

# Hampton Academies Trust



**Teacher of French or German**

**Recruitment Pack**

**June 2024**

## Hampton Academies Trust

The Hampton Academies Trust was formed in September 2014 when Hampton College became a converter 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. Hampton Lakes Primary School opened in 2019 and we were delighted to welcome Dogsthorpe Infant School to the trust in December 2020.

**Required September 2024 or January 2025**

## Teacher of French or German

(Full time or Part time/job share will be considered)

We are looking for an imaginative and enthusiastic Teacher of French or German to teach across both Hampton College and Hampton Gardens School. The two secondary schools are located a short walking/driving distance apart. Flexibility regarding working hours will be considered for the right candidate.

The successful applicant will:

- Have the ability to teach French or German to Key Stage 5.
- The ability to offer the other language to year 7 is highly desirable.
- Be able to raise achievement through motivating, challenging and inspiring students.
- Be a strong supporter of the Trust's ethos and vision.
- Have excellent teaching skills and good classroom management.
- Have the flexibility and willingness to deliver some teaching at our HAT primary schools

### What we can offer you in return:

- 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.
- Flexible working and family friendly policies.
- Free onsite parking at all HAT schools.
- 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: <http://www.hamptonacademiestrust.org.uk/jobs/>

**Closing date: 9.00am on Monday 24 June 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).*

## Letter from Executive Headteacher

June 2024

Dear Applicant

Thank you for your interest in our permanent position of Teacher of French or German with Hampton Academies Trust. This is an exciting opportunity to work across our Trust sites delivering quality teaching to our MFL students. Please note that flexibility regarding working hours will be considered.

The successful candidate will provide support to both Hampton College and Hampton Gardens MFL departments. The two secondary schools are located a short walking/driving distance apart. Ideally, we are seeking a talented linguist who would also enjoy teaching at KS2. We believe that as a trust we are unique in the area in our commitment to offering both French and German and in developing a strategic vision for MFL from Y3 to Y13.

Our recruitment pack gives details of the post and information on Hampton Academies Trust. I hope you will be inspired to apply for this exciting opportunity, and we look forward to receiving your completed application.

In the meantime, if you have any queries before the application deadline, please contact our HR Department on 01733 246824.

Yours sincerely



Dr Helen Price  
**Executive Headteacher**

## Information about Hampton Academies Trust

In September 2014, we became a converter academy and formed our own multi-academy trust. **Hampton Academies Trust** opened its second secondary school, Hampton Gardens in September 2017. This development enables us to provide excellent education for the children and young people of the area, as well as offering our staff unrivalled promotion and professional development opportunities.

Since September 2018 we have operated a Sixth Form across both Hampton College and Hampton Gardens. The close proximity of the two schools has enabled a number of staff to teach and support across both sites. We also have the ability to deploy staff flexibly across the trust.

Hampton Lakes Primary School opened in September 2019 to an initial intake of 26 reception children. The school is growing into a two form of entry primary school, with 420 children and has an on-site nursery provision, with 26 places, which opened during 2021. In October 2020, the children moved into their new purposed built school, located near Teardrop Lake. In December 2020 we were delighted to welcome Dogsthorpe Infant School to the trust.

### **Schools in Hampton Academies Trust are:**

Hampton College Primary & Secondary Phases (all-through school)  
Hampton Gardens  
Hampton Lakes Primary School  
Dogsthorpe Infant School

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 either Hampton Gardens or Hampton College (Secondary Phase).

## Key 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. Helen now oversees the strategic development of all HAT schools.

### **Caroline Behan - Director of Finance and Resources, Hampton Academies**

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 for the expansion of our post 16 numbers.

### **Alex Ford - Head of School, Hampton College (Secondary Phase)**

Alex trained as a secondary Teacher of History and has been a Head of Department, Advanced Skills Teacher, Assistant Headteacher and Deputy Headteacher working in Peterborough since 2005. Alex has particular experience in curriculum and assessment, raising standards and learning and teaching. Alex is a PiXL associate and works with several local schools on their KS4 raising standards strategies. She was also a subject mentor for ITT at Cambridge University for many years. Alex has been Head of School at HCSP since September 2023 and has already made a great start to using her expertise to optimise standards.

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

Kevin Ainslie is the Head of School for Hampton Gardens. 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 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

## **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.

## **HAT MFL Departments**

This is a new and exciting opportunity to provide support to both Hampton College and Hampton Gardens MFL departments. The two secondary schools are located a short walking/driving distance apart. A job share will also be considered for this role.

## **Hampton College**

### **MFL at Key Stages Three to Five**

The school offers French and German at all key stages with languages offered in alternate years at KS3. The 2024/25 the year 7 and year 9 cohorts will be studying German, year 8 will be studying French. Students can opt to continue to study their allocated language to GCSE and KS4 has been good. At KS5, the school offers A Level examinations in tandem with Hampton Gardens.

### **MFL at Key Stage Two**

As part of our long term commitment to the teaching Modern Foreign Languages, we also provide specialist teaching in our primary phase at KS2. The primary provision has a strong focus on oral skills and delivering the target language through games and active learning. We aim to motivate and engage children in language learning early. It is our intention to help those moving from KS2 into KS3 at Hampton College to get off to a flying start in French or German, and to be well equipped for success in later years. We hope that this will translate into enthusiasm and increasing participation rates for MFL in KS4/5, in the longer term. Support, induction and mentoring is provided for secondary staff who are also deployed in the primary phase. Secondary teachers who also teach in our primary phase report that they very much enjoy the experience, find the children to be happy, engaged and well behaved and that our primary staff body is extremely welcoming and supportive.

The department currently consists of four teachers. The department is friendly and supportive. Each teacher has an opportunity to contribute to the planning of the curriculum and we always welcome new ideas.

## **Hampton Gardens**

The team currently consists of one Head of MFL reporting to the Deputy Head of School, a Second in MFL and two Teachers of French and German. Alongside this we have a team of teaching assistants who help students with specific SEND requirements so that they can remain in a mainstream classroom.

We maintain strong relationships with Teach East and the National Modern Languages SCITT, continue to host and support trainees and give our team members the opportunity to become mentors. By teaching MFL from Key Stage 2 (at Hampton Lakes Primary School) up to Key Stage 5, our team members have become familiar faces to learners across our Trust and it is a rewarding experience to be an integral part of our students' language-learning journey. Our team also has the chance to participate in and lead on enrichment opportunities from immersive film days at the BFI IMAX to residencies in the Loire Valley and Cologne.

## **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:

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

**Application Closing Date: 9.00am on Monday 24 June 2024**



## Job Description

<b>POST TITLE:</b>	Teacher of French or German
<b>GRADE:</b>	MPS/UPS
<b>MAIN PURPOSE:</b>	Teaching Promoting the highest standards of behaviour in order to promote a calm working environment in the school, and to create an atmosphere conducive to learning
<b>RESPONSIBLE TO:</b>	Head of Subject / Department SLT Link
<b>RELATIONSHIPS WITH:</b>	Head of Department Heads of House (HC) / Heads of Year (HG) Director of Sixth Form SENDCo / Teaching Assistants Support Staff Other teachers Parents

### RESPONSIBLE FOR:

- a) Teaching students of the full range of age and ability;
- b) Contributing to the development of the Department's curriculum;
- c) Following school and departmental procedures on assessment, recording and reporting, including communication with parents at consultation evenings;
- d) Taking part in departmental activities such as field trips;
- e) Undertaking such departmental responsibilities as are delegated by the Head of Department;
- f) Carrying out a share of supervisory duties in accordance with published rotas;
- g) Setting and marking home learning in accordance with school and departmental policies;
- h) Participating in meetings with colleagues and/or parents/carers with regard to the above responsibilities.

### TEACHER RESPONSIBILITIES

- a) Have a thorough and up to date knowledge of their subject(s) and should take account of wider curriculum developments that are relevant to their work;
- b) Consistently and effectively plan lessons and sequences of lessons to meet students' individual learning needs, including students with special educational needs, and gifted or talented students. They should be aware of, and take proper account of the strategies agreed in IEPs (Individual Education Plans) and IBPs (Individual Behaviour Plans);
- c) Consistently and effectively use a range of appropriate strategies for teaching and classroom management;
- d) Consistently and effectively use information about prior attainment to set well-grounded expectations for students, and monitor progress to give clear and constructive feedback;
- e) Be able to make use of the performance data available in the school in order to determine how much progress their students are making;
- f) Take responsibility for their own professional development and use the outcomes to improve their teaching and students' learning;
- g) Make an active contribution to implementing the policies and aspirations of the school;
- h) Be effective professionals who challenge and support all students to do their best;
- i) Set and maintain high expectations for student behaviour;

- j) Set a good example to students, in terms of appropriate dress, standards of punctuality and attendance etc;
- k) Be mindful that the school statement of vision and values emphasises FUN in learning, and plan and teach accordingly.

#### GENERAL NOTES

1. The aforementioned responsibilities are subject to the general duties and responsibilities contained in the School Teachers' Pay and Conditions Document and the Conditions of Service ("Burgundy Book") and are additional to the general duties and responsibilities of a Teacher;
2. These accountabilities do not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed;
3. These accountabilities are not necessarily a comprehensive definition of the post. It will be reviewed at least once per year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

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## Person Specification

### THE POST: Teacher of French or German

We are looking to appoint an imaginative and enthusiastic Teacher of French or German on a permanent basis. Please note that flexibility regarding working hours will be considered.

You will be expected to contribute to the continued development of the Department's curriculum. You should be able to communicate effectively with students and colleagues as well as having good organisational skills.

You should be a reflective practitioner, interested in developing your practice and trying out new strategies in your teaching. You will already be, at least, a fairly good user of ICT, and happy to learn more. Above all, we wish to appoint an imaginative and enthusiastic teacher, who will be keen to work alongside a team determined to create an excellent department.

It is important that students have the opportunity to extend their interest and enthusiasm for languages by taking part in extra-curricular activities, visits and competitions. We would welcome any contribution you could make to these activities at our schools.

You will have a passion for working with young people and you will relish the satisfaction that comes from helping them to develop and to learn. The successful candidate will be an important part of the department and can expect the support needed to develop their career further.

	<u>Essential</u>	<u>Desirable</u>
<u>Qualifications</u>	<ul style="list-style-type: none"> <li>Relevant 'A' Levels (or equivalent) and Degree</li> <li>Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>Good Honours degree (2.1 or better)</li> <li>Ability to teach more than one language</li> </ul>
<u>Experience</u>	<ul style="list-style-type: none"> <li>Relevant teaching experience or teaching practice</li> <li>Experience of working with students with a wide range of ability</li> </ul>	<ul style="list-style-type: none"> <li>Currently working or training in UK state secondary school</li> <li>Relevant 'life experience' e.g. time working in business or industry</li> <li>Willingness to teach KS2</li> </ul>
<u>Knowledge and understanding</u>	<ul style="list-style-type: none"> <li>The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies);</li> <li>Statutory National Curriculum requirements at the appropriate key stage;</li> <li>The monitoring, assessment, recording and reporting of pupils' progress;</li> <li>The statutory requirements of legislation concerning Equal Opportunities, Health &amp; Safety, SEN and Child Protection;</li> </ul>	

	<ul style="list-style-type: none"> <li>• The positive links necessary within school and with all its stakeholders;</li> <li>• Effective teaching and learning styles.</li> </ul>	
<b><u>Skills</u></b>	<ul style="list-style-type: none"> <li>• Ability to use innovative, active teaching methods</li> <li>• Ability to use ICT as a learning/admin tool</li> <li>• Effective communication skills, written and verbal</li> <li>• Good organisational skills</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to offering effective extra- curricular activities</li> </ul>
<b><u>Personal Characteristics</u></b>	<ul style="list-style-type: none"> <li>• Approachable</li> <li>• Committed</li> <li>• Enthusiastic</li> <li>• Able to motivate self and others</li> <li>• Calm under pressure</li> <li>• Well-organised</li> </ul>	
<b><u>Safeguarding Competencies</u></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>	