

# Hampton College

Eagle Way, Hampton Vale, Peterborough, PE7 8BF



## Teacher of Science

Recruitment Pack

May 2024

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 2024

### TEACHER OF SCIENCE

We are seeking to appoint an enthusiastic and committed Teacher of Science on a permanent basis from September 2024.

This is an exciting opportunity either to start your teaching career or to develop as a teacher, in a supportive environment, within a Trust that values its staff and recognises the importance of providing ongoing training opportunities for further development.

The successful candidate will have the ability to inspire and motivate with a passion for teaching and learning. We're looking for someone who can be an exceptional team player and who enjoys supporting and working collaboratively with others and can share our vision to deliver outstanding education for children and young adults with the commitment to make a difference to outcomes and achievements of all our students.

#### What we can offer you in return:

- **Staff CPD** - we offer extensive CPD opportunities with access to National College and support with external courses to promote career development.
- **Competitive Pay** - we follow the STPCD for teaching staff and National Pay Rates for support staff.
- **Excellent Pension schemes** - Teacher Pension Scheme and Local Government Pension Scheme with generous employer contributions.
- **Access to HR Support** - a Trust HR team that is on hand to support you from day one.
- **Flexible working and family friendly policies** - we have generous policies in place to support our colleagues such as flexible working, maternity and paternity leave. We also have a Discretionary Leave of Absence policy which includes dependency care leave, compassionate leave and a paid day to move house!
- **Generous sick pay entitlement** - for teachers and support staff. We work with an Occupational Health provider to ensure that colleagues are supported in the workplace.
- **Free onsite car parking at all HAT schools** - Electric car charging is available at some HAT sites.
- **Employee Assistance Programme** - all our colleagues have free access to Health Assured, a 24 hours a day/7 days a week confidential service which provides a huge amount of support such as counselling, financial and legal advice. You can also access an online portal to view resources and guides to promote a healthy lifestyle.
- **Free tea and coffee at all HAT schools**
- **Free eye test**
- **Access to school gym facilities and discounted membership to Vivacity Leisure Centres in Peterborough (subject to change).**

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

Closing date: 9.00am on Monday 20 May 2024

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

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

May 2024

Dear Applicant

Thank you for your interest in our permanent position of Teacher of Science at Hampton College Secondary Phase. This is a permanent, full-time position.

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.

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
- 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

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 questions regarding this vacancy, please contact our HR Department on 01733 246824.

Yours faithfully

A handwritten signature in blue ink that reads "Alex Ford".

Alex Ford  
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 (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 learning that ensures curriculum continuity and cohesive approaches. A number of secondary colleagues teach across both phases.

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

### Academy and MAT status

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
8.50am	Period 1
9.50am	Period 2
10.55am	<b>Morning Break</b>
11.15am	Period 3
12.20pm	Period 4
1.25pm	<b>Lunch Break</b>
2.05pm	<b>Period 5 (Afternoon Registration)</b>
3.10pm	<b>End of School</b>

## 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 Science department at Hampton College is a conscientious and happy department, which strives to make science accessible and enjoyable to all students. Discussion of our work and a collaborative approach is most important to us and we are constantly reviewing, developing and refining our teaching strategies.

Our schemes of work, at Key Stage 3, have been updated to follow the AQA 5-year plan in order to best support progress through the students' time in the college; these were originally written with support from the Spectrum resources and undergo a continuous cycle of reflection and improvement. We place a large emphasis on practical work and the development of investigative skills in our lessons and the department is equipped for this purpose. ICT is regularly used to enhance learning; this will be developed further as we incorporate more activities that involve using our extensive range of data logging equipment.

Students are currently taught in mixed-ability groups in Years 7, 8 and 9. The timetable offers some flexibility in the way in which we group students, and we regularly review this.

As Key Stage 4, we are currently following courses offered in the AQA Science suite; our schemes of work have been developed from resources published by OUP and AQA. About one third of the year groups follow the separate sciences route with the rest following combined science (trilogy). We are constantly reviewing our GCSE offer to ensure we serve both the needs of our students and of the measures reported in the league tables.

Success at KS4 means that the Sciences are very popular A level choices. We follow the OCR in Biology and Chemistry, and AQA in Physics. We also deliver the Level 3 OCR Technical Extended Certificate in Applied Science course.

## 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.

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/](http://www.hamptonacademiestrust.org.uk/jobs/)

Please return your completed application form, together with a letter of application which is addressed to the Head of School (no more than 1 side of A4) outlining how you meet the Person Specification by **9:00am on Monday 20 May 2024**. 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](mailto: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

<b>POST TITLE:</b>	<b>TEACHER OF SCIENCE</b>
<b>GRADE:</b>	MPS/UPS
<b>MAIN PURPOSE:</b>	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
<b>RESPONSIBLE TO:</b>	Head of Subject / Department SLT Link
<b>RELATIONSHIPS WITH:</b>	Head of Department Heads of House / Head of School Director of Sixth Form / Post 16 Leader SENDCo / Teaching Assistants Support Staff Other teachers Parents

### MAIN RESPONSIBILITIES

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

### 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 College 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 College;

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, for example in terms of appropriate dress, standards of punctuality and attendance;
11. Be mindful that the College statement of vision and values emphasizes 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.

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## Person Specification

### THE POST: Teacher of Science

We are seeking to appoint an enthusiastic and committed Teacher of Science on a full-time basis. This is an exciting opportunity either to start your teaching career or to develop as a teacher, in a supportive environment, within a Trust that values its staff and recognises the importance of providing ongoing training opportunities for further development.

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 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.

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

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"> <li>Relevant 'A' Levels (or equivalent) and Degree</li> <li>Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>Good Honours degree (2.1 or better)</li> <li>Ability to teach more than one subject</li> <li>Ability to teach Key Stage 5</li> </ul>
<u>Experience</u>	<ul style="list-style-type: none"> <li>Ability to teach Science at KS3 &amp; KS4</li> <li>Ability to teach all science subjects at KS3</li> <li>Relevant teaching experience or teaching practice</li> <li>Experience of working with students with a wide range of ability</li> </ul>	<ul style="list-style-type: none"> <li>Currently working or training in UK state secondary school</li> <li>Relevant 'life experience' e.g. time working in business or industry</li> </ul>
<u>Knowledge and understanding</u>	<ul style="list-style-type: none"> <li>The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies);</li> <li>Statutory National Curriculum requirements at the appropriate Key Stage;</li> <li>The monitoring, assessment, recording and reporting of pupils' progress;</li> <li>The statutory requirements of legislation concerning Equal Opportunities, Health &amp; Safety, SEN and Child Protection;</li> <li>The positive links necessary within school and with all its stakeholders;</li> <li>Effective teaching and learning styles.</li> </ul>	

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