



Deputy Head of School Information Pack

January 2019



Hampton College Primary Phase
Clayburn Road, Hampton Vale, Peterborough, PE7 8GL

Progress, Partnership, Pride

Contents

Letter from Head of School (Primary Phase) 2

Vision and Values 3 - 5

Information about Hampton College 6 - 10

Curriculum 8

Key Senior Team Members at Trust Level 8

Admissions 9

Student Outcomes 10

Job Description 11 - 13

Person Specification 14 - 15

Recruitment Process 16



Additional Information

Primary Phase Information Pack

Secondary Phase Prospectus (Information only)

Secondary Phase Sixth Form Prospectus (Information only)

Ofsted Report

Letter from Head of School

January 2019

Dear Applicant

Application for post as Deputy Head of School, Hampton College Primary Phase

Thank you very much for your interest in the above vacancy which has arisen due to the much deserved promotion of the current post holder, Zoe Trigg, to Head of School at Hampton Lakes Primary School which opens in September 2019 and is part of Hampton Academies Trust.

Hampton College Primary Phase is a very good school in exciting times as it moves into a new chapter. Working closely with me, the newly appointed Deputy Head of School, will be able to help shape the strategic direction of the school and ensure sharp focus on raising progress and attainment within a caring and aspirational environment. You will benefit from the support of an excellent leadership team and a talented and committed staff, all within modern and purpose built accommodation. All of us at Hampton College Primary Phase are committed to providing our learners with the best opportunities to excel so that they achieve outstanding outcomes and meet and surpass their dreams and expectations.

This is an excellent and exciting opportunity. An outline job description for the post of Deputy Head of School is included in this pack: however, ultimately we are looking for a very strong candidate, who is the 'best fit' for us and who will then help us to take Hampton College Primary Phase to the next level. Therefore, some of the specific responsibilities of the post can be discussed at interview, and will be negotiated with the successful candidate. Whether your background in school leadership is focused on the pastoral aspects of primary education, or a commitment to teaching and learning including curriculum development and an 'eye for detail' in data analysis, we want an excellent leader with a proven track record to join our team. We are looking for an innovator who has led change to improve children's outcomes, a colleague who is a great teacher who cares deeply about the prospects of the children in our care, and someone who is passionate about inclusive education. The successful candidate will be enthusiastic, committed and resilient, and will be a highly visible presence around school. In essence, we are looking for a leader who will help Hampton College move from good to great.

Our recruitment pack gives details of the post, the recruitment process and also the history and development of Hampton College and the Hampton Academies Trust. As the pack explains, we are proud of our achievements since opening in 2005, but are also realistic about the challenges we face on our journey back to Outstanding. 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 Hampton College Primary Phase before the application deadline, please contact the HR department on 01733 246824.

Yours sincerely



Paul Jones
Head of School (Primary Phase)



Vision and Values



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.

We value people:

- Our College will be a welcoming place, at the heart of our 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.

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.

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.

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/carers 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.

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.

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.

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.

We value the future:

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

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

We are PROUD of our school

Play and learn together calmly

Respect others

Own our school

Understand boundaries

Do our best...always



Information about Hampton College

Hampton College has now been established for fourteen 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 primary school building opened in September 2013, next to the current Secondary Phase school's campus. The Primary Phase has grown year-on-year, by an intake of 60 reception children, until September 2018, when we became full with 420 primary children on roll at that time.

As the primary phase has now reached capacity, we are excited about the next stages of our development as a school, with our positive PROUD ethos at the heart of everything we do. We already have a number of colleagues who work across the phases of Hampton College, and across the wider Trust and we see this as an area in which we can become a centre of effective through-school practice. Our music and MFL provision is taught by specialist teachers from our Secondary Phase and our primary PE curriculum is enhanced with PE opportunities, festivals and teaching from secondary trained teachers.

Our current roll is 1551, including 416 in Primary Phase and 203 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 enabled 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 now operates 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 Trust's latest new school project, Hampton Lakes Primary School, is due to open in September 2019 to reception children and will initially be located at Hampton College Primary Phase before it moves to the new development to the east of the A15, near Teardrop Lake in Spring/Summer 2020. The name of the trust reflects our local focus and we have no current plans to expand our operations beyond the Peterborough area. We are not a corporate MAT (and do not want to be) and neither are we part of a regional/national chain. Our vision is to retain our 'homegrown' status and manage our growth in a sustainable way. We believe that MAT working can be most successful when you concentrate on what you know best, in the community you are invested in.

Hampton College – Primary Phase

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



Our team of teachers and support staff are enthusiastic and motivated and are committed to making our school the very best that it can be. The core subjects of English and mathematics are taught discretely every day, supplemented by a rich curriculum of foundation subjects delivered primarily through our Cornerstones Curriculum.

Being a two-form entry primary school means that our teachers are able to work collaboratively to plan engaging learning opportunities in each year group, with 'Wow' days being a firm favourite of each new topic taught.

Vision and Values

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

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

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

Teaching and Learning

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



Curriculum Plan

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

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

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

The School Day

Doors open:	8:40am
Registration:	8:55am
Lessons start:	9:00am
Lunch break:	12:00pm to 1:30pm (Staggered 1 hour lunches for all year groups)
School ends:	3:25pm

Community

Hampton College is making an important contribution to putting 'heart and soul' into the new township of Hampton, 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.

Key Senior Team Members at Trust Level

School Senior Leadership Team

- **Paul Jones - Head of School (Primary Phase)**

Paul joined Hampton College in 2013. He was previously Assistant Headteacher at Hampton Hargate Primary School and has 16 years' experience working with children and families in the Hampton development. Paul has particular expertise in teaching maths/number skills in Early Years/ KS1 settings and taught this strand of the Cambridge University Early Years & Primary PGCE courses for four years (2012 – 2016). Paul led the move to the new Primary Phase building and has overseen a marked rise in standards in EYFS/KS1.

- **John Gilligan – Head of School (Secondary Phase)**

John Gilligan joined Hampton College in January 2017 in the new role of Head of School (Secondary Phase) after many successful years as Deputy Headteacher at Jack Hunt School where he was instrumental in securing significantly positive outcomes consistently over many years. John leads Hampton College (Y7-13) on a day to day basis, as well as developing the strategic direction of the secondary phase.

Trust Staff

- **Al Greenwood – Head of School, Hampton Gardens**

Al Greenwood moved over to join Hampton Gardens in January 2017 in the new role of Head of School. He joined Hampton College as one of the founding members of staff in 2005 and has been a senior leader since 2007. In 2011 he became Deputy Headteacher of Hampton College. He has made an outstanding contribution to Hampton College with particular emphasis upon supporting learners to achieve to the best of their ability. Al leads Hampton Gardens School on a day to day basis, as well as developing the strategic direction of the school.

- **Zoe Trigg – Head of School, Hampton Lakes Primary**

Zoe has a proven track record of senior leadership within Hampton, and was seconded from Hampton Vale Primary School to Hampton College as an Assistant Head to set up our Foundation Stage in 2012 when we became an all- through school. She stayed at the College and has worked closely with Paul as his Deputy to lead the school as it has grown, and is very proud to be a member of a team that is truly committed to the all-round education of young people. Zoe is really looking forward to starting the next journey of her career within the trust, following a successful promotion to Head of School at Hampton Lakes.

- **Helen Price – Executive Headteacher, Hampton Academies Trust**

Helen has been at HAT's first school, Hampton College, since it opened in 2005. She was the school's original Deputy Headteacher and took over as Headteacher in 2011. In 2014 when the school converted into a multi-academy trust, Helen became the Executive Headteacher. In January 2017 Helen relinquished the day to day running of Hampton College and moved across full time into her trust role.

- **Caroline Behan – Finance Director, Hampton Academies Trust**

Caroline works closely with Helen at Trust level. She is a very experienced financial leader, and joined HAT from St John Fisher School in Peterborough. She is also highly experienced in the field of school new build project management and procurement, Human Resource Management and operational leadership.

Admissions

The College was established in the new township of Hampton and the catchment area reflects this. In recent years the Pupil Admission (PAN) has increased.

The College, at both phases, had a staggered opening and agreed a PAN with the Local Authority, which reflected the planned growth. The College has now reached its final PAN of 60 per year group in the Primary Phase and 210 per year group in the Secondary Phase.

Admissions Over-subscription criteria:

The local authority will admit children with an education, health and care plan which names the school. This will be in addition to any specific arrangements to specialist provision.

1. A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence or special guardianship order. A looked after

Year Group	Number on Roll
Reception	59
1	60
2	59
3	60
4	60
5	59
6	59
7	167
8	184
9	205
10	205
11	171
12	121
13	82
Total	1551

child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

2. Children living in the catchment area served by the school with a sibling of compulsory school age on roll at the time of admission.
3. Children living in the catchment area for the school.
4. Children of members of staff, provided that they have been employed for a minimum of two years and/or are recruited to fill a vacant post for which there is a demonstrable skills shortage.
5. The attendance of a sibling on the school roll at the time of admission.
6. Other children whose parents have requested a place.

Student Outcomes

Hampton College Primary is committed to ensuring the highest standards of academic performance. We set challenging yet realistic goals to ensure all pupils achieve their full potential. Our 2018 results are shown below, alongside local and national comparisons.

Early Years Foundation Stage (EYFS)	HCP	LA	Nat
Children reaching a good level of development (GLD) in the early learning goals (ELG) Prime areas and ELG Specific Areas of mathematics and literacy	76%	67%	72%
Phonics Screening Results	HCP	LA	Nat
Year 1 children reaching the Phonics Screening threshold mark	80%	76%	83%

Key Stage 1	Expected +			Greater Depth		
	HCP	LA	Nat	HCP	LA	Nat
Reading	67%	68%	75%	23%	20%	26%
Writing	72%	62%	70%	15%	11%	16%
Maths	80%	72%	76%	23%	20%	22%

Hampton College Primary Phase has its first year 6 cohort this year. They will be completing their KS2 SATs in May 2019 and we are predicting outcomes that will be in line with the national average and above LA average. Our predicted target range is 64% to 72% of our pupils at age-related expectations for reading, writing and mathematics combined.

Job Description

Post title:	DEPUTY HEAD OF SCHOOL (Primary Phase)
Grade:	L9-L13
Main purpose:	The core purpose of the Deputy Head of School (Primary Phase) is to assist the Head of School with providing effective leadership and management for the primary phase of the College.
Responsible to:	Head of School (Primary Phase)
Relationship with:	<ul style="list-style-type: none"> • Teachers • Teaching Assistants • Support Staff • Primary Phase Senior Leadership Team • Secondary Phase Senior Leadership Team • Trust Staff including Executive Headteacher and Finance Director • Parents of Primary Phase pupils • External Support Agencies • Local Authority Advisors • Trust SEND staff

Main Responsibilities

Strategic Development and Leadership

1. Work with the Head of School (Primary Phase), Executive Headteacher, Governing Body and other relevant stakeholders to create a shared vision and strategic plan to develop the Primary Phase in line with the College core aims and values.
2. Assist the Head of School (Primary Phase) in taking responsibility for the primary phase aspects of the overall College Improvement Plan, using appropriate data to understand the strengths and weaknesses of the Primary Phase.
3. Combine the outcomes of regular school self-review with external evaluations in order to develop the school.
4. Assist with analysing and planning for the future needs of the Primary Phase as it develops.
5. Maximise the educational opportunities arising from the unique context of the College as the Primary Phase develops.
6. Provide strategic leadership in a manner that inspires, challenges, motivates and empowers others to deliver the vision for the Primary Phase and overall College.

Curriculum

1. Contribute to the implementation and review of a broad Primary Curriculum, ensuring its breadth, balance, relevance and effectiveness for all pupils.

Class Teacher Responsibilities

1. To carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document.
2. To carry out the duties of a general class teacher as detailed in the school's class teacher job description, including the provision of cover for absent teachers.

Teaching and Learning

1. Work with the Head of School (Primary Phase) to ensure the outstanding quality of teaching and learning and pupils' achievements within a successful learning culture.
2. Secure and sustain excellent standards of teaching and learning throughout the Primary Phase.
3. Demonstrate the principles and practice of effective teaching and learning and contribute to active delivery in the classroom where necessary.

4. Monitor and evaluate the quality of teaching and learning.
5. Determine and implement any appropriate mechanisms to achieve continuous improvements in teaching and learning, thereby supporting improved pupil attainment and progress.

Financial and Resource Management

1. Support the Head of School (Primary Phase) to manage Primary Phase budgets.
2. Assist with deploying Primary Phase resources effectively to best support the success of the school.

Staff Management

1. Develop effective relationships and communication, which underpin a professional learning community that enables everyone in the Primary Phase to achieve.
2. Foster an open, fair, equitable culture and manage conflict.
3. Develop, empower and sustain individuals and teams.
4. Collaborate and network with others within and beyond the College.
5. Actively participate in the recruitment and selection and other staffing matters in relation to the Primary Phase as appropriate.
6. Give and receive effective feedback and act to improve personal performance.



Managing Pupil Matters

1. Cultivate an environment which promotes equality, respect and diversity.
2. Engage parents, carers and families to help all children and young people succeed and thrive through being healthy; staying safe; enjoying and achieving; making a positive contribution and achieving economic well-being.
3. Ensure you and the Primary Phase staff listen, question and respond to what is being communicated by children, young people and those caring for them.
4. Demonstrate knowledge of the physical, intellectual, linguistic, social and emotional growth and development of babies, children and young people.
5. Develop and implement effective mechanisms to monitor and track pupil progress, continuously striving for improved pupil attainment and progress.
6. Work successfully on a multi-agency basis.
7. Act as a designated Safeguarding Lead for the Primary Phase.

Community

1. Foster a culture of collaborative working both within the College and amongst the local community.
2. Build and maintain effective relationships with parents, carers, partners, stakeholders and the local community, seeking and reflecting on feedback.
3. Forge further links with other primary schools in the Hampton area, facilitating positive and mutually beneficial relationships.
4. Recognise the role of the Primary Phase to enhance the well-being of all children and develop services to meet the needs to the community, e.g. before/after school clubs.

Accountability

1. The Deputy Head of School (Primary Phase) will be accountable to the Head of School (Primary Phase).
2. Assist the Head of School (Primary Phase) with the preparation for Ofsted inspections in the Primary Phase.
3. Report to the Governing Body Primary Phase committee and attend College Governing Body and Trustees' meetings as appropriate.

Other responsibilities

Other areas of responsibility will be negotiated to meet the needs of the school and to reflect the experience and expertise of the post-holder.

General Expectations

Members of the Senior Leadership Team are expected to:

1. contribute positively to the discussion and development of College policy in meetings;
2. promote College policy in discussions with staff, pupils, parents, governors and the local community;
3. share the responsibility for implementing College policy and the day to day organisation of the College;
4. take a full and active part in College life;
5. set an example of high professional standards;
6. respond to incidents involving pupils;
7. be flexible, and work outside / beyond their job descriptions, as the need arises.

General Notes

1. 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;
2. 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;
3. 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.



Person Specification

THE POST: Deputy Head of School (Primary Phase)

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • Evidence of continuous professional development 	<ul style="list-style-type: none"> • Qualification in Educational leadership • Good Honours degree (2:1 or above)
Experience	<ul style="list-style-type: none"> • Significant experience in primary school leadership or middle leadership • Experience of managing a core curriculum area • Experience of managing staff in a manner that empowers them and encourages continuous professional development • Experience of collaborative working and engagement with a school's wider community • Experience of effective liaison with a Governing Body • Significant experience of supporting pupils with SEND 	<ul style="list-style-type: none"> • Already working in a team leader, an assistant head or deputy head role • Experience of teaching across EYFS, KS1 and KS2 • Experience as a Designated Safeguarding Lead • Substantial experience leading a core subject and developing a broad and balanced curriculum • Experience of undertaking the role of SENCo
Knowledge and Understanding	<ul style="list-style-type: none"> • Knowledge and understanding of the principles and practice of effective teaching and learning styles • Evidence of knowledge and understanding of all primary school stages and familiarity with current Government legislation and guidance • Secure understanding of how to analyse school performance data and effectively use it to inform school improvement • Secure understanding of the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEND, Safeguarding and Child Protection • Knowledge of the positive links necessary within school and with all its stakeholders and how to best cultivate these 	
Skills	<ul style="list-style-type: none"> • Outstanding teaching skills • Ability to generate and share vision • Ability to strategically plan in order effectively secure appropriate school improvement priorities • Ability to promote the school's aims positively and use effective strategies to monitor engagement, motivation and morale 	<ul style="list-style-type: none"> • Ability to offer extra-curricular activities, e.g. sport, music

	<ul style="list-style-type: none"> • Ability to develop close relationships with parents, governors and the community • Excellent communication skills (both orally and in writing) to a variety of audiences • Ability to create a happy, challenging and effective learning environment • Ability to devise and lead lively and interesting assemblies • Strong organisational skills • Excellent judgement and analytical and problem solving skills 	
Personal Characteristics	<ul style="list-style-type: none"> • Enthusiastic and motivational leader • Commitment to building and fostering an outstanding primary school in line with the College's aims and ethos • Approachable and enthusiastic • Able to motivate self and others • Calm under pressure and resilient • Adaptable to change • Innovative in approach • Flexible • Cheerful disposition and good sense of humour 	

Deputy Head of School Job Summary

Title:	Deputy Head of School (Primary Phase), Hampton College
Salary Range:	L9 – L13
Employer:	Hampton Academies Trust
School Type:	Academy (4-19)
Location:	Clayburn Road, Hampton Vale, Peterborough PE7 8GL
Contract Type:	Full Time
Contract Term:	Permanent
Start Date:	September 2019
Closing Date:	Monday 25 February 2019

Recruitment Process

Application packs are available from our website www.hamptonacademiestrust.org.uk or by contacting the HR Department on 01733 246824.

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. Applications should be sent to:

HR Department
Hampton Academies Trust
Eagle Way
Hampton Vale
Peterborough
PE7 8BF

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

Applications to arrive no later than 9.00am on **Monday 25 February 2019**

Interviews will take place on **Monday 4 and Tuesday 5 March 2019**

School Visits

If you would like to arrange a visit prior to making your application please contact the HR Department on 01733 246824 or via email: jobs@hamptonacademiestrust.org.uk

Please note that these visits are informal and not part of the selection process and are at the candidate's own expense.





Hampton College Primary Phase
Clayburn Road, Hampton Vale, Peterborough, PE7 8GL

Tel: 01733 246824 | Email: jobs@hamptonacademiestrust.org.uk
Website: www.hamptonacademiestrust.org.uk