

# Hampton College

Eagle Way, Hampton Vale, Peterborough, PE7 8BF



**Teaching Assistant Level 2  
Recruitment Pack  
February 2019**

**Progress, Partnership, Pride**

# Hampton College

Eagle Way, Hampton Vale, Peterborough, PE7 8BF.

Hampton College is an established, successful, all-through school, which formed its own multi-academy trust (Hampton Academies Trust- HAT) in 2014. The Trust is also the education provider for the new neighbouring secondary school, Hampton Gardens School and Hampton Lakes Primary School, which is due to open in 2019. HAT schools have very close links and some shared staff.

Hampton College currently serves the community of Hampton, on the southern outskirts of the city of Peterborough and has good links to Cambridge and Stamford. Hampton Gardens School serves the neighbouring Cambridgeshire village of Yaxley, as well new housing being added to the Hampton East development, where Hampton Lakes Primary School will also be located.

Required as soon as possible

## TEACHING ASSISTANT LEVEL 2

We are currently looking for a Level 2 Teaching Assistant to join the team supporting students in the Secondary Phase of the College. For this position you will need to have some previous experience working as a Teaching Assistant in a similar role. We are looking for individuals who are passionate about working with young people and helping them to achieve their full potential, and who have an interest / expertise in EAL.

### Hours of Work

8.15am - 3.30pm (with a 45 minute unpaid lunch break)  
32.5 hours per week, Monday - Friday, term time only

### Salary (Grade 6)

Full time salary (37 hours/52 weeks per year)	From:	£18,870	To:	£21,074
Actual salary (32.5 hours/term time only)	From:	£13,768	To:	£15,377

### 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 within the Trust.
- 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, and our buddy system gives new staff a supportive and knowledgeable mentor.

- 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 information, please visit the jobs page on the Hampton Academies Trust website: <http://www.hamptonacademiestrust.org.uk/jobs/>

**Closing date: 9.00am on Wednesday 13 February 2019**

*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).*

## Vision and Values

### Vision

Our vision is to be an outstanding college.

### Mission

Our mission is to meet the needs of our students and to equip them to fulfil their potential, and to provide high quality learning and leisure opportunities for members of our community.

### Values

#### 1. WE VALUE PEOPLE:

- The College will be a welcoming place, at the heart of its 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 Hampton College 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.

#### 2. WE VALUE LEARNING:

- The College 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.

#### 3. WE VALUE POSITIVE BEHAVIOUR:

- The College 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 College 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 Hampton College.

#### 4. WE VALUE HEALTH:

- The College will promote the importance of healthy living, and we will emphasise its impact on learning;
- In all areas of operation, the College will stress the importance of healthy eating; students will be encouraged to drink water in most classes;
- The whole College site is a no-smoking area 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 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 college premises, or on school visits.

#### 5. WE VALUE LEADERSHIP:

- The College 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.

#### 6. WE VALUE OUR COMMUNITY:

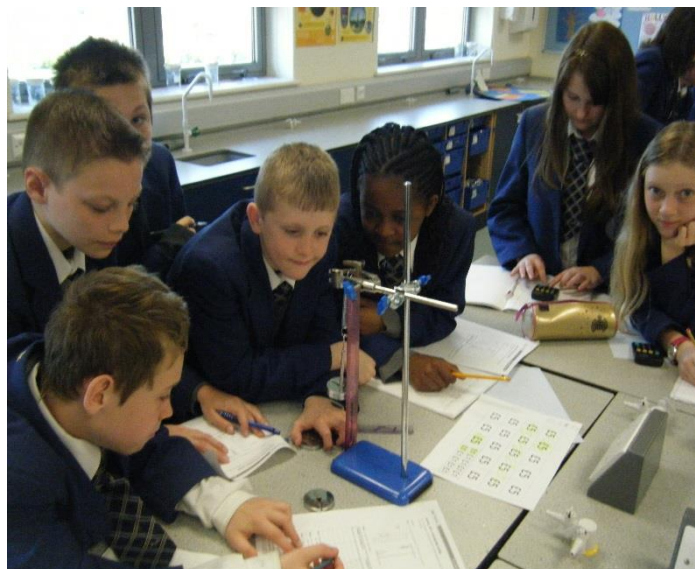
- The College will emphasise the opportunities and responsibilities that life in a large community can bring;
- We will make our facilities available to members of our community for learning and for leisure;
- Hampton College will enhance community life;
- Students will be made aware of the positive roles they can play in our global community;
- Students will learn to respect religious and cultural diversity.

#### 7. 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.

#### 8. 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.



We encapsulate these values into our motto: “Progress, Partnership, Pride” which underpins everything we do.

### **Progress**

We work hard to ensure that students receive excellent teaching, that the curriculum is relevant to their needs and that they receive all the support they need to fulfil their potential. We also believe very strongly in the importance of extra-curricular activities such as clubs and visits, as they develop values and qualities that are valuable in later life.

### **Partnership**

We are determined that Hampton College will continue to be known for its positive relationships: students work well with each other and they enjoy a good working relationship with staff, with a high level of mutual respect. The College aims to develop strong relationships with its community, including other primary schools, neighbouring secondary schools and local businesses.

We work hard to establish a partnership with parents/carers and to ensure that they feel welcome at the College and fully involved in their child’s education.

### **Pride**

We expect the highest standards at all times. We want students to be proud of their own achievements and happy to receive awards from us, sometimes in public gatherings. We expect students to wear the Hampton College uniform with pride, because we want them to show that being a Hampton College student is something really special. Over the next year and as the College moves forward, we hope that parents/carers and the whole community, will be really proud of the work that goes on here.

February 2019

Dear Applicant

Thank you for your interest in our permanent position of Teaching Assistant Level 2 at Hampton College Secondary Phase.

## Information about Hampton College

Hampton College has now been established for fourteen years and 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.

### Development of the ‘through-school’:

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 a year early, in September 2012, on the site of Hampton Hargate Primary School. A brand new state-of-the-art primary school building opened in September 2013, next to the current secondary school’s campus. The Primary Phase now serves the full primary age range. We were excited to welcome our first Year 6 students in September 2018. The model for the primary phase’s growth, one year at a time, until its completion in 2018, is exactly how the secondary phase was established. We work closely with our Primary colleagues to devise innovative, cross phase learning that teach to a student’s stage rather than age. A number of secondary colleagues teach across both phases.

Our current roll is 1,551, including 416 in Primary Phase and 203 in the Sixth Form.

### Academy and MAT status

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 will also have the ability to deploy staff flexibly across the trust, as we expand.

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 our bid to run the primary provision on the new Hampton East development. The Trust’s latest new school project, Hampton Lakes Primary School, is due to open in September 2019 to reception children and will be located on the new development to the east of the A15, near Teardrop Lake. 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.

## Hampton College - Secondary Phase

On the Hampton College secondary site, 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.



Conditions have been right for the school to provide a centre of excellence in teaching and learning, with teachers and departments continually reflecting on their practice, in order to improve. Traditionally the core subjects of English, Mathematics and Science have been high performing, which has contributed to the school's successes in recent years, our results have consistently been amongst the best in the city at both GCSE and A Level.

**Vision and Values:** Since opening the college we have emphasised 2 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. Please see the college website for more details.

During the school's most recent Ofsted inspection in May 2017, in which Hampton College was judged to be 'Good' a number of very positive features were praised, including:

- An unwavering commitment to establishing an inclusive, welcoming school
- Pupils are keen to learn and appreciate the work their teachers and the opportunities provided to them
- Relationships between adults and pupils are typically positive and pupils behavior is good
- Parents believe their children to be safe and happy
- Pupils make good progress at Key Stage 4
- Teachers closely match learning activities to the capabilities of the pupils
- The longer the pupils remain in the school, the faster progress they make

**Teaching and Learning:** All of the teaching staff have agreed on our definition of 'Excellent Teaching', and the statement begins... "At Hampton College we encourage teaching which is innovative, adventurous and experimental." We are proud that the teaching that goes on here is different and teachers are prepared to 'think outside the box' sometimes. OFSTED commented: "The vast majority of lessons are taught to a high quality. Many lessons are extremely imaginative and creative."





**Curriculum Plan:** Please see college website (Prospectus). Every effort is made to offer a strong extra-curricular programme in sports, the arts and in other areas. There is an enrichment week at the end of the summer term, which includes several foreign and domestic residential trips, day trips and in house activities. We also benefit from staff who give up their time to arrange many curriculum based trips and visits throughout the year.

**The School Day:** All lessons are one hour, with a 5 minute movement time.

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	<b>Period 5 (Afternoon Registration)</b>
3.10pm	<b>End of School</b>

**Community:** Hampton College is making an important contribution to putting ‘heart and soul’ into the new development, and bringing the community together. We are a venue for learning and leisure and we 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 campus.

## The Department

The Achievement Support Department is housed in a purpose built suite, comprised of a central teaching area with access to ICT, Staff Office and a small group teaching area. We also have a Nurture group, aiming to support students in Year 7, identified as requiring additional input in order to make a successful transition to secondary school.

The Department currently consists of a SENDCo, two Assistant SENDCo’s, a Nurture Group teacher, two Level 3 Teaching Assistants, ten Level 2 Teaching Assistants (leading in curriculum areas and on interventions) and four Level 1 Teaching Assistants (mainly supporting in the classroom). There is also twenty hours per week of dedicated administrative support.

Currently there are 103 students on our Secondary Phase inclusion record. Nine of these students have EHC plans / statements, and four more applications are currently in the system for students with a recent diagnosis. Students have the full range of needs, although cognition and learning is the most common.

The remit of Achievement Support is to support students with special educational needs, and those with mobility issues. Our aim is that, wherever possible, SEND students are included in the mainstream classroom; teachers are empowered with information and strategies to support these students using personal profiles, access to the inclusion record and regular staff training. The department has a nurture approach; aiming to build self- efficacy. With regular liaison with parents and other agencies, students are supported by a Key Worker. Individual needs and appropriate interventions are identified using a variety of methods and are time-limited (assess-plan-do-review).

The department also supports other learners who may have barriers to learning, such as:

- Looked After Children (we recently achieved the silver mark award for Young Carers)
- English as an additional language
- Students with medical needs
- Students for whom there are safeguarding concerns.

## The Role

We are currently looking for one Level 2 Teaching Assistant to join the team supporting students in the Secondary Phase of the College. For this position you will need to have some previous experience working as a Teaching Assistant in a similar role, and have an interest in supporting students with English as an additional language. We are looking for individuals who are passionate about working with young people and helping them to achieve their full potential.

### Hours of Work

8.15am - 3.30pm (with a 45 minute unpaid lunch break)  
32.5 hours per week, Monday - Friday, term time only

### Salary (Grade 6)

Full time salary (37 hours / 52 weeks per year)	From: £18,870	To: £21,074
Actual salary (32.5 hours / term time only)	From: £13,768	To: £15,377

Please see the enclosed job description for further details.

The position is for term time only and all holidays must be taken during school holiday periods. Term time contracts are paid pro-rata the full-time salary. Salaries are paid monthly, throughout the year.

### 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 College: 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:

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

Please return your completed application form, together with a letter of application which is addressed to the Head of School (no more than 1 side of A4) outlining how you meet the Person Specification by **9.00am on Wednesday 13 February 2019**. CVs are not accepted and should not be included with your application.

Postal applications should be addressed to **HR Department** and sent to:

Hampton Academies Trust  
Eagle Way  
Hampton Vale  
Peterborough  
PE7 8BF

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

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

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 faithfully

A handwritten signature in black ink, appearing to read 'John Gilligan'.

John Gilligan  
Head of School - Hampton College Secondary Phase

## Job Description

<b>POST TITLE:</b>	Teaching Assistant (Level 2)
<b>HOURS OF WORK:</b>	8.15am - 3.30pm
<b>RESPONSIBLE TO:</b>	SENCO
<b>PURPOSE OF THE JOB:</b>	Working under the direction of the SENCO to enable access to learning for students, and to assist the classroom teacher in the management of students and the classroom.

### MAIN RESPONSIBILITIES:

#### Supporting the Student

- 1) In conjunction with the classroom teacher, adapt lessons to meet the needs of individual students and small groups.
- 2) Take responsibility for delivering learning activities with individuals or small groups who would benefit from a different learning approach as agreed.
- 3) Establish and maintain supportive relationships with individual students, small groups and parent/carers to ensure they understand and can achieve the tasks.
- 4) Provide learning support as required for students with special needs, or where English is not their first language.
- 5) Provide support to students with significant development needs, e.g. cognitive ability, SEMH, learning skills, etc. as directed.
- 6) Assist the SENDCo in co-ordinating and delivering the EAL induction programme.
- 7) Encourage and promote the inclusion in the classroom, ensuring all students feel involved with tasks and activities.
- 8) Provide feedback to students in relation to progress and achievement under the guidance of the classroom teacher.
- 9) Contribute to termly review meetings with students with SEND, their parents and the SENCO.
- 10) Take an active role in monitoring the impact and support, on an individual student and small group level, using the 'Graduated Approach' model (assess, plan, do review).
- 11) Liaise with the SENCO on the development, monitoring and review of SMART targets for individual pupils with SEND.

#### Supporting the Teacher

- 1) Assist in maintaining class records and contribute to reports on student progress and development, as directed.
- 2) Contribute to the planning and evaluation of work programmes for individual students and groups.
- 3) Organise the learning environment and develop classroom resources as required.
- 4) Monitor and track progress and provide feedback to assist in developing IEPs for children with additional needs.
- 5) Provide detailed and regular feedback to teachers on student's achievement, progress, problems, etc.
- 6) Contribute to the management of student behaviour, including anticipating and taking action to prevent potential problems arising.
- 7) Undertake support activities for the teacher as required, e.g. photocopying, preparation of materials, mounting displays.

### Supporting the Curriculum

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

### Supporting the School

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

#### **GENERAL NOTES:**

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

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## Person Specification

### THE POST: Teaching Assistant Level 2

Criteria	Essential	Desirable
<b>Educational Qualifications</b>	<ul style="list-style-type: none"> <li>➤ Good educational background with GCSE (or equivalent) at Grade C and above in Maths and English</li> </ul>	<ul style="list-style-type: none"> <li>➤ Educated to degree level</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>➤ Two years minimum satisfactory experience as a Teaching Assistant, with evidence of CPD undertaken</li> <li>➤ Experience of working across the curriculum</li> <li>➤ Experience of delivering activities to small groups</li> </ul>	<ul style="list-style-type: none"> <li>➤ Experience of working as a Teaching Assistant in a secondary school</li> <li>➤ Experience of working with students who have a wide variety of educational needs</li> <li>➤ Interest / experience in EAL</li> </ul>
<b>Skills/Abilities</b>	<p>Ability to:</p> <ul style="list-style-type: none"> <li>➤ Gain the respect of staff and students</li> <li>➤ work with an individual or a group;</li> <li>➤ reinforce teaching points during teacher input;</li> <li>➤ clear up misunderstandings and sort out misconceptions;</li> <li>➤ teach new concepts as agreed with the class teacher;</li> <li>➤ model acceptable behaviour;</li> <li>➤ provide strategies for spelling, reading, number skills;</li> <li>➤ extend children's thinking skills;</li> <li>➤ assess children's understanding of text and reading skills;</li> <li>➤ assess children's understanding of maths concepts;</li> <li>➤ discuss with children their understanding of learning objectives;</li> <li>➤ suggest ways of developing learning;</li> <li>➤ encourage good social skills;</li> <li>➤ update assessments and Individual Education Programmes;</li> <li>➤ liaise with the SENCO and outside agencies;</li> <li>➤ take an active involvement in medium-term planning;</li> <li>➤ observe and assess children's learning and development;</li> <li>➤ supervise a class for short periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ability to work under pressure</li> <li>➤ Willingness to learn new skills</li> <li>➤ Ability to provide support to less experienced TAs</li> <li>➤ Ability to speak another language</li> <li>➤ TEFL Qualification or similar</li> </ul>

<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>➤ Knowledge and understanding of:-             <ul style="list-style-type: none"> <li>▪ how children develop;</li> <li>▪ how to support children in literacy and numeracy;</li> <li>▪ supporting children with Special Educational Needs;</li> <li>▪ IEPs</li> </ul> </li> </ul>	
<b>Other Requirements</b>	<ul style="list-style-type: none"> <li>➤ Interest in/understanding of EAL</li> <li>➤ Reliability</li> <li>➤ Positive outlook</li> <li>➤ Enthusiastic</li> <li>➤ A calm approach</li> <li>➤ Good listening skills</li> <li>➤ Sensitivity and empathy</li> <li>➤ Ability to learn quickly</li> <li>➤ Demonstrates initiative in the classroom</li> <li>➤ Strong interpersonal skills</li> <li>➤ Excellent communication skills, oral and written</li> <li>➤ Good ICT skills</li> <li>➤ Ability to adapt to change and a variety of situations</li> <li>➤ Good organisational skills</li> <li>➤ Willingness to undertake training, as required</li> <li>➤ Willingness to take a full and active role in college life</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> <li>➤ Can demonstrate flexibility of approach</li> <li>➤ Shows a personal commitment towards safeguarding children</li> </ul>	