

# Hampton Lakes Primary School

Hampton East, Peterborough



**Teaching Assistant (Level 2)**

**Recruitment Pack**

**February 2024**



# Hampton Lakes Primary School

Hampton Lakes Primary School, Waterhouse Way, Hampton Gardens, Peterborough, PE7 8SJ

Hampton Lakes is a new 3 - 11 primary free school, which opened in September 2019 to an initial intake of 26 children in reception. From 2020, the school's PAN rose to 60 and will grow into a two-form entry primary school, with 420 children. To meet the growing demand for school places within the Hampton East development, we opened an additional class for children in Years 3 and 4 in September 2021.

In addition to this, we opened our on-site nursery, Little Ripples in September 2021, with 26 places allowing for an enhanced educational offer. Hampton Lakes is part of the Hampton Academies Trust who also run the highly successful and popular Hampton College, Hampton Gardens and Dogsthorpe Infant Schools.

Required as soon as possible

## Teaching Assistant - Level 2

We are currently looking to appoint a Level 2 Teaching Assistant to join our expanding team at Hampton Lakes, to start as soon as possible.

In your role as a Teaching Assistant, you will support the Class Teacher in the delivery of Quality First Teaching and will undertake specific work/care/support programmes to enable children to access learning, either on a 1:1 basis, or in a small group setting. As part of your role as a Teaching Assistant you will also be required to carry out 30 minutes of Midday Supervision per day which is a fantastic way to build positive relationships with all children.

### Hours of Work

Term time only:

8.30am - 3.30pm (with a 30 minute unpaid lunch break)

32.5 hours per week (Mon-Fri), term time only

### Salary (Grade 6)

Full Time Salary (52 weeks)	From:	£24,294	to:	£26,421
Actual Salary (term time /32.5 hrs per wk)	From	£17,805	To:	£19,364

For further details, please visit the Hampton Academies Trust website:

<http://www.hamptonacademiestrust.org.uk/jobs/>

**Closing date: 9.00am Monday 26 February 2024**

*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).*



February 2024

Dear Applicant

Thank you for requesting details for the permanent position of Teaching Assistant - Level 2 at Hampton Lakes Primary School.

We are seeking to recruit a kind and compassionate individual who share the Trust's vision that every child should leave Hampton Lakes Primary School having made good progress, with a clear purpose for the next stage of their lives.

Our recruitment pack gives details of the post, the recruitment process and also the history and development of Hampton Lakes Primary School and the Hampton Academies Trust. 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 questions relating to the role, please contact our SENDCo, Mrs Katie Steel, at [ksteel@hamptonlakes.org.uk](mailto:ksteel@hamptonlakes.org.uk).

If you have any questions relating to the application process please contact our HR Department on 01733 246824 or by email at [jobs@hamptonacademiestrust.org.uk](mailto:jobs@hamptonacademiestrust.org.uk).

Yours sincerely

Miss Zoe Trigg  
Head of School



## Vision and Values

Our vision as a Trust is to meet the needs of our students and equip them to fulfil their potential.

### We value people:

- Our schools will be welcoming places, 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 HAT schools 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:

- HAT schools 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:

- HAT schools 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 HAT school community 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 HAT schools.

### We value health:

- HAT schools will promote the importance of healthy living, and we will emphasise its impact on learning;
- In all areas of operation, HAT will stress the importance of healthy eating; students will be encouraged to drink water in most classes;
- All school sites are no-smoking areas 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 HAT premises, or on school visits.



### **We value leadership:**

- HAT schools 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:**

- HAT schools 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;
- HAT schools 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.





## Information about Hampton Lakes and Hampton Academies Trust

### Hampton Academies Trust (HAT)

The **Hampton Academies Trust** was formed in September 2014 when Hampton College became a convertor academy and formed a multi-academy trust. One of the drivers for conversion was to allow us to bid for other local opportunities. In September 2015 following a competitive bid process, we were named by Peterborough City Council and Cambridgeshire County Council as the preferred education provider for the new secondary school in the locality, Hampton Gardens School.

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.

### Other Hampton Academies Trust Schools:

Hampton College  
Hampton College Primary Phase  
Hampton Gardens School  
Dogsthorpe Infant School

### Hampton Lakes Primary School

Hampton Lakes is a 3-11 primary free school, which opened in September 2019 to an initial intake of 26 children in reception on the Hampton College Primary Phase site. From 2020, the school's PAN rose to 60 and we will grow into a two form of entry primary school, with 420 children. Following a request from Peterborough City Council, and to meet the demand of the growing township, in September 2021 the school began providing education for a class of mixed Year 3 and 4 children.

In September 2021 we opened an on-site nursery class, known as Little Ripples. The nursery can accommodate 26 places and has proved to be a very popular provider for early education within the Hamptons.

We were delighted to be able to move into our new purpose built building in October 2020.





## Hampton Lakes Facilities

The state of the art school buildings and grounds include the following design features:

- A generous school hall suitable for whole school gatherings such as assemblies, performance work, PE, student dining and out of hours community use
- A library/learning resource centre that actively promotes a love of reading at the heart of the school
- Spacious outdoor areas and a green campus
- Classrooms organised into year bases
- A practical work classroom suitable for Science, Technology, Food and Art
- Purpose built nursery accommodation



## Hampton College

Hampton College was the first school in the Hampton Academies Trust and has been open for sixteen years. The College 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.



The current roll at Hampton College is 1598, including 415 in Primary Phase and approximately 177 in the Sixth Form.



## Hampton College Primary Phase



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 in September 2012. We housed 60 reception children in temporary accommodation on the Hampton Hargate Primary School site whilst Hampton College Primary Phase was being built. In September

2013, the brand new Primary Phase building opened, next to the secondary phase's campus. In September 2018 the Primary Phase has reached its full capacity, serving the full primary age range, with 420 primary students on roll.

The model for the primary phase's growth, one year at a time, is exactly how Hampton Lakes will grow, although there remains some flexibility to accelerate this in the light of local demand. We believe we have been innovative in relation to teaching and learning and have been piloting ways of working which encourage primary and secondary teachers to work together. A number of colleagues already teach or support across phases and we anticipate this will increase further as the trust grows.

## Hampton Gardens School



Hampton Gardens is a 11-19 free school, which opened in September 2017. Currently there are 211 students in year 7, 207 students in year 8, 205 in year 9 and 175 in year 10, with a small number of Sixth Form students (56). When full, the school will accommodate 1200 students in years 7-11 and 300 students in Sixth Form.

Hampton Gardens operates its Sixth Form jointly with Hampton College, which is located on a neighbouring site. Students are able to access courses and provision available in both schools. It is planned to expand Sixth Form provision over the coming years with full capacity expected by approximately 2023/24.

## Dogsthorpe Infant School

Dogsthorpe Infant School joined HAT in December 2020 and is a happy and successful infant school. The school has three forms of entry and a total capacity for 270 children in EYFS, Year 1 and Year 2. Whilst DIS is located in a different part of Peterborough, we are already developing close working with HAT's other schools with EYFS and KS1. DIS has been recognised for its innovative use of digital approaches to learning and its child-centred ethos is well aligned with the aims and values of the trust.



**Hampton Academies Trust ‘Vision and Values’:** Since opening the trust’s first school, Hampton College, we have emphasised two 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.

### **Ofsted**

It is the trust’s aspiration that all of its schools are, or are working towards being rated as *Outstanding* by Ofsted. Hampton College is currently Good (at all phases, last inspection May 2017), and we are clear that the expectation for Hampton Gardens is that it should be *Outstanding* from the outset. Hampton Lakes Primary School will be well placed to develop *Outstanding* practice from its inception and the trust’s expectations will be aspirational from the very beginning.

**Curriculum:** Hampton Lakes Primary School has developed schemes of work across the EYFS and Key Stage 1 primary age range. Hampton College currently uses the Cornerstones Curriculum, a creative curriculum that will be the starting point for our KS2 provision.

**Community:** Hampton Lakes, together with Hampton Gardens School, will make an important contribution to putting ‘heart and soul’ into the new Hampton East development, and bringing the community together. We are a venue for learning and leisure and 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 Hampton College campus.

## **The Role**

We are currently looking to appoint two Level 2 Teaching Assistants to join our expanding team at Hampton Lakes, to start as soon as possible.

In your role as a Teaching Assistant, you will support the Class Teacher in the delivery of Quality First Teaching, and will undertake specific work/care/support programmes to enable children to access learning, either on a 1:1 basis, or in a small group setting. As part of your role as a Teaching Assistant you will also be required to carry out 30 minutes of Midday Supervision per day which is a fantastic way to build positive relationships with all children.

### **Hours of Work**

Term time only:

8.30am - 3.30pm (with a 30 minute unpaid lunch break)

32.5 hours per week (Mon-Fri), term time only

### **Salary (Grade 6)**

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Actual Salary (term time /32.5 hrs per wk)	From	£17,805	To:	£19,364



## **Key Senior Team Members of Staff**

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

Zoe is the founding Head of School for Hampton Lakes Primary, a role she thoroughly enjoys and considers herself privileged to have. She 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 the Foundation Stage in 2012 when the College became an all-through school. She stayed at the College and has worked as Deputy Head of School to lead the school as it has grown, before securing a promotion to Head of School at Hampton Lakes. Zoe is very proud to be a member of the Hampton Academies Trust, working in partnership with professionals who truly commit to the all-round education of young people.

### **Katie Steel - Deputy Head of School and SENCo**

Katie joined the team in September 2021 with a passion for Primary Education and a proven track record of Senior Leadership and Special Education. She has made a significant contribution to the development of the school and harbours a deep desire to work with colleagues, families and children, as we take the school on a journey of greatness.

### **Helen Lloyd - Early Years Lead**

Helen joined Hampton Lakes in September 2020 following successful career in primary education serving the city of Peterborough. She has a deep rooted understanding of Early education, and commits wholeheartedly to Early Years Practice. Her determination to create an exciting and stimulating environment for little people to thrive is evident the moment you enter the setting.

### **Robert Graham - Key Stage 1 Lead**

Robert also joined the Team in September 2020 and has demonstrated a strong professional desire to develop the good practice of Early Years into Year 1. He has taken the lead in developing Schemes of Work for the Key Stage that are sympathetic to the Early Learning Goals and the needs of young children with the projected foresight of the National curriculum and end of Key Stage requirements.

## **Trust Staff**

### **Dr. 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 - Director of Finance and Resources, 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. Thanks to her stewardship and robust financial governance, the trust is secure financially. Caroline is a key support to the Head of School in terms of financial planning and resource management.



## 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 Lakes: 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:

<http://www.hamptonacademiestrust.org.uk/jobs/>

Please return your completed application form, together with a letter of application (no more than 2 sides of A4) outlining how you meet the Person Specification by **9.00am Monday 26 February 2024**. CVs are not accepted and should not be included with your application.

Applications can also be sent by email to [jobs@hamptonacademiestrust.org.uk](mailto: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 26 February 2024**



## Job Description

**POST TITLE:** TEACHING ASSISTANT (LEVEL 2)

**MAIN PURPOSE:** Working under the direction of the Class Teacher and Special Educational Needs Co-ordinator (SENCo) to enable access to learning for pupils, and to assist the teacher in the management of pupils and the classroom.

### MAIN RESPONSIBILITIES:

#### a) Supporting the Children

1. Under the guidance of the Class Teacher undertake work/care/support programmes to enable access to learning for pupils.
2. Take responsibility for adapting and delivering learning activities with individuals or small groups who would benefit from a different learning approach as agreed.
3. Encourage and promote the inclusion and acceptance of all pupils.
4. Aid the learning of pupils by:
  - Clarifying and explaining instructions;
  - Ensuring that the child is able to use the equipment and materials provided;
  - Motivating and encouraging the child as required;
  - Supporting pupils in respect of local and national learning strategies, e.g. literacy, numeracy, ICT etc;
  - Developing appropriate resources to support the pupil/pupils;
  - Helping pupils to concentrate and to finish the work set;
  - Liaising with the Class Teacher about individual programmes of work for pupils with SEN.
5. Provide feedback to pupils in relation to progress and achievement under guidance of the Teacher.
6. Attend to any minor first-aid issues and ensure that that all pupils who suffer any injury or accident are dealt with appropriately in accordance with the school's agreed procedures.

#### b) Supporting the Teacher

1. Organise the learning environment and develop classroom resources as required.
2. Monitor and track progress and provide feedback to assist in developing programmes of work for children with additional needs.
3. Provide detailed and regular feedback to teachers on pupil's achievement, progress, problems, etc.
4. Contribute to the management of pupil behaviour, including anticipating and taking action to prevent potential problems arising.
5. Undertake support activities for the teacher as required.



**c) Supporting the Curriculum**

1. Undertake programmes linked to local and national learning strategies - e.g. literacy, numeracy, KS1&2, Early Years - recording achievement and progress and feeding back to the teacher.
2. Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
3. Provide targeted support to enhance learning and improve attainment.

**d) Supporting the School**

1. Be aware of, and comply with, policies and procedures, e.g. child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. Accompany staff and pupils on visits, trips and out-of-school activities as required.
3. Develop and maintain effective relationships with other staff, parents and carers.
4. Attend relevant meetings as required.
5. Assist in facilitating school events, e.g. school plays.
6. Supervise the class in the short term absence of the teacher.

**GENERAL NOTES:**

1. The aforementioned responsibilities are subject to the general duties and responsibilities contained in the School Teachers' Pay and Conditions Document, Burgundy Book and other conditions of service for teachers 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.

*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).*



## Person Specification

Post Title: TEACHING ASSISTANT (LEVEL 2)

Criteria	Essential	Desirable
<b>Educational Qualifications</b>	<ul style="list-style-type: none"> <li>Level 2/3 Diploma in Childcare in Education (formerly known as NNEB Diploma in Nursery Nursing)</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>NVQ level 4, Childcare in Education, City and Guilds Advanced Certificate in Learning Support</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>TA NVQ Qualification</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>GCSE at Grade C and above in Maths and English</li> </ul>	<ul style="list-style-type: none"> <li>Educated to degree level</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Experience of working with children</li> <li>Experience of working with children in an educational, childcare or healthcare setting</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working in a Foundation Stage unit</li> <li>Experience of working with children who have a wide variety of educational needs</li> <li>Experience of working with children with special educational needs</li> </ul>
<b>Skills/Abilities</b>	<p>Ability to:</p> <ul style="list-style-type: none"> <li>work with an individual or a group;</li> <li>reinforce teaching points during teacher input;</li> <li>clear up misunderstandings and sort out misconceptions;</li> <li>teach new concepts as agreed with the class teacher;</li> <li>model acceptable behaviour;</li> <li>provide strategies for spelling, reading, number skills;</li> <li>extend children's thinking skills;</li> <li>assess children's understanding of text and reading skills;</li> <li>assess children's understanding of maths concepts;</li> <li>discuss with children their understanding of learning objectives;</li> <li>suggest ways of developing learning;</li> <li>encourage good social skills;</li> </ul>	<ul style="list-style-type: none"> <li>Ability to work under pressure</li> <li>Willingness to learn new skills</li> <li>Ability to provide support to less experienced TAs</li> </ul>



	<ul style="list-style-type: none"> <li>• update assessments and Individual Education Programmes;</li> <li>• liaise with the SENCO and outside agencies;</li> <li>• take an active involvement in medium-term planning;</li> <li>• observe and assess children's learning and development;</li> <li>• supervise a class for short periods of time.</li> </ul>	
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of:-</li> <li>• how children develop;</li> <li>• how to support children in literacy and numeracy;</li> <li>• supporting children with Special Educational Needs;</li> </ul>	
<b>Other Requirements</b>	<ul style="list-style-type: none"> <li>• Reliability</li> <li>• A calm approach</li> <li>• Positive outlook</li> <li>• Maintains confidentiality</li> <li>• Sensitivity and empathy</li> <li>• Enthusiastic</li> <li>• Ability to adapt to a variety of situations</li> <li>• Demonstrates initiative in the classroom</li> <li>• Strong interpersonal skills</li> <li>• Good ICT skills</li> <li>• Willingness to undertake training, as required</li> <li>• Willingness to take a full and active role in school life</li> <li>• Good sense of humour</li> </ul>	<ul style="list-style-type: none"> <li>• First-Aid qualification</li> </ul>
<b>Safeguarding Competencies</b>	<ul style="list-style-type: none"> <li>• Demonstrates empathy for the concerns of others</li> <li>• Shows respect for other's feelings, views and circumstances</li> <li>• Seeks and uses professional support appropriately</li> <li>• Can demonstrate flexibility of approach</li> <li>• Shows a personal commitment towards safeguarding children</li> </ul>	