

Hampton College

Eagle Way, Hampton Vale, Peterborough, PE7 8BF



Teacher of Geography

Recruitment Pack

March 2023

Progress, Partnership, Pride

Hampton College

Eagle Way, Hampton Vale, Peterborough, PE7 8BF

Hampton College is an established, successful, all-through school, which formed its own multi-academy trust (Hampton Academies Trust - HAT) in 2014. The Trust is also the education provider for the 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 September 2023 (or earlier)

TEACHER OF GEOGRAPHY

We are looking to appoint an enthusiastic and committed Teacher with a passion for Geography, on a full-time basis.

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. You will already be, at least, a competent user of ICT, and happy to learn more. 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 and one keen to develop excellent relationships with students and staff.

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, of course, be an important part of the department and can expect the support needed to develop their career further but will also be expected to:

- Possess the ability to inspire and motivate, and who 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 and who enjoys supporting and working collaboratively with others.
- Have the skill to form positive relationships for learning 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 all our students.

What we can offer you in return:

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



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

Closing date: 9.00am on Monday 17 April 2023

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

Hampton Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undergo an Enhanced Disclosure and Barring Service Check from the Disclosure and Barring Service (DBS).

March 2023

Dear Applicant

Thank you for your interest in our permanent position of Teacher of Geography at Hampton College Secondary Phase.

We are a successful school as recognised by Ofsted, which has judged us to be either Good or Outstanding in every inspection since we opened in 2005. We are consistently amongst the top schools in the city for examination results, both at GCSE and A Level and our extra-curricular opportunities and achievements are second to none. We are a caring school, where talented staff work closely with students and parents to ensure every student reaches their maximum potential.

In our most recent Ofsted inspection of May 2017, Hampton College was described as having 'an unwavering commitment to establishing an inclusive, welcoming school' with students who are 'keen to learn' and where 'relationships between adults and pupils are positive and behaviour is good'. This has culminated in record GCSE and A Level results in recent years.

We are a successful school, based on high standards, strong expertise and experience.

I hope you will be inspired to apply for this exciting opportunity and look forward to receiving your completed application.

In the meantime, if you have any queries or would like to arrange a visit to the school before the application deadline, please contact our HR Department on 01733 246824.

Yours faithfully

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

John Gilligan
Head of School - Hampton College Secondary Phase

PROGRESS, PARTNERSHIP, PRIDE

Our motto of 'Progress, Partnership and Pride' sums up what we really value in education and runs through all that we do every day:

Progress

We have a laser sharp focus on maximising outcomes for all our students, regardless of ability or prior attainment. We ensure that teaching is excellent, that the curriculum is broad, balanced and relevant to students' needs and that support is on hand in order for students to fulfil their potential. We do this by the regular monitoring of performance and timely interventions to improve learning.

Partnership

We enjoy positive relationships and work together to ensure we can bring the best out in each other. Students work well with staff and each other and we have a well earned reputation for being an inclusive, warm, welcoming and caring school based on mutual respect and consideration. We work very hard to establish and maintain strong partnerships with all members of our community: feeder primary schools, neighbouring secondary schools, local businesses and residents. We also enjoy excellent working relationships with parents who are always welcome at the College to be part of their child's education.

Pride

Our standards are high and we are proud of the achievements of our students - whether they be in the classroom or extra-curricular activities, such as, on the sports field, on the stage, or as an ambassador for the school. We expect everyone in the school to dress professionally and be proud to wear the Hampton College uniform. We believe in celebration and regularly reward and publicise positive achievements and effort. However, we are not complacent and are always looking for ways to improve at every level, whether that be opportunities available, expectations, or outcomes, we constantly strive to be the best.

VISION AND VALUES

The three principles of Progress, Partnership and Pride underpin life at Hampton College and encapsulate our core values:

- People
- Learning
- Positive behaviour
- Health
- Leadership
- Community
- Our Environment
- Our Future

Our vision is to be an outstanding school. Outstanding in all we do and we were delighted to be recognised by Ofsted for:

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

For more information, please see our website.

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 (four full inspections all *Outstanding* or *Good*).

The College opened in September 2005 with a roll of just 180 students in Years 7 and 8. In September 2009 we welcomed our first cohort of Sixth Form students and from September 2010 our secondary school was complete with students in all Years from 7-13.

Development of the '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 learning that ensures curriculum continuity and cohesive approaches. A number of secondary colleagues teach across both phases.

Our current roll is 1,654, including 418 in Primary Phase and 221 in the Sixth Form.

Academy and MAT status

In September 2014, we became a converter academy and formed our own multi-academy trust. **Hampton Academies Trust** opened its second secondary school, Hampton Gardens in September 2017. This development enables us to provide excellent education for the children and young people of the area, as well as offering our staff unrivalled promotion and professional development opportunities.

Since September 2018 we have operated a Sixth Form across both Hampton College and Hampton Gardens. The close proximity of the two schools has enabled a number of staff to teach and support across both sites. We 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 opened 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 the Peterborough 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 schools in Hampton Academies Trust are:

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



Hampton College - Secondary Phase

On the Hampton College secondary site, classrooms are airy and light and are all equipped with interactive facilities. The school hall provides an impressive public space, with seating capacity for 400 people; the grounds are attractive and spacious and are utilised well at break and lunchtimes in fine weather.

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

Teaching and Learning

We are proud of the quality of teaching and learning that goes on, every day, at Hampton College. Teachers are well qualified, innovative and inspirational. We encourage teachers to try new ideas, whilst maintaining the high expectations and standards. Knowledge acquisition is paramount and students receive excellent support from subject specialist staff and first rate teaching assistants. Ofsted, in 2017, commented that pupils enjoyed learning at Hampton College, that pupils were keen to learn and were appreciative of the work of their teachers.



Curriculum Plan

There are five lessons a day, each one hour five minutes duration. We have a three-year KS3 and follow a predominantly academic curriculum in KS4 and Post 16, with an expanding range of vocational and applied learning courses on offer here and across the trust. Please see the College website and online prospectus for further information.



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 |

Extra-Curricular Opportunities

We are very proud of the superb extra-curricular provision on offer. Every effort is made to offer a strong extra-curricular programme in sports, the arts and in other areas. There is an enrichment week at the end of the summer term, which includes several foreign and domestic residential trips, day trips and in house activities. We also benefit from staff who give up their time to arrange many curriculum based trips and visits throughout the year.



Community

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



The Department

The Humanities department at Hampton College is an enthusiastic, creative and friendly department. 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 Humanities department prides itself on a cross-curricular, collaborative approach, and places great emphasis on constructive self-evaluation.

The subjects included in the department are Geography, History, PD (PSHE/Citizenship/Financial Management/Enterprise/CEG), and Religious Education. At KS3, all Humanities subjects are taught in mixed-ability groups. At KS4, Geography, History and RE are offered as GCSE options, along with BTEC Travel and Tourism, whilst PD is compulsory elements of the curriculum for Year 7 to 10. For GCSE Geography, we teach the AQA exam specification.

A-Levels in History, Geography and Religious Studies are part of the curriculum offered to students. In Key Stage 5, we teach to the Edexcel specification. Humanities staff have been at the centre of many whole-school developments e.g.

- Citizenship projects and awards;
- Environmental projects like Green Team

Educational visits and fieldwork have been an important part of the work of the department. At Key Stage 3 we run a residential to Birmingham, and at Key Stage 4 day trips to Cambridge and the Norfolk coastline. A level students experience a day in London's Docklands investigating regeneration, as well as a residential to East Yorkshire to collect data at the coast for their individual investigations. We also run international Geography trips to Iceland and Italy in alternate years.

ICT is regularly used in teaching in Humanities, and valued as an important teaching and learning tool.

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 and Child Protection Policy](#)

[HAT: Recruitment & Selection Policy & Procedure](#)

Equality & Diversity

The Governing Body of Hampton Academies Trust is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a supportive and inclusive working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit.

We do not discriminate against staff on the basis of age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief. (Equality Act 2010 protected characteristics). The principles of non-discrimination and equality of opportunity also apply to the way in which staff and Governors treat visitors, volunteers, contractors and former staff members.

For further information, please refer to the school's [Equality & Diversity Policy \(Staff\)](#).

Promotion Opportunities

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

Applications

Please download an application form from the school website:

www.hamptonacademiestrust.org.uk/jobs/

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 **Monday 17 April 2023**. CVs are not accepted and should not be included with your application.

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

Hampton Academies Trust
Eagle Way
Hampton Vale
Peterborough
PE7 8BF

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

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

Job Description

POST TITLE: TEACHER OF GEOGRAPHY

GRADE: MPS/UPS

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

RESPONSIBLE TO: Head of Subject / Department
SLT Link

RELATIONSHIPS WITH:

- Head of Department; Second in Department
- Heads of House and Director of Sixth Form
- SENDCo / Teaching Assistants
- Support Staff
- Other teachers
- Parents
- Outside agencies

RESPONSIBLE FOR:

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

TEACHER RESPONSIBILITIES

- a) 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;
- b) 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);
- c) Consistently and effectively use a range of appropriate strategies for teaching and classroom management;
- d) Consistently and effectively use information about prior attainment to set well-grounded expectations for students, and monitor progress to give clear and constructive feedback;
- e) Be able to make use of the performance data available in the school in order to determine how much progress their students are making;
- f) Take responsibility for their own professional development and use the outcomes to improve their teaching and students' learning;
- g) Make an active contribution to implementing the policies and aspirations of the school;
- h) Be effective professionals who challenge and support all students to do their best;
- i) Set and maintain high expectations for student behaviour;

- j) Set a good example to students, in terms of appropriate dress, standards of punctuality and attendance etc;
- k) Be mindful that the school statement of vision and values emphasises FUN in learning, and plan and teach accordingly.

GENERAL NOTES

- 1) 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;
- 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 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

THE POST: Teacher of Geography

We are looking to appoint an outstanding teacher and one who would be expected to teach across all age ranges and abilities. The ability to offer teaching at Key Stage 5 is desirable but not essential.

You should be a reflective practitioner, interested in developing your practice and trying out new strategies in your teaching. You will already be, at least, a fairly good user of ICT, and happy to learn more. 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.

You will have strong subject knowledge and you will be passionate about engaging all students in the study of Geography. You will be willing to teach additional Humanities subjects and will have a strong commitment to extra-curricular work.

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 | <ul style="list-style-type: none"> Good Honours degree (2.1 or better) Ability to teach more than one subject. Ability to teach Key Stage 5. |
| <u>Experience</u> | <ul style="list-style-type: none"> Relevant teaching experience or teaching practice Experience of working with students with a wide range of ability | <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 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 | |