

Hampton Gardens

Hartland Avenue, Hampton Gardens, Peterborough, PE7 8HR



**Key Stage 3 Learn it All Provision (LIA)
Leader**
Appropriate Provision Teacher

**Recruitment Pack
October 2024**



Hampton Gardens School

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

Hampton Gardens is an inclusive school which is proud to serve the local community of Hampton, Yaxley and Cambridgeshire. The school serves just under 1200 students, offering 210 places in each year group and 300 places for Post16 students.

Hampton Gardens is part of the Hampton Academies Trust who also run the highly successful and popular Hampton College all-through school, Hampton Lakes Primary School and Dogsthorpe Infant School. HAT schools have very close links and some shared staff.

Required from January 2025 (*an earlier start may be considered*)

Key Stage 3 Learn it All Provision (LIA) Leader **TLR 2a (currently £3,213 FTE per annum, pending pay award)** ***Fixed term to 31st August 2026 in the first instance***

We are looking for a creative, skilled and resilient teacher to lead a new initiative to provide personalised support for a small group of Key Stage 3 students who require targeted intervention to achieve their full potential.

The LIA initiative aims to offer a very supported programme for learners who we identify as vulnerable to becoming NEET (Not in Education Employment & Training) in later adolescence. It is recognised that certain factors place a young person at higher risk of disengagement from education, such as coming from a disadvantaged background, having a chaotic home-life or having a special educational need or disability. From our experience, the signs of disengagement can become evident early on in a young person's secondary school career and what we are proposing is a timely, structured intervention designed to re-engage the participants with education and motivate them to consider the prospect of future training and entering the work place.

In our view, some of the issues which lead to failure at school (e.g. poor attendance, fear of underachievement, lack of inter-personal skills etc.), become even greater barriers to preventing success in adult life. Therefore, early intervention could enhance a young person's life chances for many years and massively increases their prospects of being work-place ready in their late teens.

The focus of this provision is to provide both intensive 'catch-up' teaching and support with social skills, which allows for a more gradual transition into all mainstream classes at the school. The LIA will provide a blend of small group teaching, a personalised programme, emotional literacy support whilst maintaining full access to the mainstream curriculum offered at Hampton Gardens School.

Intensive support will be provided for targeted students by developing personalised pathways to meet the needs of the individual student. The LIA will also provide care and support for students by encouraging them to develop good relationships with others, self-reliance and self-esteem, and independence in preparation for life beyond the School.



The successful applicant will:

- Possess the ability to inspire and motivate students and have a passion for teaching and learning.
- Have consistently high expectations, with the drive to help all students achieve their full potential.
- Be an exceptional team player who enjoys supporting and working collaboratively with others.
- Have the skill to form positive relationships with all staff, students and parents.
- Share our vision to deliver outstanding education for children and young adults and the commitment to make a difference to outcomes and achievements of students who attend HAT schools.

What we can offer you in return:

- Staff CPD - we offer extensive CPD opportunities with access to the National College and support with external courses to promote career development.
- Competitive Pay & Excellent Pension Schemes - we follow the STPCD for teaching staff and National Pay Rates for support staff. Eligible staff are enrolled into the Teachers Pension Scheme or Local Government Pension Scheme, with generous employer contributions.
- Flexible working and family friendly policies - we have generous policies and entitlements in place to support our colleagues, such as flexible working, leave of absence, maternity/paternity and shared parental leave. Free eye tests are available to staff in eligible roles.
- Free onsite car parking at all HAT schools - EV charging is also available at some sites.
- Complementary access to school gym facilities and discounted membership at Vivacity Leisure Centres in Peterborough (*subject to change*).

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

Visits to the school before the application deadline are welcomed and can be arranged by contacting the HR department via jobs@hamptonacademiestrust.org.uk

Closing date: 9.00am on Monday 21st October 2024
Interviews to be held: Wednesday 23rd October 2024

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

Agency applications will not be considered for this position.

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

October 2024

Dear Applicant

Thank you for your interest in our position of Key Stage 3 Learn it All Provision Leader at Hampton Gardens. This is a temporary post to 31 August 2026 in the first instance, due to linked funding.

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 jobs@hamptonacademiestrust.org.uk.

Yours sincerely

Kevin Ainslie
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.

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 Lakes Primary School
Dogsthorpe Infant 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 Gardens

Hampton Gardens is an 11-19 free school, which opened in September 2017. We are an inclusive school which is proud to serve the local community of Hampton, Yaxley and Cambridgeshire. The school serves just under 1200 students, offering 210 places in each year group and 300 places for Post16 students.

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.



Hampton Gardens' Facilities

Hampton Gardens is a purpose built 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

Hampton Gardens School was visited by an inspection team from Ofsted in November 2021 and this was the school's first inspection. We can confirm that the rating for Hampton Gardens from this latest inspection is Good. The full report is available online.

Curriculum Plan: The curriculum for Key stage 3 is largely 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 is 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 includes 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 continues to 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 have contracted a third party provider to co-ordinate and manage our facility lettings. We currently accommodate an extensive number of sporting groups, clubs and community activities. We also work in partnership with Vivacity, who operate a public library and sports centre on our Hampton College campus.



Curriculum

Key Stage 3

Students will have 25 one-hour lessons each week, allocations of time to subjects over the two-week cycle are likely to be:

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	Drama	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 Stage 4

In Year 10 students follow a two-week timetable with 25 one-hour lessons a week. Their curriculum is made up of the core curriculum (Essential learning) and four option choices (Additional learning) which are selected during Year 9.

Core Learning

All students are taught a core programme which we refer to as Essential Learning. These are the subjects and skills that are statutory for all children aged 14-16, with the addition of English Literature, which is studied by everyone.

Core Learning comprises:

- English (GCSE)
- English Literature (GCSE)
- Mathematics (GCSE)
- Science (double award - 2x GCSE)
- Personal Development (PD) incorporating Work Related Learning
- Religious Studies
- Physical Education (Core PE)

Additional Learning

We want our students to be committed to their subjects and so we allow them to choose the four subjects that make up their Additional Learning. Whilst we do give as much choice as possible, most students will be expected to take one EBacc subject from: History; Geography, Computer Science or a Modern Foreign Language (French or German).



We make every effort to ensure that students study the courses they opt for. Students can choose from a mixture of Vocational and GCSE courses with students being allowed to choose up to a maximum of 3 vocational choices.

The allocation of time to lessons over the two weeks is shown in the tables below:

Essential Learning: - 30 lessons a fortnight

	English/English Literature	Mathematics	Science	PD/RE	Core PE
Year 10 & 11	8	8	8	2	4

Additional Learning: - 20 lessons a fortnight

	Option 1	Option 2	Option 3	Option 4
Year 10 & 11	5	5	5	5

The full list of subjects offered at Key Stage 4 is updated each year, for a full list of the subjects offered to the current Year 10, please refer to the options booklet which can be found on the school website

Key Stage 5

We offer a wide range of A Levels and BTEC Level 3 courses in our successful, inclusive Trust Sixth Form. We have 261 students in Key Stage 5 across our two sites, approximately 80% of our Sixth Form students go on to Higher Education. The progress scores for our A-Level Sixth Form students across the Trust are regularly one of, if not the highest in the City and Region. Alongside academic success, most of our students take up student leadership roles and positions of responsibility within the school and the local community, ensuring that they leave Hampton Gardens as well-rounded young people, well-prepared for their journey into adulthood

Experience Curriculum

We believe in all forms of learning. At Hampton Gardens we are committed to developing the whole individual and therefore our Experience Curriculum provides a key role in doing this. Students are provided with a huge range of opportunities to learn outside of the classroom through engaging in our extensive after school provision. Students can attend a range of different activities which can take them out of their comfort zone and help develop self-confident, resilience and communication skills. These attributes are vital for success in their future endeavours.

At Hampton Gardens we are proud of our extensive sporting activities and creative arts programme. Students have access to a wide range of musical opportunities including drums, guitar, singing and access to a music scholarship through the Music Hub. Students are also able to take part in a variety of ways representing the school in local, regional and national events. We have also recently launched our Duke of Edinburgh Programme which further supplements our curriculum which already boasts a superb STEM club, textiles club, games club, self-defence class, chess club, along with even more exciting activities. We encourage



all students to attend at least one Experience Curriculum activity each week and ensure these opportunities are shared with families and on the School's website.

Key Staff

Kevin Ainslie - Head of School, Hampton Gardens

Kevin Ainslie is the Head of School for Hampton Gardens. Kevin has a background in Behaviour and Welfare from working across a number of Peterborough secondary schools. He has been a senior leader since 2010 having previously worked as a Director of Sport and a specialist leader in education.

Kevin's experience of school leadership has provided the skills to continue the growth and development of Hampton Gardens. With a student-centred focus to removing barriers to learning and developing wide ranging experiences, Kevin is committed to working with all stakeholders to ensure that students of Hampton Gardens are fantastic young learners with exceptional opportunities for the next stage of their journey into further education and beyond.

Sharon Gilligan - Deputy Head of School, Hampton Gardens

Sharon Gilligan took up the post of Deputy Head of School in September 2018. Sharon has worked in Peterborough for over twenty years. Previously Sharon worked as an Assistant Headteacher in a local school, supporting students to achieve the best possible outcomes.

Atul Karia - Deputy Head of School, Hampton Gardens

Atul Karia took up the post of Deputy Head of School in September 2021. He has worked across 5 different schools and has been in Peterborough in the last 5 years working at St John Fisher Catholic High School. Atul has more than two decades of working pastorally supporting students to attend, behave and achieve in school. He has also worked with the SSAT on Vertical Tutoring and consulted in many schools to help them make the change. Atul has enjoyed developing students roles in school and ensuring that they become young leaders of the future.

Angela Roberts - Assistant Head of School/SENDCo, Hampton Gardens

Angela joined Hampton Gardens in April 2022 as Assistant Head of School/SENDCo. Angela has been an English teacher for 20 years and qualified as a SENDCo 6 years ago. Angela brings a wealth of experience and is passionate about meeting the needs of every child in the classroom.

Jody Lapish - Assistant Head of School, Hampton Gardens

Jody Lapish took up the post of Assistant Head of School in September 2019. Jody worked in the London Borough of Redbridge for 4 years as Lead Pastoral Leader before joining Hampton Gardens. Prior to this she has worked in Cambridgeshire carrying out the role of Head of Year for many years. In her role at Hampton Gardens Jody leads on student behaviour and pastoral care, focusing on ensuring students achieve their aspirations and potential during their journey through their secondary education.



Holly Willetts - Assistant Head of School, Hampton Gardens

Holly was appointed as Assistant Head of School with responsibility for the development of Teaching and Learning across the school with effect from September 2020. Holly joined Hampton Gardens in September 2018 as Head of History, having been Head of History, Advanced Skills Teacher and Lead Practitioner in another Cambridgeshire school. Holly works with the whole school community to provide students with the skills and knowledge to achieve their future aspirations and prepare them to contribute positively to society.

Craig Young - Assistant Head of School, Hampton Gardens

Craig joins Hampton Gardens from September 2022 as Assistant Head of School with responsibility for Raising Standards, Timetables, and Intervention. Craig has over 20 years teaching experience within Maths and Physical Education. Craig has worked within Peterborough schools since 2002, most recently as a successful and well respected Assistant Headteacher at St John Fisher Catholic High School. Craig is a highly motivated and aspirational leader who has the best interests of students in everything he does.

The Trust Central Services team consists of Governance, Finance, HR, ICT and Site. Each department has their own office and key members of the team are based at Hampton Gardens School.

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

Simon Walls - Trust Director of Sixth Form

Simon took up the post of Trust Director of Sixth Form in September 2019. Simon has worked in Peterborough schools for over twenty years. Prior to joining the Trust Simon worked in a local school as Head of Post 16 provision. This previous experience has been pivotal to providing a strategic vision for building the provision of HAT sixth form.



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 Gardens Safeguarding & Child Protection Policy](#)
[Hampton Academies Trust Recruitment & Selection Policy](#)

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 Trust's [Equality & Diversity Policy](#)

Promotion Opportunities

As an expanding trust there are permanent posts and opportunities for promotion which arise regularly.

Applications

Please download an application form from the trust website:

www.hamptonacademiestrust.org.uk/jobs/

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 via email to jobs@hamptonacademiestrust.org.uk

Visits to the school before the application deadline are welcomed and can be arranged by contacting the HR department via jobs@hamptonacademiestrust.org.uk

Closing date: 9.00am on Monday 21st October 2024

Interviews to be held: Wednesday 23rd October 2024

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

Agency applications will not be considered for this position.

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Job Description

POST TITLE:	Key Stage 3 Learn it All Provision (LIA) Leader
GRADE:	TLR2a
PURPOSE OF THE JOB:	<p>Working as part of a wider pastoral team, supporting the emotional and academic development of young people accessing the Study Centre. Ensuring they receive a high-quality, bespoke curriculum which best meets their needs, with a long-term aim of reintegration back into mainstream provision.</p> <p>Students will be identified through careful assessment and may have anxiety or an emotional need acting as a barrier to better attendance or engagement in learning.</p>
RESPONSIBLE TO:	Assistant Head of School (<i>subject to review</i>)
RELATIONSHIPS WITH:	Head of School SLT & Middle Leaders Teaching Assistants Support Staff Teachers Parents

MAIN RESPONSIBILITIES

1. Under the direction of the Assistant Head of School, provide intensive support for targeted students
2. To support students to achieve academic progress and excellence through devising, monitoring and evaluating holistic intervention plans for individuals and groups of students based on through analysis of key sources of data
3. To work collaboratively with staff and the schools Careers Advisory Service to support the progression of learners identified as being suitable for vocational education
4. Develop, communicate, monitor and evaluate a comprehensive plan to raise achievement of students
5. Work with the Achievement Support Team to ensure that appropriate intervention strategies and actions are in place for students
6. Work positively in partnership with the child's parents/carers and external agencies as appropriate to support named children's social, emotional and academic development.
7. Contribute to raising standards of achievement for all students
8. To contribute to the completion of support plans
9. To ensure a consistent approach to managing behaviour and promoting positive attitudes to learning.
10. To provide care and support for students by encouraging them to develop good relationships with others, self-reliance and self-esteem, and independence in preparation for life beyond the college
11. To work collaboratively with staff to identify students who may need a Work Related Learning Pathway at Key Stage 4
12. To liaise with alternative curriculum providers and support students who are following alternative provision both on and off site



13. To meet with students and offer advice and guidance regarding appropriate work placements
14. To attend and contribute to training and other learning activities as required.
15. To undertake any other duties consistent with the post.

TEACHER RESPONSIBILITIES

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

GENERAL NOTES

- 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;
- 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: Key Stage 3 Learn it All Provision Leader

Criteria	Essential	Desirable
Educational qualifications	<ul style="list-style-type: none"> • Relevant 'A' levels (or equivalent) and Degree • Qualified Teacher Status or PGCE Pass (or equivalent) 	<ul style="list-style-type: none"> • Good Honours degree (2.1 or better)
Experience	<ul style="list-style-type: none"> • Successful teaching record which demonstrates high standards and the ability to raise attainment • Experience of teaching a wide range of abilities • Experience of using assessment, both formative and summative, to inform planning • Experience of using ICT to enhance learning opportunities • Experience of working alongside colleagues to improve teaching and learning • Inter key stage teaching experience • Commitment to own personal development and continuous improvement. • Evidence of CPD in the last two years relevant to current educational developments 	<ul style="list-style-type: none"> • Experience of working in a variety of schools • The ability to offer a range of subjects. • Evidence of coaching or mentoring with a strong team ethic • Relevant 'life experience' e.g. time working in business or industry
Knowledge and Understanding	<ul style="list-style-type: none"> • The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies); • Statutory National Curriculum requirements at the appropriate key stage; • The monitoring, assessment, recording and reporting of pupils' progress; • The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection; • The positive links necessary within school and with all its stakeholders; • Effective teaching and learning styles. 	

Skills	<ul style="list-style-type: none"> • Capacity to work within a small team to manage and motivate and inspire a diverse group of pupils • Proven experience of behaviour for learning and an expansive toolkit of strategies to ensure quality learning and teaching • Able to enthuse, lead, motivate and develop young people into active and independent learners. • Ability to support and challenge colleagues on the development of effective professional standards and to expand and develop their teaching repertoire. • Proven ability and contribution to significant change. • Demonstrable evidence of problem solving and proactive ways of working. • The ability to communicate effectively, both orally in writing across a range of audiences. • The ability to use ICT creatively to support learning • Able to effectively analyse and interpret school data and develop strategic responses to findings. • Able to manage time and work load effectively. 	<ul style="list-style-type: none"> • Commitment to offering effective extra- curricular activities
Personal Characteristics	<ul style="list-style-type: none"> • Approachable • Committed • Enthusiastic • Able to motivate self and others • Calm under pressure • Well-organised 	
Safeguarding Competencies	<ul style="list-style-type: none"> • Commitment to promoting and safeguarding the welfare of all staff and students • 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 	