p>Shows a personal commitment towards safeguarding children</p>	