

Hampton Gardens

Hartland Avenue, Hampton Gardens, Peterborough, PE7 8HR



**Teacher of Art & Textiles
Part-time - 0.6 FTE**

**Recruitment Pack
September 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 220 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 for January 2025

Teacher of Art and Textiles

Part time 0.6 FTE

We are looking to recruit an enthusiastic and committed part time Teacher of Art and Textiles to join the team at Hampton Gardens on a permanent basis. This is a part time 0.6 FTE position. Exact days to be worked can be discussed at interview. This post would suit either an Early Careers Teacher, or a more experienced Teacher seeking a new opportunity.

The successful candidate will teach Art and Design across Key Stages 3-5, with the experience and ability to also teach Textiles at Key Stages 3-5 being highly advantageous.

Our modern school benefits from two Textiles rooms, three Art classrooms and a preparation room. We also have two Product Design rooms and a resistant materials preparation room. We have a wide range of resources available including a sublimation printer and press, a computer aided embroidery machine, a printing press and a range of printing resources, plus batik pots. We also have facilities available to teach ceramics and are hoping to offer Photography in 2025.

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 Thursday 10th October 2024.

Please note that we reserve the right to interview and appoint 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).



Letter from Head of School

September 2024

Dear Applicant

Thank you for your interest in our permanent part time position of Teacher of Art & Textiles at Hampton Gardens.

This is a unique and exciting opportunity for those wishing to develop their career in this modern school, which opened in 2017.

The successful candidate will be an inspirational teacher, capable of leading students to achieve outstanding results. They will embrace creativity, innovation and will always be looking for the very best practice in teaching. The successful candidate will be required to take a form tutor role and contribute to the wider life of the department and school.

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/Cambridgeshire 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 -	https://www.hamptoncollege.org.uk/
Hampton College Primary Phase -	https://www.hamptoncollege.org.uk/primary/
Hampton Lakes Primary School -	https://www.hamptonlakesprimary.org.uk/
Dogsthorpe Infant School -	https://www.dogsthorpeinfants.co.uk/

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:

- Our 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:

- Our 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 our schools 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.

We value health:

- Our schools will promote the importance of healthy living, and we will emphasise its impact on learning;
- In all areas of operation, we will stress the importance of healthy eating; students will be encouraged to drink water in most classes;
- The whole trust 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/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 the premises, or on school visits.

We value leadership:

- Our 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:

- Our 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;
- We 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 220 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 both domestically and internationally.

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 we feel is important too, and 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 220 students in Sixth Form at Hampton Gardens and work closely with Hampton College to offer a broad and encompassing curriculum for all. 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-confidence, 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. Student are also able to take part in a variety of ways representing the school in local, regional and national events. Our Duke of Edinburgh Programme further supplements our curriculum which already boast a superb STEM club, textiles club, games club, self-defence class and chess club, along with even more exciting activities.



Achievement Support

At Hampton Gardens we are committed to ensure that every student achieves their fullest potential. Central to this commitment is our exceptional 'Achievement Support' department, meticulously designed to cater to a broad spectrum of special educational needs. Our expansive support team consists of highly trained professionals, including an SENDCo, Deputy SENDCo and Assistant SENDCo, ensuring that expertise and personalised attention are always within easy reach. They are complimented by a dedicate team of Teaching Assistants who work diligently, both within the classroom and in our bespoke Achievement Support suite. This suite consists of five specially tailored rooms where student can access tailored interventions, SEMH support, as well as alternative curriculum opportunities that best suit their individual needs.

At Hampton Gardens we believe in holistic support. Therefore, we have fostered collaborations with external specialists who regularly visit our campus. These experts bring with them invaluable insights and strategies to further assist our staff, students and their families in various areas of SEN.

Key Staff

Kevin Ainslie - Head of School

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

Sharon 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

Atul 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

Angela joined Hampton Gardens in April 2022 as Assistant Head of School/SENDCo after moving from the Isle of Wight where she had been an Assistant Headteacher for over ten years. Angela was awarded an honorary degree because of her contribution to special educational needs across the Island. Angela has worked within Special Education for over 15 years and has a wealth of experience that she brings to Hampton Gardens. Before this she worked in Essex where she was The Director for Teaching and Learning across two large Academies, where she helped develop a similar student-centred ethos which she has always prioritised. As a trained English teacher, she enjoys supporting students to make rapid progress across all their subjects. She also uses her Psychology degree to help students to learn the best ways to learn and become independent in and outside the classroom.

Jody Lapish - Assistant Head of School

Jody took up the post of Assistant Head of School in September 2019 having previously held the role of Lead Pastoral Leader at an Outstanding Academy in East London. Jody is an experienced leader within pastoral care and student behaviour. She has many years' experience working with students, families and staff in order to ensure students flourish throughout their secondary education, ensuring they achieve an important balance between academic attainment, personal development and enjoyment during their journey towards further education and beyond.

Holly Willetts - Assistant Head of School

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

Craig was appointed Assistant Head of School with responsibility for Raising Standards. Craig joined Hampton Gardens in September 2022 from St John Fisher where he worked in a similar role to improve the exam results at KS4. Craig has been teaching in Peterborough since 2002, he gained most of his experience in his 18 years at Jack Hunt School where he started as a teacher of PE and finished leading a successful Maths department.

Emma-Louise Larsen - Associate Assistant Head of School / Director of English

Emma joined Hampton Gardens when the school opened in September 2017. As Director of English her vision for the department is to nurture a love of reading, instill high expectations and standards of literacy and oracy and ensure students have the tools they need to succeed. She has a whole school responsibility for stretch and challenge and is a great believer in holding high academic and social expectations for all students.

Emma has been teaching for 10 years and over that time has undertaken a number of different roles so far, including: Head of Media Studies, Teacher of English, trip leader, intervention leader for KS3, primary link for English and NQT mentor. Emma values the



opportunity to contribute to the school both in her role and in extra-curricular ways and hopes to make a substantial contribution to the development of the school, not only as a member of staff but also as a staff governor.

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's initial teaching and leadership background was in secondary education, teaching German and English, and undertaking a number of middle and senior leadership posts enroute to headship. She worked at the trust's first school, Hampton College, from its inception in 2005. She was the first Deputy at the school and became headteacher in 2011. Hampton College became an all-through school in 2012 and Helen has led primary settings too, in an executive leader capacity, since then. In 2017, Helen moved over to her trust role full-time. Today she leads the trust, serving 3200+ children and young people, in settings from nursery to Post 16.

Caroline Behan - Director of Finance and Resources, Hampton Academies

Caroline has worked in school leadership since 2004 and prior to that had a successful career in financial and operational management in commercial settings. Caroline has trust oversight for finance and the leadership of HR, ICT, Facilities Management and Health and Safety teams. She joined Hampton College in 2014 and worked with the incumbent Business Manager to undertake the conversion to a Multi Academy Trust. Caroline played a major role in the successful bids, building projects and opening of the two free schools within the trust. In 2017, following the successful opening of the trust's first free school, Hampton Gardens, Caroline's role extended to leadership across the trust and her role developed into the Director of Finance & Resources. Today Caroline continues to work across the schools in the trust, leading the trust central services team and working with the Executive Headteacher and Heads of School.

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.

The Department

The Art and Technology departments at Hampton Gardens are enthusiastic, creative and friendly. We strongly believe in the full engagement of all students to achieve their potential through a range of exciting and innovative teaching and learning strategies.

The Art and Technology departments pride themselves on developing technical competencies in a wide variety of media and encourage students to extend their knowledge and experiences of materials, processes and practices.



We look at a wide range of projects, in Textiles these have included making a pencil case, a draw string bag based on the Bauhaus art movement and fleece hats based on fairy tales or monsters. In Art projects include portraiture, insects, environment, identity, landscape, and food. GCSE students follow the EDUQAS specification, with A Level students studying OCR.

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 and Child Protection Policy](#)
[HAT 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 \(Staff\)](#)

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 Trust website:

www.hamptonacademiestrust.org.uk/jobs/

Completed applications should be sent via email to jobs@hamptonacademiestrust.org.uk along with a letter of application, outlining how your skills and experience meet the requirements of the person specification for the role.

Visits to the school before the application deadline are welcomed and can be arranged by contacting the HR department on the above email address.



Closing date: 9.00am on Thursday 10th October 2024.

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



Job Description

Post Title: TEACHER OF ART AND TEXTILES

Grade: MPS/UPS

MAIN PURPOSE: Teaching
Promoting the highest standards of behaviour in order to promote a calm working environment in the school, and to create an atmosphere conducive to learning.

RESPONSIBLE TO: Head of Department

RELATIONSHIPS WITH:

- Fellow Teachers & SLT
- SENCo & Achievement Support Staff
- Other Support Staff
- LRC Co-ordinator
- Primary Schools
- Partner schools
- Governors
- LA Inspectors and Advisors

MAIN RESPONSIBILITIES

- Teaching students of the full range of age and ability;
- Contributing to the development of the department's curriculum;
- Following school and departmental procedures on assessment, recording and reporting, including communication with parents at consultation evenings;
- Taking part in departmental activities such as field trips;
- Undertaking such departmental responsibilities as are delegated by the Head of Department;
- Carrying out a share of supervisory duties in accordance with published rotas;
- Setting and marking home learning in accordance with School and departmental policies;
- Participating in meetings with colleagues and/or parents/carers with regard to the above responsibilities.

TEACHER RESPONSIBILITIES

- Have a thorough and up to date knowledge of their subject(s) and take account of wider curriculum developments that are relevant to their work;
- 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);
- Consistently and effectively use a range of appropriate strategies for teaching and classroom management;



- Consistently and effectively use information about prior attainment to set well-grounded expectations for students, and monitor progress to give clear and constructive feedback;
- Be able to make use of the performance data available in the school in order to determine how much progress their students are making;
- Take responsibility for their own professional development and use the outcomes to improve their teaching and students' learning;
- Make an active contribution to implementing the policies and aspirations of the school;
- Be effective professionals who challenge and support all students to do their best;
- Set and maintain high expectations for student behaviour;
- Set a good example to students, for example in terms of appropriate dress, standards of punctuality and attendance;

GENERAL NOTES

- The aforementioned responsibilities are subject to the general duties and responsibilities contained in the School Teachers' Pay and Conditions Document and the Conditions of Service ("Burgundy Book") 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.

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: TEACHER OF ART & TEXTILES

THE PERSON:

We are looking to appoint an outstanding teacher and one who would be expected to teach across all age ranges and abilities. You will be expected to contribute to the continued development of the Department's curriculum. You should be able to communicate effectively with students and colleagues as well as having good organisational skills.

You should be a reflective practitioner, interested in developing your practice and trying out new strategies in your teaching. Above all, we wish to appoint an imaginative and enthusiastic teacher, who will be keen to work alongside a team determined to create an excellent department.

It is important that students have the opportunity to extend their interest and enthusiasm for Textiles and Art by taking part in extra-curricular activities, visits and competitions. We would welcome any contribution you could make to these activities at Hampton Gardens.

You will have a passion for working with young people and you will relish the satisfaction that comes from helping them to develop and to learn. The successful candidate will be an important part of the department and can expect the support needed to develop their career further.

	<u>Essential</u>	<u>Desirable</u>
<u>Qualifications</u>	<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) • Ability to teach at KS5 • The ability to offer another subject
<u>Experience</u>	<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 	<ul style="list-style-type: none"> • Currently working or training in UK state secondary school • Relevant 'life experience' e.g. time working in business or industry
<u>Knowledge and understanding</u>	<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; 	

	<ul style="list-style-type: none"> • 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. 	
<u>Skills</u>	<ul style="list-style-type: none"> • Ability to use innovative, active teaching methods • Ability to use ICT as a learning/admin tool • Effective communication skills, written and verbal • Good organisational skills 	<ul style="list-style-type: none"> • Commitment to offering effective extra- curricular activities
<u>Personal Characteristics</u>	<ul style="list-style-type: none"> • Approachable • Committed • Enthusiastic • Able to motivate self and others • Calm under pressure • Well-organised 	
<u>Safeguarding Competencies</u>	<ul style="list-style-type: none"> • Demonstrates empathy for the concerns of others • Shows respect for other's feelings, views and circumstances • Seeks and uses professional support appropriately • Can demonstrate flexibility of approach • Shows a personal commitment towards safeguarding children 	

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