

Hampton Gardens

Hartland Avenue, Hampton Gardens, Peterborough, PE7 8HR



**Teaching Assistant (Level 1) & Midday
Supervisor
Recruitment Pack
August 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 from September 2024

Teaching Assistant (Level 1) & Midday Supervisor

We are currently looking for a Level 1 Teaching Assistant to join our successful Achievement Support team, supporting the learning and wellbeing of SEND and Pupil Premium students.

In this role you will help students to understand instructions and support the independent learning and inclusion of all pupils. You will support teaching staff with behaviour management and keeping pupils on task, as well as supporting pupils with their social and emotional wellbeing, escalating where necessary.

The successful candidate will have previous experience of working or volunteering with young people in some capacity. The post is an excellent opportunity for individuals looking to gain experience working with secondary age children and would be an ideal first step for someone considering a future career in teaching.

You will work 27.5 hours per week in this role, term time plus 5 days per year. 3 days will be for staff training days in September and January. The remaining 2 days will be for SEN review meetings and training and will be agreed in advance with your line manager.

The school uses Teaching Assistants to carry out Midday Supervision. This has been particularly successful in managing student behaviour and helps to build positive relationships with students. Successful applicants will also be required to work 45 minutes per day (3.75 hours per week) as a Midday Supervisor; a separate contract will be issued for each post.

Successful candidates for this combined role will require a good educational background, with a GCSE (or equivalent) qualification in English Language.

Teaching Assistant Working Hours and Salary (Grade 4):

Monday to Friday 8.30am to 3.10pm (with a 25-minute unpaid lunch break)

Total: 27.5 hours per week, term time plus 5 days.

Full-time equivalent salary (52 weeks) From £22,737 to £23,500

Actual salary From £14,470 to £14,956

Midday Supervisor Working Hours and Salary (Grade 5):

Monday to Friday 1.20pm - 2.05pm

Total: 3.75 hours per week, term-time only.

Full-time equivalent salary (52 weeks) From £23,500 to £24,294

Actual Salary From £1,987 to £2,054



The successful applicant will:

- Possess the ability to inspire and motivate students.
- 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/>

Closing date: 9.00am on Monday 2 September 2024.

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

August 2024

Dear Applicant

Thank you for your interest in our position of Teaching Assistant (Level 1) and Midday Supervisor at Hampton Gardens.

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, Hampton Gardens

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

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

Sharon Gilligan - Deputy Head of School, Hampton Gardens

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

Atul Karia - Deputy Head of School, Hampton Gardens

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



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

Angela joined Hampton Gardens in April 2022 as Assistant Head of School/SENDCo 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, Hampton Gardens

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, Hampton Gardens

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

Craig Young - Assistant Head of School, Hampton Gardens

Craig 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 Achievement Support Department at Hampton Gardens is situated in a purpose-designed suite, equipped with a central collaboration area, a SEN Office, various intervention rooms, and sensory spaces tailored to meet a broad spectrum of student needs. Our dedicated team is led by a Senior SENDCo, with the support of a Deputy SENDCo and an Assistant SENDCo, which benefits from a diverse group of Level 1, 2, and 3 Teaching Assistants. In addition, we have a range of specialised roles which incorporate a Pupil Premium Mentor, a Dyslexia Specialist, and a SEN Administration Assistant, ensuring comprehensive support across the board.

Our core mission is to ensure the inclusion of students with special educational needs and disabilities in every aspect of school life. We achieve this by making thoughtful adjustments to their environment and by empowering our teaching staff with vital information and effective strategies. This includes the use of Pupil Passports, providing access to the SEND Record, and offering ample staff development opportunities.

Adopting a nurturing approach, we strive to enhance self-efficacy, champion the importance of pupil voice, and foster student independence within the school setting. Our team works in close collaboration with parents/carers and external agencies, facilitating communication and support tailored to the individual needs of the students we serve.

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.

Closing date: 9.00am on Monday 2 September 2024.

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Job Description

POST TITLE:	Teaching Assistant (Level 1)
HOURS OF WORK:	8.30am - 3.10pm
RESPONSIBLE TO:	SENDCo
PURPOSE OF THE JOB:	To support the classroom teacher to facilitate the active participation of children in the academic and social activities of the school

MAIN RESPONSIBILITIES:

1. Support for children

- Under the direction of the teacher / SENDCO, carry out pre-determined tasks to support pupil learning.
- Establish and maintain supportive relationships with individual pupils or small groups to ensure they understand and can achieve the tasks.
- Provide learning support as required for children with special needs, or where English is not their first language.
- Help with the care and support for pupils, including attending to their emotional and/ or physical care needs.
- Support inclusion in the classroom, ensuring all pupils feel involved with tasks and activities.
- Contribute to the development, updating and review of the records of students with SEND as directed by the SENDCO.

2. Support for the curriculum

- Under the direction of the teacher, support the school curriculum, including literacy and numeracy activities.
- Support the use of ICT in the curriculum.

3. Support for the teacher

- Complete records and contribute to reports on pupil progress and development as directed by the SENDCO.
- Provide information to help the class teacher plan appropriate work programmes.
- Contribute to the management of pupil behaviour and take control of minor situations to allow the teacher to continue the lesson.

4. Support for the school

- Develop and maintain effective working relationships with other staff and parents or carers.
- Contribute to the maintenance of a safe and healthy environment.
- Attend and actively participate in staff meetings, relevant training and student reviews.
- Provide support for school events, e.g. school plays, events.



GENERAL NOTES:

- 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.

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Person Specification

POST TITLE: Teaching Assistant Level 1

Criteria	Essential	Desirable
Educational Qualifications	<ul style="list-style-type: none"> ➤ Good educational background with basic skills in Literacy & Numeracy 	<ul style="list-style-type: none"> ➤ GCSE (or equivalent) in English Language & Maths ➤ Educated to degree level
Experience	<ul style="list-style-type: none"> ➤ Experience of working with young people 	<ul style="list-style-type: none"> ➤ Experience of working as a Teaching Assistant in a secondary school or similar role
Skills/Abilities	<ul style="list-style-type: none"> ➤ Ability to gain the respect of staff and students ➤ Excellent communication skills, oral and written ➤ Ability to use own initiative ➤ Good organisational skills ➤ Ability to remain calm in challenging environments ➤ Good listening skills ➤ Sensitivity and empathy ➤ Strong interpersonal skills ➤ Excellent ICT skills ➤ Ability to adapt to change ➤ Ability to learn quickly 	<ul style="list-style-type: none"> ➤ Ability to work under pressure ➤ Willingness to learn new skills ➤ Creativity when faced with challenges and obstacles
Knowledge and Understanding	<ul style="list-style-type: none"> ➤ Appreciation of absolute confidentiality of information received in school ➤ Awareness of some of the barriers to learning faced by students ➤ Belief in having high expectations of all children 	
Other Requirements	<ul style="list-style-type: none"> ➤ Willingness to undertake training as required ➤ Willingness to take a full and active role in school life 	
Safeguarding Competencies	<ul style="list-style-type: none"> ➤ Commitment to promoting and safeguarding the welfare of all staff and students ➤ Demonstrates empathy for the concerns of others ➤ Shows respect for other's feelings, views and circumstances ➤ Seeks and uses professional support appropriately ➤ Can demonstrate flexibility of approach ➤ Shows a personal commitment towards safeguarding children 	



Person Specification

POST TITLE:	Midday Supervisor
HOURS OF WORK:	1.20pm - 2.05pm
RESPONSIBLE TO:	Deputy Head of School (<i>subject to review</i>)
PURPOSE OF THE JOB:	To supervise students during the lunch period.

MAIN RESPONSIBILITIES:

1. Midday Supervision

- Under the direction of the Duty Team Leader, supervise students during the lunchtime period in accordance with procedures.
- Contribute to behaviour management within the school, in accordance with the school's Behaviour Policy.
- Inform the Student Services Officers of any concerns regarding a student's behaviour during the lunchtime period.
- Undertake any other duties consistent with the post.

2. Support for the School

- Attend and actively participate in Staff Meetings.
- Contribute to the maintenance of a safe and healthy environment.
- Contribute and participate in school events and activities.
- Develop and maintain effective working relationships with staff and students.

GENERAL NOTES:

- 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.

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Person Specification

POST TITLE: Midday Supervisor

Criteria	Essential	Desirable
Educational Qualifications	<ul style="list-style-type: none"> ➤ Good educational background with GCSE or equivalent in English Language 	<ul style="list-style-type: none"> ➤ First-Aid qualification
Experience		<ul style="list-style-type: none"> ➤ Previous experience of working as a Midday Supervisor ➤ Previous experience of working in an educational environment
Skills/Abilities	<ul style="list-style-type: none"> ➤ Good timekeeping and organisational skills ➤ Ability to work as part of a team ➤ Ability to use own initiative ➤ Ability to remain calm ➤ Ability to liaise positively with children and staff ➤ Adaptable in a variety of situations ➤ Patience when dealing with children ➤ A positive and sensitive attitude ➤ Ability to deal with challenging behaviour 	<ul style="list-style-type: none"> ➤ Ability to demonstrate good behaviour management strategies
Knowledge and Understanding	<ul style="list-style-type: none"> ➤ Appreciation of absolute confidentiality of information received in school ➤ To fully understand issues associated with safeguarding 	
Other Requirements	<ul style="list-style-type: none"> ➤ Willingness to undertake training, as required 	
Safeguarding Competencies	<ul style="list-style-type: none"> ➤ Commitment to promoting and safeguarding the welfare of all staff and students ➤ Demonstrates empathy for the concerns of others ➤ Shows respect for other's feelings, views and circumstances ➤ Seeks and uses professional support appropriately ➤ Can demonstrate flexibility of approach ➤ Shows a personal commitment towards safeguarding children 	