Generations Multi Academy Trust
Goffs Academy

Teacher of Geography

To start September 2018

Information for Applicants





TEACHER OF GEOGRAPHY

REQUIRED FOR SEPTEMBER 2018

The successful candidate for this post:

- is an outstanding practitioner, with the energy to inspire, motivate and challenge students
- has a passion for learning and teaching
- has a positive, can do attitude with colleagues and students
- believes in the right of every student to fulfil their potential
- has excellent interpersonal skills and is a real team player

In return Goffs can offer you:

- A thriving, successful and hugely popular Department
- Opportunities to work in a range of settings and schools through the Generations Multi Academy Trust
- A school described by Ofsted as being one where "students work together exceptionally well," and where "students are overwhelmingly enthusiastic about school"
- Outstanding, highly personalised professional development opportunities, including the opportunity to coach and be coached by others in the area's School Direct hub school
- Outstanding career development including dedicated leadership development and coaching in a national "Leadership" school
- A forward looking, innovative and oversubscribed working environment

Please contact Nina Wood, Executive Principal's PA & HR Officer, on 01992 424200, or by email at nwo@goffs.herts.sch.uk for further details.

Closing date for applications: Monday 19th March 2018, 9.00am

Interviews will be held: w/c 19th March 2018

The school is committed to safeguarding children and young people.

All postholders are subject to a satisfactory enhanced DBS check.

JOB DESCRIPTION

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Job Title:	Teacher of Geography
Salary:	MPS/UPS Full Time or Part Time depending on applicant
Purpose:	To deliver to students a balanced, relevant and differentiated curriculum in your taught subject(s); to support subject developments; to monitor, assess and report upon student progress, and to contribute to raising subject standards.
Responsible to:	Head of Geography
Dimensions:	***Students***: (i) To ensure that students' prior attainment data is used to inform planning and teaching of assigned classes (ii) To maintain records and monitor and report upon student progress and attainment in assigned classes (iii) To contribute to the development of effective teaching and learning styles as this relates to your taught subject(s) (iv) To ensure that the Climate for Learning strategy is effectively employed in the assigned classes ***Staff:*** (i) To assist the Head(s) of Department in ensuring that teaching in your subject(s) is of high quality and contributes to the department's improvement plan (ii) To participate in staff development activities provided within the department, faculty, and whole school
Principal accountabilities:	(i) To deliver, as directed, syllabuses, resources, schemes of work, assessment and marking policies and teaching strategies so that student need can be met (ii) To report student progress in your subject(s) to the Head(s) of Department and to parents/carers (iii) To contribute to the department improvement plans so that the quality of teaching and learning in your subject(s) can be continuously improved.
Competencies:	***Passion for learning*:** creating a learning environment that supports students in their learning and encourages them to become confident, independent learners ***Challenge and support***: caring for the students and expressing positive expectations

	Managing students*:** directing, enthusing and motivating students so that effective learning takes place in an orderly learning environment. ***Confidence: show confidence and a willingness to take on challenges ***Team working:*** work with others in the department to achieve shared goals
Knowledge and experience:	• Honours degree in a relevant subject • Teaching qualification

Other Specific Duties:
• To continue personal development as agreed at appraisal reviews. • To engage actively in the appraisal review process. • To address the appraisal targets set by the line manager each Autumn Term. • To play a full part in the life of the school community, to support its distinctive aim and ethos and to encourage staff and students to follow this example. • To support the school in meeting its legal requirements for worship. • To promote actively the school's corporate policies. • To comply with the school's Health and Safety policy and undertake risk assessments as appropriate. • To show a record of excellent attendance and punctuality. • To adhere to the school's Dress Code. • To undertake any other reasonable duty delegated by the Principal

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by Trustees to reflect or anticipate changes in the job which are commensurate with the salary and job title.

AGREED BY: _____ (Job Holder) DATE:

AGREED BY: _____ (Line Manager) DATE:

NB: In most cases, the line manager is the Head of Department for your main teaching subject

PERSON SPECIFICATION

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TEACHER OF GEOGRAPHY

Essential:	**Desirable:**
Qualifications • Qualified Teacher Status • Degree relevant to area of responsibility	• Higher degree e.g. MEd
Experience • To have successfully taught Geography across KS3 – KS4 • Evidence of fieldwork	• Experience of teaching KS5 Geography • Experience of leading fieldwork • Experience of GIS
Professional expertise • Outstanding teacher • Behaviour for learning skills that engage and enthuse students and create a positive learning environment • Able to secure outstanding outcomes • Excellent organisational skills and time management • Understanding of how to make a positive contribution to a department • Effective use of ICT	• Experience of cross curricular/whole school projects
Personal Qualities: • A commitment to the aims and ethos of the school • Relentless desire to raise student achievement at all levels • Solution focused attitude • Enthusiastic and inspiring teacher • Ongoing commitment to professional development • A desire to lead extra-curricular clubs and activities, and to be fully involved in the wider life of the school	

INFORMATION ABOUT GOFFS ACADEMY AND THE GENERATIONS MULTI ACADEMY TRUST

Information about Goffs and the Generations Multi Academy Trust



Welcome to our information pack about Goffs and the Generations Multi Academy Trust. We are a mixed 11-18 comprehensive Academy with approximately 1300 students on roll, including a thriving and successful Sixth Form. Our Academy is extremely popular in the local area, with an average of over 800 applications annually for the 240 places available, and significant waiting lists for places across the year groups. On intake our students are of an ability level (KS2 APS) significantly above that of the national average. We are, though, a true comprehensive school and admit a good mix of students of all ability levels.

The school has been awarded the International Schools Award twice, Investors in People status three times, and has Sportsmark Gold and Artsmark Silver. We also hold the Secondary Geography Quality Mark as well as having the Healthy Schools Award, is a specialist Language College, a designated Leading Edge School, and chairs the national Leadership Partner School network.

Professional Working and Learning Environment

Our school was among those named as part of a £2billion Government scheme, the Priority Schools Building Programme. As a result, Goffs received a completely new build and facilities, and moved into them in January 2017. This significant investment of funds by the Department for Education is a further recognition of the outstanding work being undertaken by the school, and represents another fantastic opportunity for our community. Our new building provides a light, modern, professional and fit for purpose working environment for all.

The Generations Multi Academy Trust

In early 2016, Goffs Academy received a direct approach from the DfE asking that they consider establishing a Multi Academy Trust and work in partnership with other schools. As a result, the Generations MAT was established from 1st September 2016, with Goffs as the lead school within the Trust. Goffs-Churchgate was born from that vision. The two schools are within walking distance of each other and already share many activities, including CPD for staff. One of the Trust's fundamental principles is that no one school is in any way more important or successful than the other. As such, CPD and other events are rotated through all schools in the Trust, with everyone learning from and sharing with each other. This collegiate and collaborative approach permeates our Trust.

Our future plans include establishing a nursery provision with subsidised staff places, and looking at the opportunity to establish or join with a primary school, thus effectively creating an all through education structure. The MAT offers extremely exciting opportunities for staff, students and the local area and we are all very much looking forward to its growth.

Outcomes

Our strategy for continuous school improvement has had huge success and we are actively committed to ensuring that our very popular and successful school, plus the wider MAT, continues as a centre of excellence in the community. Exam results in 2017 were another year of huge success for Goffs. GCSE highlights include:

- Progress 8: +0.34 (significantly above national average)
- 75% of students achieved grade 4 or more in English and maths and 55% achieved 5 or more in both
- English grade 4/5 or more: 85%/73%
- Maths grade 4/5 or more: 79%/59%
- Percentage of students achieving the EBacc qualification (English (5+), mathematics (5+), 2 Science GCSEs, 1 Humanity and 1 Language): 46%
- Pass rate for EBacc Science: 72% (national average: 64%)

At A Level, continuing the upward trend of recent years, students achieved another excellent set of exam results. Once again, outcomes tracked up from last year's excellent results in key areas including grades at A*/A, A*- B, A* - C, and the average grade achieved by each student. The overall pass rate was 99%. Approximately three quarters of the year group progressed to university or further education courses including Criminology, Environmental Engineering, Journalism, Construction, Law and Politics, Mathematics, Economics, Music, Zoology, Psychology, Philosophy and Biomedical Sciences, whilst the other students progressed directly into employment or apprenticeships. Our Sixth Form has an excellent reputation in the local area, over the past three years the numbers of students applying to join our Sixth Form has increased and is now around 150 per year. This growth in popularity is supported by a continued upward trend in outcomes; 81% of students achieved A*-C at A level in 2017.

We are, of course, very proud of these outcomes. Equally, we are clear that they reflect the start of our journey, not the end. As such, we target set in the top 10% of all schools nationally and strive at all times to meet ambitious targets. We are committed to a cycle of continuous improvement and aspiration and are keen to appoint a colleague who shares that vision, determination and a restless quest for even higher outcomes. All of these factors combine to make Goffs a very exciting and rewarding community to be a part of.





Community

Goffs prides itself on its sense of community – both within the school itself, and in the wider locality. Visitors to our school unfailingly comment on a very real sense of community, coupled with warmth and pride. We are members of Cheshunt Extended Services (ChExS), offering a variety of extended school and community based activities for both students and parents. Our students actively support local charity work such as the Isabel Hospice, and maintain strong links with our local primary schools particularly through our MFL Specialism. In addition, our young Sports Leaders regularly work in primary schools. Goffs runs a G-Involved Volunteering programme, where every student including the Sixth Form aims to complete 20 hours volunteering during the course of the academic year. Students are rewarded through our annual Pride of Goffs Awards evening.

We firmly believe in every student feeling a strong sense of community and on entering the school, each student is placed in one of four Houses: Eagle, Falcon, Hawk and Phoenix. Each House is led by a team of student House Captains and has a clear sense of identity. Regular competitions and assemblies strengthen this sense of community. Each year the House Captains decide on a possible group of charities to support; students in every year then vote on their chosen school charity. Students within each House then arrange a variety of fund raising events throughout the school year. The House which raises the most money in the year for our school charity is awarded the Charity House Shield. Such work is indicative of Goffs students' ability to empathise with the needs of others, and further develops their capacity to work successfully in a variety of social settings.

We regularly bring visitors from the community into school to work with students, and maintain strong links with our local secondary schools as a partner school in the South Broxbourne Partnership. The school building is used for evening, weekend and holiday classes through the Broxbourne partnership, providing opportunities for a diverse range of users including the Greek School, and local dance and sports groups.

The Goffs Student Leadership Academy actively encourages leadership development through a series of student led groups. We currently have students enrolled in the Leadership Academy from Year 7 to Year 13, with groups including:

- Student Parliament
- Digital Leaders
- Community and Charity Leaders
- House Leaders
- Sports Leaders
- Learning Leaders

The student groups each have a member of Student Parliament who is responsible for coordinating the group and their projects. Students regularly report back on their work and the impact that it is having both in and outside our school community.

A variety of annual school trips give students the opportunities to sample different cultures, whilst an extensive programme of off-site visits provides opportunities for students to experience the diversity that exists within the UK including theatre, galleries and museum visits. Our overseas trips have included Germany, Spain, USA, Czech Republic, Paris, Berlin and Reykjavik, in addition to a visit to our

partner school in Ghana, and annual ski trips to countries such as Italy, Andorra or Austria. In addition, we regularly host students from Spain as part of our specialism work.





Goffs is proud to be a truly comprehensive school, with students and staff from different religions and a number of languages spoken in the school. We recognise and celebrate what makes us unique and different, and acknowledge that we are also part of one community. Our aim is for everybody to feel valued and respected and we strive hard to ensure we create a positive culture within the school to enable this to happen.

Our School Dog: Maximus Aurelius





Max joined our school in January 2017, and is a black Labrador, known for their very affable temperament. He is owned by Caroline Legg, Vice Principal, and her husband, but spends his days in school. He goes on regular walks around school and spends time in Learning Plus and the LRC where our more reluctant readers can read to him, as one example. He also has his own Twitter feed. In short, Max is a full member of our community and has been warmly welcomed by students, staff and parents. The student Digital Leaders are also enjoying running Max's Twitter account and blog! Follow him @GoffsSchoolDog

We have a policy and risk assessment, both of which have been through our lawyers. It goes without saying that anyone not wanting any contact with Max, for personal or health reasons, will not have any. However, potential SLT should be aware that Max's base is in the Principal's office which is directly connected to the conference room.

Care, Guidance and Support

Successful learning takes place when students feel safe, confident, respected and valued, and are engaged. Goffs believes in supporting and nurturing all students in their quest to become successful learners. As such, we place a high value on pastoral care as an integral part of the life of the school.



We promote positive attitudes towards learning and provide a caring and supportive environment within our community. We were delighted to see Ofsted's recent comments that "students' behaviour and attitudes are outstanding" and that "students feel very safe, because bullying is extremely rare and they are very confident that any incidents that concern them will be dealt with swiftly and effectively." Continuously nurturing, supporting and developing our students is hugely important to us and significant investment is made in the school's pastoral structures, including our investing in dedicated Youth Workers for the school.

Staff Development

Goffs has an extremely strong reputation for staff development both teaching and support staff. Developing the next generation of school leaders, both middle and senior, and future Headteachers for those who wish to pursue this, is a responsibility that we take very seriously.



We have a full suite of staff leadership development which staff can join be they an NQT or highly experienced colleague, whilst I chair the national Leadership Partner School network, a group that brings together schools dedicated to developing outstanding leadership skills throughout their communities, and which allows us to visit other network schools, to attend national conferences and to share best practice.

During our most recent inspection, the team described our whole staff CPD programme as "outstanding" and "the best they had seen". In addition to innovative whole staff training days, we disaggregate a number of hours for training every year. This allows staff development to be highly personalised as staff can opt for the training which best meets their needs, including the opportunity to do a research project in partnership with Cambridge University. All staff complete peer observations to observe best practice, and use our Iris camera technology as part of evaluating and improving their own teaching. Many use their disaggregated time to coach others or to receive coaching. Moreover, there are specific training sessions for NQTs and other interested staff which run every Wednesday after school.

We also place a lot of emphasis on 'on the job' training and support. A thorough induction scheme is available to all new staff, and mentors/buddies are assigned to guide you through those new

routines. Finally, external courses can of course be booked if, on very rare occasions, we cannot cater for a particular training need in house.

Leadership Development

The Trust's Leadership Academy encompasses both staff and student leadership development through a series of student led groups and staff leadership pathways. The staff programme specifically provides opportunities for:

- Aspiring Middle Leaders
- Aspiring Senior Leaders

All pathways are personalised for the individual and staff receive one to one support from a mentor alongside working on a whole school project. Both support staff and teaching staff are welcome to join the Leadership Academy at any point in their career.

A full suite of leadership training is offered with a range of sessions including:

- Communicating vision and values
- Developing your leadership approach
- Building a high performing team
- Supporting your team
- Leading your team day to day
- Quality assuring effective teaching
- Observation for improvement
- Using data for impact
- Fostering positive behaviour for learning
- Leading and managing innovation and change

Attendance to all training sessions leads to certification by the SSAT. In addition, we encourage aspirant Senior Leaders to take part in the SSAT 'Stepping Up to Senior Leadership' training programme, which includes four external sessions throughout the year. As part of the Trust's commitment to developing future leaders, a number of the existing Senior Leadership Team across both schools gained experience through an 'Associate' SLT position before gaining substantive leadership posts.

Staff Benefits

Alongside our very strong focus on outstanding professional development and promotion opportunities, we also offer a range of benefits including:

Competitive base salary with a tailor made development plan aimed at enhancing your future [earnings] potential through:

- High quality, personalised CPD
- Bespoke leadership development programmes
- Subsidies for Masters and Degree courses
- Secondment and shadowing opportunities
- As part of our Multi Academy Trust, "Generations", potential to work across more than one school to develop career enhancing skills and knowledge

Additional financial incentives and tax efficient benefits, including:

- Exam marker payment of £400 plus 2 days paid leave to do the marking (1st year)
- Childcare voucher scheme
- Payments for staff taking weekend sporting fixtures: staff paid £200 for leading a minimum of six Saturday fixtures plus 6 weekly training sessions
- A daily allowance of £50 for school trips taken over a weekend or any school holiday
- A £1,000 Employee Referral Scheme (ie finder's fee) for any qualifying positions that you refer the successful candidate for: £500 on the person starting, and £500 if the person is still at the school 12 months later

Access to a wide range of health and well-being resources including:

- New, professional and fit for purpose £20mllion working environment
- Free use of gym
- Occupational Health & counselling support
- Free flu jabs
- Subsidised social events
- 100% attendance reward – day in lieu, taken at the school's discretion
- Free tea, coffee and milk for staff

Alison J Garner
Executive Principal
February 2018

INFORMATION ABOUT THE DEPARTMENT

GOFFS GEOGRAPHY DEPARTMENT

We have an exciting opportunity to welcome a new member to the Geography team. If you are enthusiastic and committed to driving standards forward, then Goffs is the school for you.



This post offers an exciting chance for a dedicated and outstanding Geography teacher to join our committed team. We are passionate about helping students to reach their potential and our exam success within the school reflects this. Our outcomes in 2017 at KS4 were 76% A*-C and 24% A*-A .At KS5 results were equally high with our students securing 79% A*-B and 36% A*-A and excellent value added of +0.34. We have a strong tradition of students continuing to study Geography at degree level at universities such as Loughborough, Portsmouth and Royal Holloway. In 2017 we were delighted to send one of our students to Cambridge University to study Geography.

At KS3 we aim to capture the enjoyment of Geography whilst building on key skills for the KS4 transition. For example we have developed a scheme which involves Year 7 completing fieldwork on microclimates around the school and Year 8 on crime and safety in the local area. As well as building on fieldwork skills Year 7 also learn about hazards and coasts, and Year 8 learn about development and deforestation, all of which link to the new GCSE specification.

We are a popular subject within the school with over 100 students opting to study geography in each year group at GCSE and over 50 students at A level. We currently deliver the AQA specification at GCSE and A level. Schemes of work are all planned with differentiation, and offer challenge, enjoyment and lend themselves to inspirational teaching. Where possible we use interactive learning to encourage enthusiasm and engagement in more content heavy topics of the specification. For example using balloons to model the atmospheric circulation model, cake to show the formation of a wave-cut platform and pop-up volcanoes and hurricanes. We also encourage individual enthusiasm outside of the classroom with our Great Geography Bake Off house competition.

In Geography it is important to experience the theory which is learnt about in lesson and so there are trips throughout all key stages. Year 7 students go to Southend-on-Sea, Year 8 complete local fieldwork investigating the safety of Cheshunt, at GCSE students visit Walton-on-the-Naze and Flatford Mill, and at KS5 students visit Stratford for their NEA completion. We have also run international fieldtrips, with the most recent being



to Iceland.

We aim to inspire all members of the department to continue their professional development and offer excellent opportunities to do so. The school is known for its very high quality and personalised CPD, which includes a Leadership Academy, supporting and actively developing staff leadership skills at all levels of experience.



As a welcoming, innovative, well-resourced and supportive department we currently have five teachers ranging from School Direct trainees, to Vice Principal. We are looking for a Teacher of Geography who has a passion for learning and teaching offering innovative new teaching ideas and resources. They will work closely alongside the teachers in the Geography department.

If you are a committed and passionate colleague who shares our vision, we would very much like to hear from you.