

# Hampton Gardens

Hartland Avenue, Hampton Gardens, Peterborough, PE7 8HR



**Assistant SENDCo  
Recruitment Pack  
February 2023**



## Hampton Gardens School

Hartland Avenue, Hampton Gardens, Peterborough, PE7 8HR.

Hampton Gardens is an 11-19 free school which opened in September 2017 to an initial intake of 180 Year 7 students. When full, the school will accommodate 1200 students in years 7-11 and 300 students in Sixth Form.

Hampton Gardens is part of the Hampton Academies Trust who also run the highly successful and popular Hampton College all-through school, Hampton Lakes Primary School and Dogsthorpe Infant School. HAT schools have very close links and some shared staff.

### Required Immediately

### Assistant SENDCo

We currently have an exciting opportunity for an Assistant SENDCo to join the team supporting students at Hampton Gardens School. Robust previous experience working as a Level 3, Level 4 or Higher Level Teaching Assistant is an essential requirement of this role, in addition to experience of the assess, plan, do, review method of working with students with SEND.

As Assistant SENDCo you will play a key role in supporting the SENDCo and Deputy SENDCo to fulfil the responsibility for SEND policy and practice at Hampton Gardens in order to raise the achievement of students with special educational needs. You will provide information and guidance to colleagues, with the aim of securing high quality teaching and support for all students with special educational needs.

You will co-ordinate the identification and provision for students with special educational needs and make referrals to appropriate external agencies whilst ensuring that a comprehensive register of SEND pupils is maintained. We are looking for an individual who is meticulous, exceptionally well organised and professional in their approach at all times. Part of your role will also be to work closely with Primary schools, to support with transition of students with SEND, starting from Year 5, which will require the ability to prioritise busy workloads and build positive relationships.

In liaison with the SENDCo and Deputy SENDCo, you will direct the growing team of Teaching Assistants on a day to day basis and provide ongoing support and training as required to ensure the team have the knowledge and skills to ensure all students are able to access the curriculum. You will oversee academic and non-academic interventions, and where appropriate, implement intervention either individually or in small groups. You will need to be a strong team player with the ability to lead, influence and motivate a team.

This is a permanent position of 32.5 hours per week, working term time plus 5 days (including 3 staff training days).

#### **Working Hours:**

8.15am - 3.30pm (with a 45-minute lunch break)

32.5 hours per week (Mon-Fri), term-time plus 5 days (including 3 staff training days)

#### **Salary:**

##### **Grade 9**

Full time salary (52 weeks) From: £31,099 to: £34,723

Actual salary (32.5 hrs / term time + 5 days) From: £23,290 to: £26,004



**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 recognise 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.
- 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.
- 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 Wednesday 8 March 2023**



## Letter from Head of School

February 2023

Dear Applicant

Thank you for your interest in our permanent position of Assistant SENDCo at Hampton Gardens.

Our recruitment pack gives details of the post, the recruitment process and also the history and development of Hampton Gardens and 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 queries or would like to arrange a visit to the school before the application deadline, please contact our HR Department on [jobs@hamptonacademiestrust.org.uk](mailto:jobs@hamptonacademiestrust.org.uk).

Yours sincerely

Kevin Ainslie  
Head of School



## Information about Hampton Academies Trust

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.

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 Lakes Primary School  
Dogsthorpe Infant 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 Gardens

Hampton Gardens is an 11-19 free school, which opened in September 2017. We are an inclusive school which is proud to serve the local community of Hampton, Yaxley and Cambridgeshire. The school serves just under 1200 students, offering 210 places in each year group and 300 places for Post16 students

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.



### Hampton Gardens' Facilities

Hampton Gardens is a purpose built school which was handed over to the Trust in August 2017. The state of the art school buildings and grounds include the following design features:

- A full size floodlit 3G all-weather pitch, suitable for a range of sports
- An auditorium for performances and assemblies, with retractable seating
- A stunning double height library/learning resource centre at the heart of the school
- An exceptionally well-equipped Science department, including show laboratories for regional events





- An outside amphitheatre and attractively landscaped grounds for sport and for students to enjoy at break and lunchtimes



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.

**Vision and Values:** Since opening the trust’s first school, 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

Hampton Gardens School was visited by an inspection team from Ofsted in November 2021 and this was the school’s first inspection. We can confirm that the rating for Hampton Gardens from this latest inspection is Good. The full report is available online.

**Curriculum Plan:** The curriculum for Key stage 3 is largely the same as that at Hampton College (see prospectus or school website). Over time, Hampton Gardens will offer KS4/5 options which complement Hampton College and allow all trust students access to a wide and stimulating range of courses and extra- curricular opportunities across the two schools. The Sixth Form is run completely collaboratively with Hampton College. Every effort is made to offer a strong extra - curricular programme in a range of areas. There is also an enrichment week at the end of the summer term, which includes the possibility of residential trips abroad and in the UK.

**The School Day:** All lessons are one hour.

8.30am	Morning Registration/Assembly
8.45am	Period 1
9.50am	Period 2
10.55am	<b>Morning Break</b>
11.15am	Period 3
12.20pm	Period 4
1.25pm	<b>Lunch Break</b>
2.05pm	Period 5 (Afternoon Registration)
3.10pm	<b>End of School</b>

**Community:** Hampton Gardens continues to 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 have contracted a third party provider to co-ordinate and manage our facility lettings. We currently accommodate an extensive number of sporting groups, clubs and community activities. We also work in partnership with Vivacity, who operate a public library and sports centre on our Hampton College campus.



## Curriculum

### Key Stage 3

Students will have 25 one-hour lessons each week, allocations of time to subjects over the two-week cycle are likely to be:

#### National Curriculum Core Subjects

	English	Maths	Science	ICT
Year 7	3	3	3	1
Year 8	3	3	3	1
Year 9	3	3	3	1

#### National Curriculum Foundation Subjects

	Tech	PE	MFL	Drama	Music	RE	Hist	Geog	Art	PD
Year 7	1	2	3	1	1	1	2	2	1	1
Year 8	1	2	3	1	1	1	2	2	1	1
Year 9	1	2	3	1	1	1	2	2	1	1

### Key Stage 4

In Year 10 students follow a two-week timetable with 25 one-hour lessons a week. Their curriculum is made up of the core curriculum (Essential learning) and four option choices (Additional learning) which are selected during Year 9.

#### Core Learning

All students are taught a core programme which we refer to as Essential Learning. These are the subjects and skills that are statutory for all children aged 14-16, with the addition of English Literature, which is studied by everyone.

#### Core Learning comprises:

- English (GCSE)
- English Literature (GCSE)
- Mathematics (GCSE)
- Science (double award - 2x GCSE)
- Personal Development (PD) incorporating Work Related Learning
- Religious Studies
- Physical Education (Core PE)

#### Additional Learning

We want our students to be committed to their subjects and so we allow them to choose the four subjects that make up their Additional Learning. Whilst we do give as much choice as possible, most students will be expected to take one EBacc subject from: History; Geography, Computer Science or a Modern Foreign Language (French or German).



We make every effort to ensure that students study the courses they opt for. Students can choose from a mixture of Vocational and GCSE courses with students being allowed to choose up to a maximum of 3 vocational choices.

The allocation of time to lessons over the two weeks is shown in the tables below:

### Essential Learning: - 30 lessons a fortnight

	English/English Literature	Mathematics	Science	PD/RE	Core PE
Year 10 & 11	8	8	8	2	4

### Additional Learning: - 20 lessons a fortnight

	Option 1	Option 2	Option 3	Option 4
Year 10 & 11	5	5	5	5

The full list of subjects offered at Key Stage 4 is updated each year, for a full list of the subjects offered to the current Year 10, please refer to the options booklet which can be found on the school website

## Key Stage 5

We offer a wide range of A Levels and BTEC Level 3 courses in our successful, inclusive Trust Sixth Form. We have 261 students in Key Stage 5 across our two sites. Around 90% of our Sixth Form students progress to Higher Education, with 24% going to Russell Group universities last year. The progress scores for our A-Level Sixth Form students across the Trust are regularly one of, if not the highest in the City and Region. Results last year put the Trust in the top 10% of the country for progress. Alongside academic success, most of our students take up student leadership roles and positions of responsibility within the school and the local community, ensuring that they leave Hampton Gardens as well-rounded young people, well-prepared for their journey into adulthood.

## Key Staff

### Kevin Ainslie - Head of School, Hampton Gardens

Kevin was appointed as the Head of School for Hampton Gardens in September 2022. Kevin has a background in Behaviour and Welfare from working across a number of Peterborough secondary schools. He has been a senior leader since 2010 having previously worked as a Vice Principal, Assistant Principal, Director of Sport and a specialist leader in education.

Kevin's experience of school leadership has provided the skills to continue the growth and development of Hampton Gardens. With a student-centred focus to removing barriers to learning and developing wide ranging experiences, Kevin is committed to working with all stakeholders to ensure that students of Hampton Gardens are fantastic young learners with exceptional opportunities for the next stage of their journey into further education and beyond.



### **Sharon Gilligan - Deputy Head of School, Hampton Gardens**

Sharon Gilligan took up the post of Deputy Head of School in September 2018. Sharon has worked in Peterborough for over twenty years. Previously Sharon worked as an Assistant Headteacher in a local school, supporting students to achieve the best possible outcomes. In her role at Hampton Gardens, Sharon has overall responsibility for curriculum and student outcomes.

### **Atul Karia - Deputy Head of School, Hampton Gardens**

Atul Karia took up the post of Deputy Head of School in September 2021. He has worked across 5 different schools and has been in Peterborough in the last 5 years working at St John Fisher Catholic High School. Atul has more than two decades of working pastorally supporting students to attend, behave and achieve in school. He has also worked with the SSAT on Vertical Tutoring and consulted in many schools to help them make the change. Atul has enjoyed developing students roles in school and ensuring that they become young leaders of the future.

### **Angela Roberts - Assistant Head of School/SENDCo, Hampton Gardens**

Angela joined Hampton Gardens in April 2022 as Assistant Head of School/SENDCo. Angela has been an English teacher for 20 years and qualified as a SENDCo 6 years ago. Angela brings a wealth of experience and is passionate about meeting the needs of every child in the classroom.

### **Jody Lapish - Assistant Head of School, Hampton Gardens**

Jody Lapish took up the post of Assistant Head of School in September 2019. Jody worked in the London Borough of Redbridge for 4 years as Lead Pastoral Leader before joining Hampton Gardens. Prior to this she has worked in Cambridgeshire carrying out the role of Head of Year for many years. In her role at Hampton Gardens Jody leads on student behaviour and welfare, focusing on ensuring students achieve their aspirations and potential during their journey through their secondary education.

### **Holly Willetts - Assistant Head of School, Hampton Gardens**

Holly was appointed as Assistant Head of School with responsibility for the development of Teaching and Learning across the school with effect from September 2020. Holly joined Hampton Gardens in September 2018 as Head of History, having been Head of History, Advanced Skills Teacher and Lead Practitioner in another Cambridgeshire school. Holly works with the whole school community to provide students with the skills and knowledge to achieve their future aspirations and prepare them to contribute positively to society.

### **Craig Young - Assistant Head of School, Hampton Gardens**

Craig joins Hampton Gardens from September 2022 as Assistant Head of School with responsibility for Raising Standards, Timetables, and Intervention. Craig has over 20 years teaching experience within Maths and Physical Education. Craig has worked within Peterborough schools since 2002, most recently as a successful and well respected Assistant Headteacher at St John Fisher Catholic High School. Craig is a highly motivated and aspirational leader who has the best interests of students in everything he does.



The Trust Central Services team consists of Governance, Finance, HR, ICT and Site. Each department has their own office and key members of the team are based at Hampton Gardens School.

### **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

### **Simon Walls - Trust Director of Sixth Form**

Simon took up the post of Trust Director of Sixth Form in September 2019. Simon has worked in Peterborough schools for over twenty years. Prior to joining the Trust Simon worked in a local school as Head of Post 16 provision. This previous experience has been pivotal to providing a strategic vision for building the provision of HAT sixth form and preparing Hampton Gardens for the expansion of our post sixteen provision in September 2022.

## **The Department**

The Achievement Support Department is housed in a purpose-built suite, comprised of a central teaching area, SEN Office, intervention rooms and sensory rooms. The Department is currently comprised of a SENDCo, two Level 3 Teaching Assistants, six Level 2 Teaching Assistants and eight Level 1 Teaching Assistants, plus a Pupil Premium Mentor and a SEN Administration Assistant.

Currently the number of students with Education, Health and Care plans is slightly higher than the national average, and the number of students on SEN Support is slightly lower than average. There is a wide range of needs including students with complex and significant difficulties and disabilities. We also have a 'Monitoring' category of students who do are not recognised as having an SEN need, but are having their needs assessed via various interventions and strategies. As a department, Achievement Support are happy to work with all students in the school to develop independent learning skills and emotional resilience.

Our overall aim is that, wherever possible, students with special educational needs and disabilities are included in all areas of school life, through making reasonable adjustments to their environment; teachers are empowered with information and strategies to support students using Pupil Passports, access to the SEND Record and opportunities for staff



development. The department has a nurture approach; aiming to build self- efficacy, encourage pupil voice at all times and develop their independence within the school. All department staff take responsibility in collaborating with parents/carers and, potentially, the external agencies involved in supporting the students they are assigned to, as a means of streamlining communication between home and school. Achievement Support host termly SEN Reviews, where parents, student and Teaching Assistants meet to review progress, discuss the impact of intervention and strategies and plan outcomes for the following term. This is in line with the NASEN Graduated Approach framework (assess - plan - do - review).

## The Role

We currently have an exciting opportunity for an Assistant SENDCo to join the team supporting students at Hampton Gardens School. Robust previous experience working as a Level 3, Level 4 or Higher Level Teaching Assistant is an essential requirement of this role, in addition to experience of the assess, plan, do, review method of working with students with SEND.

As Assistant SENDCo you will play a key role in supporting the SENDCo and Deputy SENDCo to fulfil the responsibility for SEND policy and practice at Hampton Gardens in order to raise the achievement of students with special educational needs. You will provide information and guidance to colleagues, with the aim of securing high quality teaching and support for all students with special educational needs.

You will co-ordinate the identification and provision for students with special educational needs and make referrals to appropriate external agencies whilst ensuring that a comprehensive register of SEND pupils is maintained. We are looking for an individual who is meticulous, exceptionally well organised and professional in their approach at all times. Part of your role will also be to work closely with Primary schools, to support with transition of students with SEND, starting from Year 5, which will require the ability to prioritise busy workloads and build positive relationships.

In liaison with the SENDCo and Deputy SENDCo, you will direct the growing team of Teaching Assistants on a day to day basis and provide ongoing support and training as required to ensure the team have the knowledge and skills to ensure all students are able to access the curriculum. You will oversee academic and non-academic interventions, and where appropriate, implement intervention either individually or in small groups. You will need to be a strong team player with the ability to lead, influence and motivate a team.

If you are looking for a new and exciting challenge, then we can guarantee you a fulfilling and rewarding position working at Hampton Gardens. Please see the Job Description and Person Specification for further details.

## 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.

In accordance with Keeping Children Safe in Education, the school will consider carrying out an online search as part of the due diligence on shortlisted candidates.



For more information please refer to:

[Hampton Gardens Safeguarding & Child Protection Policy](#)

[HAT Recruitment & Selection Policy](#)

## 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 Trust's [Equality & Diversity Policy](#)

## 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/](http://www.hamptonacademiestrust.org.uk/jobs/)

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 via email to [jobs@hamptonacademiestrust.org.uk](mailto:jobs@hamptonacademiestrust.org.uk):

Alternatively, please send your application to:

HR Department  
Hampton Gardens School  
Hartland Avenue  
Peterborough  
PE7 8HR

Tel: 01733 246709

**Closing date: 9.00am on Wednesday 8 March 2023**



## Job Description

**POST TITLE:** Assistant SENCo

**GRADE:** 9

**MAIN PURPOSE:** To support the SENCo and Deputy SENCo to carry out their responsibilities for SEND policy and practice in the school in order to raise the achievement of students with special educational needs.

To provide information and guidance to colleagues, with the aim of securing high quality teaching and support for students with special educational needs

**RESPONSIBLE TO:** Special Educational Needs Co-ordinator / Deputy Head of School  
Deputy Special Educational Needs Co-ordinator

**RELATIONSHIPS WITH:**

- SLT, Middle Leaders & Teachers
- Achievement Support staff
- Other Support Staff
- Parents/Carers
- Primary School Headteachers
- Outside agencies

**RESPONSIBLE FOR:**

- Under the direction of the SENCo and Deputy SENCo, to help oversee the day to day operation of the school's SEND policy, in line with the Code of Practice
- To work closely with Primary schools, to support with transition of students with SEND, starting from Year 5
- To liaise with teachers across the curriculum
- To direct the team of Teaching Assistants in liaison with the SENCo and Deputy SENCo
- To ensure that a comprehensive register of SEND pupils is maintained
- To co-ordinate the identification and provision for students with special educational needs and make referrals to appropriate external agencies
- To take direction from the SENCo and Deputy SENCo in overseeing academic and non-academic interventions, and when applicable, implementing intervention either individually or in small groups
- To ensure that detailed records are kept on students with special educational needs, and that they are regularly updated
- To organise and monitor the Clubs Rota, so that there is a range of social support on offer to students with SEN, evenly distributed amongst Achievement Support staff (including the Assistant SENCo)
- To offer enhanced support and guidance for Achievement Support staff who are new to their role
- To liaise with parents of students with special educational needs on a regular basis, including attending parents' evenings when required



- To contribute to the in-service training of Teaching Assistants and Teaching staff to ensure staff have the knowledge to enable all students to access the curriculum
- To liaise with key external agencies including Peterborough's and Cambridgeshire's SEND support team, Children' Social Care, CAMHS, Health, and Voluntary Bodies
- To work closely with the pastoral and safeguarding teams at Hampton Gardens, to support with the Early Help Assessment process and pathways to support
- To understand the methods of assessment and progress used within the school (GL assessments) and nationally (Progress 8)
- To assist with organising the school's access arrangements (Form 8s) for students with SEND so that they receive appropriate support during mock and public exams
- To ensure that the department operates in accordance with school policy on Equal Opportunities
- To assist the SENDCo and Deputy SENDCo with the Annual Review process, for students with EHCPs, and to take lead on the Annual Review of certain individuals, when required
- To take advantage of the opportunities offered through working in a community

#### **GENERAL NOTES:**

- 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;
- 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

Criteria	Essential	Desirable
<b>Educational Qualifications</b>	<ul style="list-style-type: none"> <li>➤ Good educational background with minimum 4 GCSEs at Grade 4 (or equivalent) including English Language &amp; Maths</li> <li>➤ Excellent administrative skills</li> <li>➤ Excellent ICT skills - fully conversant with Internet, Email, Word and Excel</li> </ul>	<ul style="list-style-type: none"> <li>➤ Educated to degree level</li> <li>➤ Qualification in SEND, such as a certificate in supporting learners with SEND.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>➤ Experience of working as a Level 3 Teaching Assistant, Level 4 Teaching Assistant or Higher Level Teaching Assistant</li> <li>➤ Experience of working across the curriculum</li> <li>➤ Experience of delivering activities to small groups</li> <li>➤ Experience of organising and prioritising workloads</li> <li>➤ Experience of the assess, plan, do, review method of working with students with SEND</li> <li>➤ Experience of Education, Health and Care Plans and the paperwork and financial input required for a successful plan.</li> <li>➤ Experience of having a Lead Professional role within Early Help</li> <li>➤ Experience in supporting the safeguarding children and young people</li> </ul>	<ul style="list-style-type: none"> <li>➤ Experience of delivering training to Teaching Assistants and / or Teaching Staff</li> <li>➤ Experience of leading review meetings for vulnerable students</li> <li>➤ Experience of working in a secondary school or related role</li> </ul>

<b>Skills/Abilities</b>	<ul style="list-style-type: none"> <li>➤ Ability to lead and influence a team</li> <li>➤ Excellent communication skills, oral and written</li> <li>➤ Strong interpersonal skills</li> <li>➤ Ability to work with honesty and integrity</li> <li>➤ Ability to use own initiative</li> <li>➤ Good organisational skills</li> <li>➤ Ability to prioritise workload and keep to deadlines</li> <li>➤ Excellent ICT skills</li> <li>➤ Ability to motivate and gain the respect of students</li> <li>➤ Ability to resolve conflict</li> <li>➤ Ability to remain calm</li> <li>➤ Good listening skills</li> <li>➤ Sensitivity and empathy</li> <li>➤ Ability to work under pressure</li> <li>➤ Willingness to learn new skills</li> </ul>	
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>➤ Knowledge of the Special Needs Code of Practice</li> <li>➤ Knowledge of the four key areas of SEND and an understanding of how these may present</li> <li>➤ Understanding of the process for applying for special consideration in public examinations</li> <li>➤ Appreciation of absolute confidentiality of information received in school</li> <li>➤ Understanding of Safeguarding and Child Protection issues</li> </ul>	
<b>Other Requirements</b>	<ul style="list-style-type: none"> <li>➤ Ability to work flexibly</li> <li>➤ Willingness to undertake training, as required</li> <li>➤ Willingness to take a full and active role in college life</li> <li>➤ Approachable with positive disposition and a great team player</li> </ul>	
<b>Safeguarding Competencies</b>	<ul style="list-style-type: none"> <li>➤ Commitment to promoting and safeguarding the welfare of all staff and students</li> <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> </ul>	



	<ul style="list-style-type: none"><li>➤ Can demonstrate flexibility of approach</li><li>➤ Shows a personal commitment towards safeguarding children</li></ul>	
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