

Hampton College Primary Phase

Clayburn Road, Hampton Vale, Peterborough, PE7 8GL



SEND Teaching Assistant (Level 2)

(Temporary position until 31 August 2024)

Recruitment Pack

September 2023

Progress, Partnership, Pride

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

SEND Teaching Assistant (Level 2)

We are currently looking for a Level 2 Teaching Assistant to join our team on a temporary basis, until 31 August 2024.

We are looking for an enthusiastic and caring individual to work with pupils with high SEND needs; therefore, we would be interested in candidates who have previous experience of supporting children with high needs SEND and/or ASD (Autistic Spectrum Disorder) and / or Down's Syndrome.

As part of your role as a Teaching Assistant you will be required to carry out 30 minutes of Midday Supervision per day, which is a great way to build positive relationships with all children.

Hours of Work

8.30am - 3.30pm (with a 30 minute unpaid lunch break)

Full time positions are 32.5 hours per week, Monday to Friday on a term time only basis

Salary (Grade 6)

Grade 6 (37 hours per week/52 weeks per year from £22,369 to £24,496 per annum

Full time Teaching Assistant - 32.5 hours per week / term time from £16,394 to £17,953

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.
- We value our staff and recognise the importance of providing ongoing training opportunities. As a growing Trust we are also able to offer opportunities for promotion and fresh challenges as new roles arise regularly within the Trust.
- Our active Staff Wellbeing Group creates an effective channel for staff to be heard, and underpins our commitment to cultivating a supportive working environment which allows staff to flourish and achieve their full potential.
- Our extensive induction programme supports staff every step of the way, and our buddy system gives new staff a supportive and knowledgeable mentor.
- Full access to the Health Assured Employee Assistance Programme, which is designed to help staff deal with any personal or professional problems. Staff have access to free legal advice, medical information, counselling sessions, online self-help tools, factsheets and the wellbeing portal.

For further details, please visit the HAT website:

<http://www.hamptonacademiestrust.org.uk/jobs/>

Closing date:

Wednesday 4 October 2023 at 9:00am

Interview date:

Wednesday 11 October 2023

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



Dear Applicant

Thank you for your interest in our temporary position of SEND Teaching Assistant (Level 2) at Hampton College Primary Phase. This is a temporary position until 31 August 2024, in the first instance linked to funding for children with Education, Health and Care Plans (EHCPs).

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 1,665, including 429 in Primary Phase and 217 in the Sixth Form.

Academy and MAT status

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 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

Dogsthorpe Infant School

Dogsthorpe Infant School joined HAT in December 2020 and is a happy and successful infant school. The school has three forms of entry and a total capacity for 270 children in EYFS, Year 1 and Year 2. Whilst DIS is located in a different part of Peterborough, we are already developing close working with HAT's other schools with EYFS and KS1. DIS has been recognised for its innovative use of digital approaches to learning and its child-centred ethos is well aligned with the aims and values of the trust.

Hampton College - Primary Phase

On the Hampton College Primary Phase site, classrooms are bright and welcoming and are all equipped with interactive facilities. The site itself has a playground, school field and multi-sports court; all providing excellent opportunities for outdoor learning and playground games at breaktime and lunchtime.

Our team of teachers and support staff are enthusiastic and motivated, and are committed to making our school the very best that it can be. The core subjects of English and mathematics are taught discretely every day, supplemented by a rich curriculum of foundation subjects delivered primarily through our Cornerstones Maestro Curriculum.

Being a two-form entry primary school means that our teachers are able to work collaboratively to plan engaging learning opportunities in each year group, with 'Wow' days being a firm favourite of each new topic taught.

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 KS2, 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:	8.55am
Lessons start:	9.00am
Lunch break:	12.00pm to 1.30pm (Staggered 1 hour lunches for all year groups)
School ends:	3.25pm

Community: Hampton College is making an important contribution to putting ‘heart and soul’ into the new development, and bringing the community together. We are a venue for learning and leisure and we are developing a range of activities and events to meet local need. We also work in partnership with Vivacity, who operate a public library and sports centre on our campus.

The Role

We are looking for an enthusiastic and caring individual to work with pupils with high SEND needs; therefore, we would be interested in candidates who have previous experience of supporting children with high needs SEND, ASD (Autistic Spectrum Disorder) or Down’s Syndrome.

As part of your role as a Teaching Assistant you will be required to carry out 30 minutes of Midday Supervision per day, which is a great way to build positive relationships with all children.

The successful candidate will understand that Every Child Matters and are passionate about working with children and helping them to achieve their full potential. You should have a good educational background with some experience of working with young children. You should feel at ease in a school environment, with the ability to respond calmly and receptively to any given situation. We are looking for individuals who are confident working with young children and have the ability to engage with pupils effectively and can encourage positive behaviour.

If you are looking for the opportunity to progress professionally, then we can guarantee 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 Wednesday 4 October 2023**. CVs are not accepted and should not be included with your application.

Interviews will take place on: Wednesday 11 October 2023

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

Hampton Academies Trust
Eagle Way
Hampton Vale
Peterborough
PE7 8BF

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

In the meantime, if you have any queries or would like to arrange a visit to Hampton College Primary Phase before the application deadline, please contact the HR department on 01733 246824.

Yours sincerely



Paul Jones
Head of School (Primary Phase)

Job Description

POST TITLE: TEACHING ASSISTANT (LEVEL 2)

MAIN PURPOSE: Working under the direction of the Class Teacher and Special Educational Needs Co-ordinator (SENCo) to enable access to learning for pupils, and to assist the teacher in the management of pupils and the classroom.

MAIN RESPONSIBILITIES:

a) Supporting the Children

1. Under the guidance of the Class Teacher undertake work/care/support programmes to enable access to learning for pupils.
2. Take responsibility for adapting and delivering learning activities with individuals or small groups who would benefit from a different learning approach as agreed.
3. Encourage and promote the inclusion and acceptance of all pupils.
4. Aid the learning of pupils by:
 - Clarifying and explaining instructions;
 - Ensuring that the child is able to use the equipment and materials provided;
 - Motivating and encouraging the child as required;
 - Supporting pupils in respect of local and national learning strategies, e.g. literacy, numeracy, ICT etc;
 - Developing appropriate resources to support the pupil/pupils;
 - Helping pupils to concentrate and to finish the work set;
 - Liaising with the Class Teacher about individual programmes of work for pupils with SEN.
5. Provide feedback to pupils in relation to progress and achievement under guidance of the Teacher.
6. Attend to any minor first-aid issues and ensure that that all pupils who suffer any injury or accident are dealt with appropriately in accordance with the school's agreed procedures.

b) Supporting the Teacher

1. Organise the learning environment and develop classroom resources as required.
2. Monitor and track progress and provide feedback to assist in developing programmes of work for children with additional needs.
3. Provide detailed and regular feedback to teachers on pupil's achievement, progress, problems, etc.
4. Contribute to the management of pupil behaviour, including anticipating and taking action to prevent potential problems arising.
5. Undertake support activities for the teacher as required.

c) Supporting the Curriculum

1. Undertake programmes linked to local and national learning strategies - e.g. literacy, numeracy, KS1&2, Early Years - recording achievement and progress and feeding back to the teacher.
2. Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
3. Provide targeted support to enhance learning and improve attainment.

d) Supporting the School

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

GENERAL NOTES:

1. The aforementioned responsibilities are subject to the general duties and responsibilities contained in the School Teachers' Pay and Conditions Document, Burgundy Book and other conditions of service for teachers and are additional to the general duties and responsibilities of a Teacher;
2. 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;
3. 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 College 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: TEACHING ASSISTANT (LEVEL 2)

Criteria	Essential	Desirable
Educational Qualifications	<ul style="list-style-type: none"> Level 2/3 Diploma in Childcare in Education (formerly known as NNEB Diploma in Nursery Nursing) <p>OR</p> <ul style="list-style-type: none"> NVQ level 4, Childcare in Education, City and Guilds Advanced Certificate in Learning Support <p>OR</p> <ul style="list-style-type: none"> TA NVQ Qualification <p>OR</p> <ul style="list-style-type: none"> GCSE at Grade C and above in Maths and English 	<ul style="list-style-type: none"> Educated to degree level
Experience	<ul style="list-style-type: none"> Experience of working with children Experience of working with children in an educational, childcare or healthcare setting 	<ul style="list-style-type: none"> Experience of working with children who have a wide variety of educational needs Experience of working with children with special educational needs Experience of supporting children with high needs SEND and/or ASD and / or Down's Syndrome Experience of working with students in Key Stage 1
Skills/Abilities	<p>Ability to:</p> <ul style="list-style-type: none"> work with an individual or a group; reinforce teaching points during teacher input; clear up misunderstandings and sort out misconceptions; teach new concepts as agreed with the class teacher; model acceptable behaviour; provide strategies for spelling, reading, number skills; extend children's thinking skills; assess children's understanding of text and reading skills; assess children's understanding of maths concepts; discuss with children their understanding of learning objectives; suggest ways of developing learning; encourage good social skills; 	<ul style="list-style-type: none"> Ability to work under pressure Willingness to learn new skills Ability to provide support to less experienced TAs

	<ul style="list-style-type: none"> • update assessments and Individual Education Programmes; • liaise with the SENCO and outside agencies; • take an active involvement in medium-term planning; • observe and assess children's learning and development; • supervise a class for short periods of time. 	
Knowledge and Understanding	<ul style="list-style-type: none"> • Knowledge and understanding of:- <ul style="list-style-type: none"> • how children develop; • how to support children in literacy and numeracy; • supporting children with Special Educational Needs; 	
Other Requirements	<ul style="list-style-type: none"> • Reliability • A calm approach • Positive outlook • Maintains confidentiality • Sensitivity and empathy • Enthusiastic • Ability to adapt to a variety of situations • Demonstrates initiative in the classroom • Strong interpersonal skills • Good ICT skills • Willingness to undertake training, as required • Willingness to take a full and active role in school life • Good sense of humour 	<ul style="list-style-type: none"> • First-Aid qualification
Safeguarding Competencies	<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 	