Hampton College

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

Teacher of Maths
Recruitment Pack
September 2018

Progress, Partnership, Pride

Hampton College

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Hampton College is an established, successful, all-through school, which formed its own multi-academy trust (Hampton Academies Trust- HAT) in 2014. The Trust is also the education provider for the new neighbouring secondary school, Hampton Gardens School and Hampton Lakes Primary School, which is due to open in 2019. HAT 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, where Hampton Lakes Primary School will also be located.

January 2019

TEACHER OF MATHS

We are looking for an imaginative and enthusiastic Teacher of Maths. This is an exciting opportunity for an outstanding teacher to join an innovative and caring school.

We welcome applications from candidates who:

- Possess the ability to inspire and motivate, and who have a passion for teaching and learning.
- Have consistently high expectations with the drive to help all students achieve their full potential.
- Are an exceptional team player and who enjoys supporting and working collaboratively with others.
- Have the skill to form positive relationships for learning with all staff, students and parents.
- Share our vision to deliver outstanding education for children and young adults and the commitment to make a difference to outcomes and achievements of students who attend HAT schools.

What we can offer you in return:

- A fantastic working environment where students are enthusiastic and want to learn. All our schools have modern buildings, with light and airy classrooms, outstanding facilities and are situated at the heart of the community.
- We value our staff and recognize the importance of providing ongoing training opportunities. As a growing Trust we are also able to offer opportunities for promotion and fresh challenges as new roles arise regularly within the Trust.
- Our active Staff Wellbeing Group creates an effective channel for staff to be heard, and underpins our commitment to cultivating a supportive working environment which allows staff to flourish and achieve their full potential.
- Our extensive induction programme supports staff every step of the way, and our buddy system gives new staff a supportive and knowledgeable mentor.
- Full access to the Health Assured Employee Assistance Programme which is designed to help staff deal with any personal or professional problems. Staff have access to free legal advice, medical information, counselling sessions, online self-help tools, factsheets and the wellbeing portal.

For further details please visit the HAT website: http://www.hamptonacademiestrust.org.uk/jobs/

Closing date: 9.00am on Monday 24 September 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).

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:

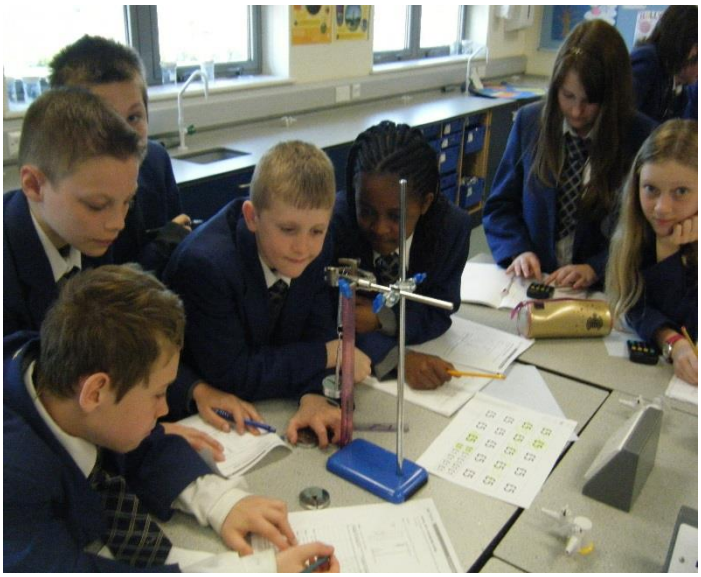
- The College will emphasise the opportunities and responsibilities that life in a large community can bring;
- We will make our facilities available to members of our community for learning and for leisure;
- Hampton College will enhance community life;
- Students will be made aware of the positive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



We encapsulate these values into our motto: “Progress, Partnership, Pride” which underpins everything we do.

Progress

We work hard to ensure that students receive excellent teaching, that the curriculum is relevant to their needs and that they receive all the support they need to fulfil their potential. We also believe very strongly in the importance of extra-curricular activities such as clubs and visits, as they develop values and qualities that are valuable in later life.

Partnership

We are determined that Hampton College will continue to be known for its positive relationships: students work well with each other and they enjoy a good working relationship with staff, with a high level of mutual respect. The College aims to develop strong relationships with its community, including other primary schools, neighbouring secondary schools and local businesses.

We work hard to establish a partnership with parents/carers and to ensure that they feel welcome at the College and fully involved in their child's education.

Pride

We expect the highest standards at all times. We want students to be proud of their own achievements and happy to receive awards from us, sometimes in public gatherings. We expect students to wear the Hampton College uniform with pride, because we want them to show that being a Hampton College student is something really special. Over the next year and as the College moves forward, we hope that parents/carers and the whole community, will be really proud of the work that goes on here.

September 2018

Dear Applicant

Thank you for your interest in our permanent position of Teacher of Maths at Hampton College.

Information about Hampton College

Hampton College has now been established for thirteen 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 now serves the full primary age range. We were excited to welcome our first Year 6 students in September 2018. The model for the primary phase's growth, one year at a time, until its completion in 2018, is exactly how the secondary phase was established. We work closely with our Primary colleagues to devise innovative, cross phase learning that teach to a student's stage rather than age. A number of secondary colleagues teach across both phases.

Our current roll is 1,555, including 418 in Primary Phase and 227 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. This development enables us to provide excellent education for the children and young people of the area, as well as offering our staff unrivalled promotion and professional development opportunities.

Since September 2018 we have operated a Sixth Form across both Hampton College and Hampton Gardens. 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 Trust's latest new school project, Hampton Lakes Primary School, is due to open in September 2019 to reception children and will be located on the new development to the east of the A15, near Teardrop Lake. 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, our results have consistently been amongst the best in the city at both GCSE and A Level.

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 several foreign and domestic residential trips, day trips and in house activities. We also benefit from staff who give up their time to arrange many curriculum based trips and visits throughout the year.

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 makes an important contribution in putting 'heart and soul' into Hampton, helping to bring 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 highly dedicated staff who have a wealth of knowledge in preparing the students for their GCSE exams. This year the results improved by 13% on the previous year's results, and we are looking at building upon this success by strengthening the team.

The department consists of 8.5 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.

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.

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.

For more information, please refer to:

Hampton College: Safeguarding and Child Protection Policy

HAT: Recruitment & Selection Policy & Procedure

Equality & Diversity

The Governing Body of Hampton Academies Trust is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a supportive and inclusive working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit.

We do not discriminate against staff on the basis of age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief. (Equality Act 2010 protected characteristics). The principles of non-discrimination and equality of opportunity also apply to the way in which staff and Governors treat visitors, volunteers, contractors and former staff members.

For further information please refer to the school's Equality & Diversity Policy (Staff).

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.hamptonacademiestrust.org.uk/jobs/

Please return your completed application form, together with a letter of application which is addressed to the Head of School (no more than 1 side of A4) outlining how you meet the Person Specification by **9.00am Monday 24 September 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*).

I hope you will be inspired to apply for this exciting opportunity and look forward to receiving your completed application.

In the meantime, if you have any queries or would like to arrange a visit to the school before the application deadline, please contact our HR Department on 01733 246824.

Yours faithfully



John Gilligan
Head of School - Hampton College Secondary Phase

Job Description

POST TITLE: **TEACHER OF MATHEMATICS**

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 Subject / Department
SLT Link

RELATIONSHIPS WITH: Head of Department
Heads of House and Director of Sixth Form
SENCo / Teaching Assistants
Support Staff
Other teachers
Parents

MAIN RESPONSIBILITIES

- To deliver engaging and motivating lessons to students across all Key Stages.
- To use the whole school behaviour policy in setting high standards and expectations for students.
- To produce high quality resources and take part in the creation of new Faculty schemes of work.
- To identify and differentiate for groups of learners within your teaching groups.
- To use ICT and other learning technology in the planning and delivery of lessons.
- To track progress through assessment and reporting within own teaching groups.
- To regularly mark and feedback to students in line with the Faculty assessment systems.
- To take part in the whole school programme of quality assurance.
- To interrogate and interpret relevant data to use as an achievement tool.
- To engage in the self review processes with the Faculty team.
- To monitor the progression of all students in own teaching groups.
- To identify students at risk of underachievement in liaison with the Key Stage
- Leaders, Achievement Coaches and Subject Mentor, and ensure that appropriate interventions are in place.
- To work as a team supporting Faculty members in spreading and sharing good practice.
- To attend and where appropriate contribute to faculty meetings and weekly briefing.
- Be willing to attend relevant courses/conferences that will stimulate and enhance the role of teacher of Maths and wider role within the school community.
- To uphold and promote the school's child protection and safeguarding policies and procedures and ensure they are adhered to by all staff.
- To promote the safety and wellbeing of students.
- Undertaking such departmental responsibilities as are delegated by the Head of Department;
- Carrying out a share of supervisory duties in accordance with published rotas;
- Setting and marking home learning in accordance with College and departmental policies;

- Participating in meetings with colleagues and/or parents/carers with regard to the above responsibilities.

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: Teacher of Mathematics

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.

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.

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.

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 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.

	Essential	**Desirable**
Qualifications	• Relevant 'A' Levels (or equivalent) and Degree • Qualified Teacher Status	• Good Honours degree (2.1 or better) • Ability to teach more than one subject • Ability to teach Key Stage 5
Experience	• Relevant teaching experience or teaching practice • Experience of working with students with a wide range of ability	• Currently working or training in UK state secondary school • Relevant 'life experience' e.g. time working in business or industry
Knowledge and understanding	• 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; • 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.	
Skills	• 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	• Commitment to offering effective extra- curricular activities
Personal Characteristics	• Approachable • Committed • Enthusiastic • Able to motivate self and others • Calm under pressure • Well-organised	
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	