

Hampton Gardens

Hartland Avenue, Hampton Gardens, Peterborough, PE7 8HR



**Head of Year 8
Recruitment Pack
November 2017**

Progress, Partnership, Pride



Hampton Gardens School

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

Hampton Gardens is a new 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.

Required for September 2018:

Head of Year 8 TLR 2c (£6,564)

We are looking to recruit an enthusiastic, committed Head of Year to lead Year 8 in our brand new purpose built school. This role provides an exciting and unique opportunity to help shape the pastoral system as the school grows.

We are seeking to appoint an outstanding Head of Year to:

- Be responsible for the behaviour, safety and well-being of students in Year 8;
- Monitor the academic progress of students;
- Reporting directly to the Deputy Head of School;
- Manage a team of 6 tutors;
- Be an inspirational teacher with a proven track record of leading students to achieve outstanding results;
- Embrace creativity and innovation and will always be looking for the very best practice in teaching.

Applications to arrive no later than **12.00 noon on Monday 27 November 2017.**

Interviews will take place **week commencing 4 December 2017.**

For further details and a Recruitment Pack visit the school website
www.hamptongardens.org.uk

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 Head of School

November 2017

Dear Applicant

Thank you for requesting details for the permanent position of Head of Year 8 at Hampton Gardens.

We are looking to recruit an enthusiastic, committed and resilient practitioner to join the team in leading the School on its journey to becoming an established, outstanding school serving the community of Hampton East and the village of Yaxley. This post has arisen due to the expansion of the school and to allow the current Head of Year to continue in her role as Head of Year 7 in charge of transition. This is a unique and exciting opportunity for those wishing to develop their career in this area of school life. As Head of Year 8 you will be responsible for the behaviour, safety and well-being of the students moving into Year 8 in September 2018.

Reporting directly to the Deputy Head of School, the successful candidate will have the exciting and unique opportunity to have a significant input into the development of the pastoral system as the school grows.

The ideal candidate will have the vision and presence to lead 6 forms of students and a team of tutors. The Head of Year will share the Trust's vision that every student will leave Hampton Gardens with excellent academic outcomes and a clear purpose for the next stage of their lives.

Whilst we are looking for an experienced pastoral leader, the successful candidate will be an inspirational teacher with a proven track record of leading students to achieving outstanding results. They will embrace creativity, innovation and will always be looking for the very best practice in teaching.

The post is suitable for someone who already has pastoral leadership experience, or could be an outstanding professional development opportunity for an experienced teacher seeking their first leadership responsibility.

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 01733 246824.

Yours sincerely

Alastair Greenwood
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. In March 2016 we were successful in our free school bid which secured a significant amount of capital funding to build the new school and building commenced in January 2016.

We believe that this development will enable us to provide an excellent education for the children and young people of the area, as well as offering our staff unrivalled promotion and professional development opportunities.

Our vision is to be a locality based, cross -phase MAT. We intend to grow our MAT in the medium term, and have been successful in a free school bid to design and run the primary provision on the new Hampton East development. The name of the trust reflects our local focus and we have no current plans to expand our operations beyond our local 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.

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 a new 11-19 free school which opened in September 2017 to an initial intake of 180 Year 7 students. The school will grow each year until it reaches capacity, increasing in PAN to 210 student in 2018 and 240 student in 2019. When full the school will accommodate 1200 students in years 7-11 and 300 students in Sixth Form.

Hampton Gardens will operate its Sixth Form jointly with Hampton College. As the two campuses are on neighbouring plots, we envisage that a number of staff will teach and support across both sites. We will also have the ability to deploy staff flexibly across the trust, as we expand. It is planned to open to Year 12 in September 2018, initially with a smaller number of students and growing to full capacity by approximately 2023/24.



Hampton Gardens' Facilities

Hampton Gardens is a brand new 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

It is the trust's aspiration that all of its schools are, or are working towards being rated as *Outstanding* by Ofsted. We are clear that the expectation for Hampton Gardens is that it should be *Outstanding* from the outset.

Curriculum Plan: The curriculum for Key stage 3 is 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 will 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 will include 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	Morning Break
11.15am	Period 3
12.20pm	Period 4
1.25pm	Lunch Break
2.05pm	Period 5 (Afternoon Registration)
3.10pm	End of School

Community: Hampton Gardens will make an important contribution to putting 'heart and soul' into the new Hampton East development, and bringing the community together. We will be a venue for learning and leisure and we will develop 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.



Curriculum

Below are the details for Hampton Gardens' Key Stage 3 provision.

Key Stage 3

Students have 25 one-hour lessons each week. The timetable is run over a one-week cycle and the allocations of time to subjects are:

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	Dance	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 Staff

Al Greenwood - Head of School, Hampton Gardens

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

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.

The Pastoral Team

The role of the Pastoral Team is to work hard to ensure that all students feel safe, secure and are happy at school. The ethos is such that there will be a continuous drive for improvement and as a result we will continuously evaluate and develop the pastoral provision during the school's expansion over the coming years.

The team will consist of two Heads of Year reporting directly to the Deputy Head of School. Alongside this we will have one full time Pastoral Assistant to support each Head of Year on



a daily basis. In future years of operation this will expand with the addition of a new Head of Year and further Pastoral support staff reporting directly to the Deputy Head of School who will be responsible for Student Wellbeing. The team will continue to expand and be instrumental in shaping and developing the introduction of a House System and the roles of the Student Services team.

The Pastoral Team will work closely with all departments and the SENCO, they will be quick to support, as well as intervene where necessary. The team will develop links and work closely with outside agencies. The department will have a real interest in driving and embedding our RECIPE for successful learning across the school. The team will be committed to provide outstanding pastoral care, guidance and support to ensure that each child achieves optimum progress in all their subject areas.

Promotional Opportunities

As part of an expanding Trust there are permanent posts and opportunities for promotion which arise regularly.

Applications

Please complete an application form, and also enclose a letter of application outlining how your skills and experience meet the requirements of the person specification. Applications should be sent to:

HR Department
Hampton Gardens School
Hartland Avenue
Peterborough
PE7 8HR

Tel: 01733 246820 ext 102

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

Application Closing Date: 12.00 noon on Monday 27 November 2017
Interviews will take place week commencing 4 December 2017





Job Description

POST TITLE:	HEAD OF YEAR 8
GRADE:	TLR2c (£6,564)
MAIN PURPOSE:	To support students in their learning and in their personal development, and to lead in KS2 to KS3 transition of students
RESPONSIBLE TO:	Deputy Head of School Line management responsibility subject to review
RESPONSIBLE FOR:	The team of form tutors in Year 8
RELATIONSHIPS WITH:	Team of Tutors SENCO and other external agencies

The Head of Year will:

- Effectively manage and lead the team of Year 8 tutors and the cohort of students at Hampton Gardens.
- Promote excellence, equality and high expectations for all pupils in the year group.
- Monitor the quality of the learning experienced by the year group, liaising with heads of curriculum areas and offering support and guidance where needed.
- Manage resources in an effective manner associated with the year group to support excellent outcomes.
- Develop positive relationships and engagement of the wider community, including local Feeder Primary Schools.
- Create a safe and productive learning environment which is engaging and fulfilling for all pupils, including managing student behaviour
- Work effectively with the Head of School.

MAIN RESPONSIBILITIES

Leadership and Management

1. To monitor, e.g. through lesson observation and moderation, the work of members of the tutor team and to ensure consistency and high standards.
2. To support the professional development of colleagues in the year team, identifying and supporting opportunities for their development. To contribute to the PM of colleagues and to assist the Head of School in carrying out Threshold and UPS judgements. To put in appropriate support for staff who are experiencing difficulties.
3. To ensure new members of staff linked to the Year Team are inducted effectively and that NQTs are mentored, supported and monitored through their first year as tutors.
4. To ensure that regular meetings and general communications within the Year Team contribute to consistency of messages and practice.
5. To participate in whole school training and relevant CPD provided by external agencies or the school; to share good practice.
6. To participate and share training and good practice across schools and external agencies.



Student welfare, attendance, behaviour and safety

1. To deliver Assemblies that contribute to and uphold the aims and ethos of the school.
2. To promote and cultivate in a year group the culture of excellence and high expectations and aspirations.
3. To participate in induction programmes for new students as required and closely monitor and review the progress of new starters.
4. To ensure that the school's safeguarding and child protection policies are strictly adhered to by the tutor team and liaise closely with the school child protection leads on individual areas of concern.
5. To lead on the implementation of the school's attendance policy and procedures across the year group, promote good attendance and punctuality and liaise with tutors, parents, Student Services, the Leadership Team and external agencies to intervene and secure improvements with individual students.
6. To monitor the well-being and progress of students from defined groups and take any action required to ensure equality of opportunity and support for those disadvantaged in any way
7. To liaise with other colleagues and outside agencies as appropriate to monitor and support the learning of students' with special educational needs.
8. To ensure that the school's Behaviour Policy is applied consistently and fairly across the year team and that the policy and procedures are adhered to. To work with students, parents, Student Services and the SENCO as appropriate to monitor and review behaviour, Behaviour Plans and Pastoral Support Plans and keep records of such information.
9. To ensure that the school's Rewards and Achievements policy is applied consistently and fairly across the Year Team. To lead assemblies to recognise the success and achievements of students in the year.
10. To insist on the highest standards of behaviour in order to ensure a calm, working environment in the College, and to create an atmosphere conducive to learning, and to intervene with students and work with families, as appropriate, to achieve this.
11. To achieve the highest standards of appearance among students in the Year, including full compliance with School Uniform policy
12. To ensure that the physical environment in Tutor rooms in the Year promotes and celebrates learning and achievement.

Student Progress

1. To monitor the quality of the learning experienced by the year group through discussions with staff and students.
2. To monitor academic progress in order to secure and sustain effective learning. Using assessment data to identify individual student progress, and collective progress across the whole year group.
3. To ensure a strong emphasis on praise and rewards.
4. To liaise with key staff regarding all groups of students' achievement in the year group and the level of intervention when required.
5. To report to the Head of School on the progress of the year group and individuals.
6. To monitor the regular setting of Home Learning and that planners are used effectively by the students. To monitor the quality of communication between the Tutors and parents
7. To read all reports and grade cards; to monitor student progress and intervene as appropriate.



8. To ensure that Form Tutors set individual targets with each student after monitoring points, and that they communicate those targets to parents on 3 occasions in each school year
9. To develop leadership opportunities for students in the Year

Communications

1. To ensure that the work and achievements of the Year Team are shared with all stakeholders.
2. To liaise with parents/carers as required, support members of the team where issues are unresolved. Keep parents/carers informed of student progress and relevant action to deal with problems or underachievement.
3. To lead and contribute to Parents' evenings, meetings and workshops that take place.
4. To review the success and achievements of the Year Team annually, creating a development/improvement plan.
5. To communicate with parents, other teachers or outside agencies as necessary, ensuring that such contacts are prompt and recorded.
6. Any parental concern about bullying must receive a response within 24 hours (the 24 hr. turn-around rule)
7. To ensure that information about a student's health or personal circumstances is promptly disseminated to those in contact with that student.

Curriculum

1. To organise a programme of activities in Tutor periods including activities which develop personal, learning and thinking skills.
2. To organise a programme of Assemblies which contribute to the Spiritual, Moral, Social and Cultural education of students, and to keep an accurate record of Assemblies that have taken place
3. To maintain a system for the regular checking of Student Planners, and to monitor the quality of communication between the Tutors and parents
4. To read all reports and grade cards; to monitor student progress and intervene as appropriate.
5. To ensure that Form Tutors set individual targets with each student after monitoring points, and that they communicate those targets to parents on 3 occasions in each school year.

GENERAL NOTES

- a) The aforementioned responsibilities are subject to the general duties and responsibilities contained in the statement of Teachers' Terms and Conditions of Employment and are additional to the general duties and responsibilities of a teacher;
- b) These accountabilities do not direct the particular amount of time to be spent on carrying them out and no part of them should be so construed;
- c) These accountabilities are not necessarily a comprehensive definition of the post. They will be reviewed at least once per year and may be subject to modification or amendment at any time after consultation with the holder of the post.

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: HEAD OF YEAR 8

THE PERSON:

The successful candidate will be a role model to their colleagues and students promoting a climate of mutual respect. They will be expected to support the school's ethos and values and will have an opportunity to make a significant difference to the lives of the young people under their care.

They will have clear views about what makes outstanding practice and the ability to communicate their vision with enthusiasm. Ideally they will have some experience of management and leadership of colleagues in school and a desire to develop their skills at whole school level. They will be a positive and creative thinker, prepared to work very hard to implement change, and to see things through to a conclusion.

They will be a loyal member of staff, committed to moving this school forward as it continues to grow in the future, sharing a passion for creating and maintaining a culture that celebrates achievement in all aspects of school life.

They will love working with young people, and will relish the satisfaction that comes from helping them to develop and to learn. You will be a very strong teacher demonstrating outstanding Behaviour for Learning skills and be committed to our idea that fun is an important factor in learning. The successful candidate will be an integral part of the Pastoral Team and can expect the support needed to develop his/her career.

PERSON SPECIFICATION

	Essential	Desirable
Qualifications and Training	<ul style="list-style-type: none">• Degree• Qualified Teacher Status• Evidence of continuous professional development	<ul style="list-style-type: none">• Good Honours degree (2.1 or higher)• Pastoral CPD
Experience	<ul style="list-style-type: none">• A leading classroom practitioner• Experience as a successful Form Tutor• Experience of working in a pastoral role	<ul style="list-style-type: none">• Experience of leading a team• Some experience of Child Protection and/or multi agency meetings• Management of a group of colleagues including leading meetings
Knowledge and Understanding	<ul style="list-style-type: none">• Knowledge and understanding of the principles and practice of effective teaching and learning styles	<ul style="list-style-type: none">• Some knowledge of Primary School, 'all through' Schools or Federation settings

	Essential	Desirable
	<ul style="list-style-type: none"> Secure understanding of a range of behaviour management techniques 	
Skills	<ul style="list-style-type: none"> Emotional Intelligence Able to motivate others Ability to manage difficult conversations in a sensitive manner Accomplished user of ICT as a learning/admin tool Strong communication skills, written and verbal Strong organisational skills Able to produce paperwork of high quality for external partners 	<ul style="list-style-type: none"> Ability to offer extra-curricular activities and support college events
Personal Qualities	<ul style="list-style-type: none"> Approachable Committed A willingness to work hard with enthusiasm and vision Motivated and optimistic Resilient Calm under pressure Well-organised 	