

Hampton College

Primary Phase

Clayburn Road, Hampton Vale, Peterborough, PE7 8GL



Assistant SENCo

Recruitment Pack

March 2024

Hampton College

Clayburn Road, Hampton Vale, Peterborough, PE7 8GL

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 neighbouring secondary school, Hampton Gardens School and Hampton Lakes Primary School, which opened in September 2019. In 2020, Dogsthorpe Infant School joined our trust. 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 is located.

Required as soon as possible

Assistant SENCo

We currently have an exciting opportunity for an Assistant SENCo to join the team at Hampton College Primary Phase. This is a new role working closely with the Deputy Head of School/SENCo and a dedicated team of Teaching Assistants to support the day to day operation and delivery of an effective provision for children with SEND.

The successful candidate will be extremely well organised and have the ability to plan and prioritise work to ensure strict deadlines are met. You will be able to work independently but also be part of a dedicated team to support the outcomes of the children. You will have a good understanding of the SEND code of practice and have significant previous experience of working with children with SEND. You will have the ability to effectively communicate with a wide range of audiences and as part of the safeguarding team deliver outstanding safeguarding and child protection across the school.

For further details on the role and responsibilities, please see the attached job description and person specification.

If you are looking for a new and exciting challenge, then we can offer you a fulfilling and rewarding role working at Hampton College.

Hours of Work

32.5 hours per week, term time only plus 5 days.

The exact working pattern can be negotiated with the successful candidate

Salary (Grade 8)

Grade 8 £29,777 to £33,024 per annum FTE

Actual salary £22,396 to £24,839

What we can offer you in return:

- A fantastic working environment where students are enthusiastic and want to learn. All our Hampton schools have modern buildings, and all HAT sites have light and airy classrooms, outstanding facilities and are situated at the heart of the community.
- Excellent Pension Scheme (Local Government Pension Scheme)
- Flexible working and family friendly policies
- Free onsite parking at all HAT schools
- Employee Assistance Programme - all our colleagues have free access 24 hours a day/7days to a confidential service which provides a huge amount of support such as counselling, financial and legal advice
- Staff CPD - we offer extensive CPD opportunities with access to National College and support with external courses to promote career development

For further details, please visit the HAT website:
<http://www.hamptonacademiestrust.org.uk/jobs/>

Closing date: Monday 22 April 2024

Please note that we reserve the right to interview and appointment prior to the closing date.

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.



At the primary phase, we have embedded the Hampton College Values into school through our PROUD aspirations. This makes the shared Values accessible for younger children and forms the foundations of our approach to school life at Hampton College Primary.

We are PROUD of our school

Play and learn together calmly

Respect others

Own our school

Understand boundaries

Do our best...always



March 2024

Dear Applicant

Thank you for your interest in our permanent position of Assistant SENCo at Hampton College Primary Phase.

Information about Hampton College

Hampton College has now been established for seventeen years and has enjoyed a high degree of success both in terms of public examination results and recognition from Ofsted (five 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 'all-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. 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 cross phase learning that ensures curriculum continuity and cohesive approaches. A number of secondary colleagues teach across both phases.

Our current roll is 1,753, including 403 in Primary Phase and 301 in the Sixth Form.

Academy and MAT status

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.

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.

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. 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 open during 2021. In October 2020, the children moved into their new purposed built school, located 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. All HAT schools are located within the city of Peterborough and in 2020, we were delighted to welcome Dogsthorpe Infant School into our family of schools. We anticipate our future growth will continue to focus on Peterborough and the surrounding area.

Other Hampton Academies Trust Schools:

Hampton College Secondary Phase (part of our all-through school)
Hampton Gardens School
Hampton Lakes Primary School
Dogsthorpe Infant School

Vision and Values: We believe that the Hampton College Vision and Values should be at the heart of our mission to deliver the best education that we can for our children. At primary phase we have embraced these Values and adopted our child-friendly PROUD aspirations, which express our key themes in a meaningful, accessible and coherent way to our very youngest children.

During the school's most recent Ofsted inspection in June 2023, in which Hampton College was judged to be 'Good' a number of very positive features were praised, including:

- We are a happy school, where children are well cared for
- A strong emphasis is placed on the well-being of children and staff
- There is a calm atmosphere and children behave well
- School is an inclusive and respectful environment
- Across KS1 and KS2 children progress and achieve very successfully
- Children with SEND are identified and skilfully supported
- Governance is strong, which supports school improvement
- Staff and leaders are 'tenacious' and 'vigilant' in safeguarding children

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.

Curriculum Plan: Our EYFS classes experience a rich, play-based curriculum which includes a balance of child-initiated, adult-guided and adult-supported learning opportunities. We embrace the outdoor learning environment, as well as our indoor zoned learning spaces and offer children a diet of continuous provision, discrete teaching, guided activities and focused learning opportunities with a varying degree of adult support.

In Key Stage One, the transition from EYFS to Year 1 sees a balance of play-based learning opportunities with a greater emphasis on adult-guided learning. Phonics, English and mathematics form the foundations of our curriculum, with topic based activities supporting our children's development in other subjects. We use the Cornerstones Maestro Curriculum, which is broad and balanced, encourages independent and creative thinking and allows children to explore their own learning in a meaningful and fun way.

In Key Stage Two, whole class and guided group teaching forms a large part of our teaching and learning, whilst independent research and investigation skills are promoted through the Cornerstones Maestro topics.

The School Day:

Doors open:	8.40am
Registration:	8.50am
Lessons start:	9.00am
Lunch break:	12.00pm to 1.30pm (Staggered 1 hour lunches for all year groups)
School ends:	3.25pm

If you are looking for the opportunity to progress professionally, then we can offer you a fulfilling and rewarding job working at Hampton College. On-going training will be provided as part of personal and professional development.

Please see the enclosed job description for further details.

Safer Recruitment

Hampton Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will require an enhanced disclosure from the Disclosure & Barring Service.

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

For more information, please refer to:

[Hampton College: Safeguarding & 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/

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 Monday 22 April 2024**. CVs are not accepted and should not be included with your application.

Please note that we reserve the right to interview and appointment prior to the closing date.

Applications can 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*).

Yours sincerely



Paul Jones
Head of School (Primary Phase)

Job Description

POST TITLE:	Assistant SENCo
GRADE:	8
HOURS OF WORK:	32.5 hours per week, 195 days per year
RESPONSIBLE TO:	Deputy Head of School/SENCo
RELATIONSHIPS WITH:	Head of School Deputy Head of School/SENCo Parents/Carers Pupils Administration Staff External Agencies
PURPOSE OF THE JOB:	To report to the Deputy Head of School/SENCo to carry out the roles associated with supporting our children in school, and their families, in terms of SEND support.

MAIN RESPONSIBILITIES

Administration Support

- In conjunction with the SENCo lead on the application for EHCPs and the Annual Review process.
- In liaison with the SENCo in coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans.
- To work with the SENCo and teachers in the design, review and evaluation of Pupil Profiles and Assess, Plan, Do, Review (APDR) plans.
- To ensure the SEND Register is maintained, ensuring that records of all pupils with SEND are kept up to date.
- Ensure the programme of SEND assessment for all year groups is in place.
- To liaise with external agencies to ensure that individual pupils' needs are met effectively and with parents about the specifics of the SEND provision for their child, under the direction of the SENCo.
- To collate and prepare information relating to assessments and referrals under the direction of the SENCo.
- To arrange, attend and keep accurate and detailed records of meetings and discussions with pupils, parents and external agencies.
- To be the lead professional for EHA's linked to SEND
- To deputise for the SENCo as required.

Pupil Outcomes:

- To provide learning support for named pupils or groups of pupils, where and when required, on a range of subjects that may be hindering individual learning.
- To track and monitor relevant intervention data to identify progress and underachievement
- Analyse and interpret relevant national, local and school pupil data plus research and inspection evidence, practices, expectations, targets and teaching methods
- To offer advice and support to teaching staff in providing a quality first teach approach, under the direction of the SENCo.
- To assist with the process of access arrangements for SEND pupils.

- To work with the SENCo to promote an inclusive curriculum and in the development of appropriate resources and teaching and learning strategies to make the curriculum more accessible

Safeguarding:

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

- As part of the safeguarding team deliver outstanding safeguarding and child protection across school, making referrals, attending child protection and child in need meetings.
- To support the administration and communication of the safeguarding team as required and requested.
- 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.
- Prepare detailed reports for CP agencies and for other purposes, by making use of available systems.

Communication:

- To maintain accurate and detailed records of all communication with parents and external agencies, including action/follow-up taken.
- To maintain accurate and confidential records on pupils and provide written reports on your work and the impact your work has on pupils.
- In liaison with the Safeguarding, SENCo and pastoral staff, communicate with parents where appropriate.
- To attend team and School meetings and those that are specifically in relation to the pupils that you support, such as pastoral support programmes or liaison with multi agencies.
- Support the SENCo in the production of a SEND improvement plan as part of the school development plan, to include staff development and training implications

Other responsibilities:

- 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

Criteria	Essential	Desirable
Educational qualifications	<ul style="list-style-type: none"> ➤ Good educational background, with minimum 4 GCSEs at Grade 4 (or equivalent) including English Language & Maths ➤ A levels or equivalent ➤ Excellent administrative skills ➤ Excellent ICT skills - fully conversant with Internet, Email, Word and Excel 	<ul style="list-style-type: none"> ➤ Educated to degree level ➤ Qualification in SEND ➤ Safeguarding qualification
Experience	<ul style="list-style-type: none"> ➤ Experience of working as a Level 3 Teaching Assistant or HLTA ➤ 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 of organising and prioritising workloads ➤ Experience of the assess, plan, do, review method of working with students with SEND ➤ Experience of Education, Health and Care Plans and the paperwork and financial input required for a successful plan. ➤ Experience of having a Lead Professional role within Early Help ➤ Experience in supporting the safeguarding of children and young people 	<ul style="list-style-type: none"> ➤ Experience of working in a school or related role ➤ Experience of dealing with a range of partners to achieve positive outcomes for students
Skills/Abilities	<ul style="list-style-type: none"> ➤ Excellent communication skills, oral and written ➤ Strong interpersonal skills ➤ Ability to work with honesty and integrity ➤ Ability to use own initiative ➤ Good organisational skills ➤ Ability to prioritise workload and keep to deadlines ➤ Ability to motivate and gain the respect of students ➤ Ability to resolve conflict ➤ Ability to remain calm ➤ Good listening skills ➤ Sensitivity and empathy ➤ Ability to work under pressure 	
Knowledge and Understanding	<ul style="list-style-type: none"> ➤ Knowledge of the Special Needs Code of Practice ➤ Knowledge of the four key areas of SEND and an understanding of how these may present 	Knowledge of EHA

	<ul style="list-style-type: none"> ➤ Appreciation of absolute confidentiality of information received in school ➤ Understanding of Safeguarding and Child Protection issues <p>Knowledge and understanding of:-</p> <ul style="list-style-type: none"> ➤ Child development ➤ the barriers of learning that children face 	
Other Requirements	<ul style="list-style-type: none"> ➤ Ability to work flexibly ➤ Willingness to undertake training, as required ➤ Willingness to take a full and active role in school life <p>Approachable with positive disposition and a great team player</p>	