

Hampton Lakes Primary School

Hampton East, Peterborough



**Engagement &
Pastoral Support Co-ordinator
Recruitment Pack
September 2023**



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:

Engagement & Pastoral Support Co-ordinator

Due to the continued growth of the school, we have a fantastic and rewarding opportunity to join our talented team here at Hampton Lakes Primary School. This is a new role where you will work closely with the senior leadership team to contribute to the pastoral provision across the school.

This is a varied role covering safeguarding, pastoral care, mentoring, attendance and admissions. The successful candidate will be flexible, highly organised, be able to work under pressure and be able to respond to changing needs and tight deadlines.

Please see attached job description for further details.

Hours of Work

Term time only plus 5 days:

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

32.5 hours per week (Mon-Fri)

Salary (Grade 8)

Full Time Salary (52 weeks)	From:	£27,852	to:	£31,099
Actual Salary (term time /32.5 hrs per wk)	From	£20,949	To:	£23,391

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

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

Closing date: 9.00am Wednesday 4 October 2023

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).



September 2023

Dear Applicant

Thank you for requesting details for the permanent position of Engagement & Pastoral Co-ordinator 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 Deputy Head of School, Mrs Katie Steel, at 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.

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.

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.

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 harbors 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 - Associate Assistant Head of School and 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 Wednesday 4 October 2023**. CVs are not accepted and should not be included with your application.

Applications can also be sent by email to jobs@hamptonacademiestrust.org.uk (*All applicants applying for employment via email will be required to sign and date their Application Form if invited to attend an interview*).

Please note that only candidates shortlisted for interview will be contacted.



Job Description

POST TITLE: Engagement & Pastoral Support Coordinator

GRADE: 8

HOURS OF WORK: 32.5 hours per week, 195 days per year

RESPONSIBLE TO: Deputy Head of School

RELATIONSHIPS WITH: Parents/Carers
Children
SENDCo
Attendance Lead
Administration Staff
External Agencies

PURPOSE OF THE JOB: To report directly to the Head of School and Deputy Head of School to carry out the roles associated with supporting our children in school, and their families, in terms of pastoral care.

MAIN RESPONSIBILITIES

Safeguarding role

Fulfil the following duties and responsibilities as a Designated Safeguarding Person;

- Be child protection trained, be familiar with child protection procedures, give advice to school staff and support the Head of School and Deputy Head of School in delivery of appropriate safeguarding training.
- Act as a lead school representative at multi-agency meetings and child protection case conferences attending and contributing when appropriate.
- Liaise with the Specialist Education Welfare Officers for Looked After Children and Children Missing from Education.
- Work together with Social Workers and staff from health and other agencies to provide a service to families with children experiencing difficulties at school and home.
- Keep accurate and confidential records and files.
- Share information with staff, agencies and parents when appropriate.
- Undertake correspondence related to all safeguarding issues.
- Prepare detailed reports for CP agencies and for other purposes, by making use of available systems.

Pastoral Care

Under the direction of the Head of School and Deputy Head of School/SENDSCO, lead, monitor and consult appropriate agencies with regards to ensuring Targeted Support Intervention through EHAs and TAFs. Within this role;

- Establish, develop and maintain effective relationships with staff, parents and children. Including organising and leading 'Coffee Mornings' to establish and develop relationships with parents.



- Attend Targeted Support working group meetings with the local authority and report back and act upon new guidance.
- Assist the Deputy Head of School to manage the process of EHAs.
- Arrange meetings with relevant agencies including parents.
- Complete relevant paperwork for EHA and ensure confidentiality at all times.
- Provide guidance to staff to support for vulnerable children.
- Liaise with class teachers regularly to monitor children's holistic progress and report to parents on this as appropriate.
- Inform and work alongside the Safeguarding team following outcomes from EHAs, TAFs and child protection meetings.
- Network with outside agencies to ensure appropriate support is available and received.
- Share information with staff to ensure all work collaboratively to ensure children's needs are being met.

Mentoring

Manage and directly deliver support for children in overcoming barriers linked to or as a result of EHAs, TAFs, MASG and general referrals from school staff or parents. This may include;

- Bereavement support.
- Anger management.
- Social skills.
- Friendship circles.
- Self-esteem activities.
- Circle of friends.
- Webster Stratton programme.

Attendance and Admissions

To manage the attendance process which will include:

- Monitor attendance data, meeting on a regular basis with the Data Officer to discuss issues/concerns and ensure attendance protocols are followed and adhered to
- Intervention with families
- Undertaking initiatives and interventions to promote positive attendance
- To attend meetings with LA Attendance Officer regarding Hampton Lakes children
- To manage the admissions process for in year admissions including queries from prospective parents on their place on the waiting list, tours for parents, admissions paperwork, liaising with the Data and Administration Officer.
- To support with the New Reception Intake process in conjunction with the Senior Administrator

Support for the School

- Be aware of and comply with policies and procedures relating to health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Participate in training and other learning activities and performance development as required.
- Work with and Supervise pupils out of lesson times and at lunchtime.



- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- Lead school charity events

Other responsibilities

To ensure pastoral care and to support the senior leadership team, other roles include;

- Follow training on Positive Handling and support senior leadership staff as and when needed with this.
- Line management of the team of Midday Supervisors on a daily basis, taking responsibility for any student issues reported during the lunch break and following them up as appropriate.
- Liaising with School Nurse re medical needs of children incl. ensuring care plans are in place, medical information is up to date and shared with relevant staff etc.
- Act as point of contact for parents
- Carry out any other duties associated with the post, as requested by the Head of School and Deputy Head of School.

GENERAL NOTES:

The aforementioned responsibilities are not necessarily a comprehensive definition of the post. It will be reviewed at least once per year and it may be subject to modification or amendment at any time after consultation with the holder of the post.



Person Specification

Post Title: Engagement & Pastoral Support Co-ordinator

Criteria	Essential	Desirable
Educational Qualifications	<ul style="list-style-type: none"> GCSE at Grade C/4 and above in Maths and English A Levels or equivalent 	<ul style="list-style-type: none"> Educated to degree level Safeguarding qualification
Experience	<ul style="list-style-type: none"> Experience of working with children in an educational, childcare or healthcare setting Experience of working with children with additional needs (eg, SEND, behavioural, mental health) Experience of working with external stakeholders (from external agencies) Experience in planning and delivering targeted interventions 	<ul style="list-style-type: none">
Skills/Abilities	<ul style="list-style-type: none"> Effective written and verbal communication skills Good ICT skills, conduct analysis and produce reports Knowledge of available support services in the local area Ability to work under pressure Be able to create excellent relationships with children, staff, parents and external agencies 	<ul style="list-style-type: none">
Knowledge and Understanding	Knowledge and understanding of:- <ul style="list-style-type: none"> how children develop; the barriers of learning that children face 	
Other Requirements	<ul style="list-style-type: none"> A calm approach Positive outlook Maintains confidentiality Sensitivity and empathy Ability to adapt to a variety of situations Strong interpersonal skills Good ICT skills Willingness to undertake training, as required Willingness to take a full and active role in school life 	<ul style="list-style-type: none"> First-Aid qualification



Safeguarding Competencies	<ul style="list-style-type: none">• Demonstrates empathy for the concerns of others• Shows respect for other’s feelings, views and circumstances• Seeks and uses professional support appropriately• Can demonstrate flexibility of approach• Shows a personal commitment towards safeguarding children	
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