

Generations Multi Academy Trust Goffs-Churchgate Academy



TEACHER OF MODERN FOREIGN LANGUAGES (French and/or German)

To start September 2020

Information for Applicants





TEACHER OF MODERN FOREIGN LANGUAGES

(French and/or German)

REQUIRED FOR SEPTEMBER 2020

The successful candidate for this post:

- is an outstanding practitioner, with the energy to inspire, motivate and challenge students
- could be in the early stages of their teaching career and would benefit from a first class training programme across the Trust
- has a passion for learning and teaching languages
- 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-Churchgate can offer you:

- The opportunity to be part of a popular, growing school, which has already generated significant local interest and excitement
- Brand new teaching facilities and a highly professional working environment
- A truly collaborative working environment
- A highly aspirant school, with students and staff equally committed to that agenda
- Outstanding career development, including opportunities across the Generations Multi Academy Trust

Please contact the HR department, on 01992 624375, or by email at recruitment@generationsmat.herts.sch.uk for further details.

Closing date for applications: Thursday 23rd January 2020 at 9am

Interviews will be held as soon as possible. The Trust reserves the right to interview applicants prior to the formal closing date.

The school is committed to safeguarding children and young people. All postholders are subject to a satisfactory enhanced DBS check



JOB DESCRIPTION



JOB DESCRIPTION

<u>Job Title:</u>	Teacher of Modern Foreign Languages
<u>Salary:</u>	MPS/UPS Full Time
<u>Purpose:</u>	To deliver to students a balanced, relevant and differentiated curriculum in your taught subject; to support subject developments; to monitor, assess and report upon student progress, and to contribute to raising subject standards
<u>Responsible to:</u>	Head of Humanities and MFL
<u>Dimensions:</u>	<p><i>Students:</i></p> <ul style="list-style-type: none">(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(v) To contribute to the extra-curricular programme delivered within languages <p><i>Staff:</i></p> <ul style="list-style-type: none">(i) To assist the Head of Department in ensuring that teaching in your subject is of high quality and contributes to the department's improvement plan(ii) To participate in staff development activities provided within the department and whole school
<u>Principal Accountabilities:</u>	<ul style="list-style-type: none">(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 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 can be continuously improved
<u>Competencies:</u>	<p><i>Passion for learning:</i> creating a learning environment that supports students in their learning and encourages them to become confident, independent learners</p> <p><i>Challenge and support:</i> caring for the students and expressing positive expectations</p>

	<p><i>Managing students:</i> directing, enthusing and motivating students so that effective learning takes place in an orderly learning environment.</p> <p><i>Confidence:</i> show confidence and a willingness to take on challenges</p> <p><i>Team working:</i> work with others in the department to achieve shared goals</p>
<u>Knowledge and Experience:</u>	<ul style="list-style-type: none"> • Honours degree in a relevant subject • Teaching qualification • Excellent time manager with the ability to work to tight deadlines • Highly organised and efficient • The ability to communicate effectively • Excellent interpersonal skills • The ability to demonstrate initiative • Proven ability to build positive relationships with students, parents and staff • Good team member • Ensures they, and others, follow the policies, systems and procedures of the school
<p><u>Other Specific Duties:</u></p> <ul style="list-style-type: none"> • 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 MODERN FOREIGN LANGUAGES

Essential:	Desirable:
Qualifications <ul style="list-style-type: none">• Qualified Teacher Status• A degree in given language, or in a related subject	<ul style="list-style-type: none">• Higher degree e.g. MEd
Experience <ul style="list-style-type: none">• To have successfully taught languages across KS3 – KS4, including within training• Ability to teach German and/or French• Effective use of Assessment for Learning to engage students as partners in their learning	<ul style="list-style-type: none">• Ability to teach other languages other than German and/or French
Professional Expertise <ul style="list-style-type: none">• Excellent teacher• Able to work effectively as a Form Tutor• 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	<ul style="list-style-type: none">• Experience or desire to lead extra-curricular activities or clubs
Personal Qualities: <ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• A desire to lead extra-curricular clubs and activities, educational visits/out of hours learning, and to be fully involved in the wider life of the school



INFORMATION ABOUT THE LANGUAGES DEPARTMENT

The MFL and Humanities Department at Goffs-Churchgate Academy



The department is a strong department, overseen by a highly experienced Head of Faculty, who is a highly experienced classroom practitioner. The department is staffed with enthusiastic, supportive and collaborative colleagues.

We work in a brand new facility, opened in Autumn 2016. There is a wide range of ICT support and rooms that can be booked by a class teacher if the curriculum or learning dictates that, along with a full range

of resources to support outstanding teaching. There is also a close link between the departments at Goffs-Churchgate and Goffs Academy, which leads to collaborative approaches to learning at both schools, as well as mutual sharing of expertise and ideas.

In Year 7, students get exposure to two languages and start to learn the fundamentals of both. This includes basic skills including personal greetings, numbers, and an introduction to conversations. In Year 8, students select their language preference that they will continue to study. Throughout Key Stage 3, the students cover the core skills that are required for languages at GCSE. The department uses a range of resources to engage students, including Linguascope. In addition, the department runs a range of enrichment competitions including the 'Black Forest Gateu' and 'Lebkuchen' competition.

At Key Stage 4, we actively promote and encourage students to study a language, with the numbers of students studying languages increasing year on year. Students will start Key Stage 4 in Year 10 and are undertaking the AQA specifications. We supplement the learning in class by taking students on a range of trips including Disneyland Paris and Berlin.

A thorough induction scheme is available to all new staff. This includes the Generations Leadership Academy where staff have the opportunity to further develop and refine their leadership qualities if they wish to do so. In addition to this, the department has an "open-door" policy whereby peer observation is encouraged, and much department time is devoted to the sharing of good practice and raising attainment. For candidates in the early stages of their careers, the department provides a range of support to further develop a colleague's teaching expertise and experiences. In addition, the Generations Multi Academy Trust provides an unrivalled training programme for teachers, through personalised CPD and support, and is proud both of its retention of NQTS for the long term, and their subsequent promotion to senior positions.

We are seeking to appoint a practitioner who enjoys highly collaborative working in a friendly and positive environment, where we share ideas and strive to maintain the highest educational standards in order to achieve outstanding outcomes for our students. If you join us, you will be warmly welcomed and will join a team of genuinely nice and supportive colleagues.



**INFORMATION ABOUT GOFFS-
CHURCHGATE ACADEMY AND THE
GENERATIONS MULTI ACADEMY
TRUST**



Information about Goffs-Churchgate and the Generations Multi Academy Trust

Welcome to our information pack about Goffs-Churchgate and the Generations Multi Academy Trust. Goffs-Churchgate Academy is the first school to join the Goffs Generations Multi Academy Trust. The school is now in its third year of operation.

The school is a fully mixed comprehensive school from 11-16 years of age, with 400 on roll; it is intended to rapidly expand this number to

120 per year group, making a school of 600. Over the past year, the school has grown in its reputation, which has resulted in a record attendance at our open evening at the end of September. This reflects the very high level of local interest in the school. Local estate agents report significant interest in parents moving to the locality with a view to being near Goffs-Churchgate: a very successful future is predicted for the school. Reflecting this, all year groups are over-subscribed and applications for next year have increased dramatically from previous years



One of the school's key strengths is its highly cohesive and supportive community. As such, the decision to cap student numbers at 600 is entirely deliberate, enabling us to maintain a strong sense of community where everybody knows everybody else – if you visit, you cannot fail to be struck by this. It is a very special part of who we are.

The post offers a genuine opportunity to work in a school community that changes the lives of the young people who we care for.

Professional Working and Learning Environment

The school has benefited from brand new facilities, opened in October 2016. These include brand new teaching and learning facilities for all subjects. The school also benefits from a recent installed 3G playing surface for PE, a gym with professional sprung floor, a Dance studio and an indoor swimming pool. The new facilities provide light, modern, professional and a 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.

The MAT is extremely financially secure. Finances are overseen by a Chief Finance Officer with considerable financial expertise in the private sector. The Trust created a dedicated Director of Income Generation position, and extensive lettings and business development work now takes place across all sites in the MAT. This additional income – soon to reach c.£500k per annum – underpins generous levels of staffing at both schools, plus many “extras” that would otherwise be unaffordable in the current funding climate. As one example, all teacher loadings have been reduced for 19/20 as a direct result of the additional monies coming into the Trust via this income generation work.

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

Goffs-Churchgate secured an outstanding set of GCSE outcomes in Sept 2019. Our Progress 8 was a record result for the school and put the school in the top 20% of all schools nationally. In just two years, the school's performance at GCSE has improved significantly. GCSE highlights include:

- A remarkable 175% improvement in the overall Progress 8 scores since the opening of the school
- The proportion of students who achieved Maths and English at grade 4+ was 58%, an increase over nearly 20% in the past two years
- The proportion of students who achieved English and Maths at grade 5+ was 36%, a 24% increase in the last two years
- Overall Progress 8 is +0.47, with Maths, English and Science all performing in line with National Averages. The performance of our SEND students were particularly impressive with every progress measure being significantly above National Average. In addition, our disadvantaged students outperformed their non-disadvantaged peers





Community

Goffs-Churchgate prides itself on its sense of community – both within the school itself, and in the wider locality. 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, and maintain strong links with our local primary schools.

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: Curie, Edison, Faraday, and Rubix. 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. Students within each House arrange a variety of fund raising events throughout the school year. The House raising the most money in the year for our school charity will be awarded the annual Charity House Shield.

Our students have a wide range of student leadership opportunities open to them as part of actively encouraging leadership development. These student led groups include:

- Student Executive
- Community Captains
- Wellbeing Champions

Across the Multi Academy Trust a large 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.

Goffs-Churchgate 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.

Care, Guidance and Support

Successful learning takes place when students feel safe, confident, respected and valued, and are engaged. Goffs-Churchgate 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 have an extensive pastoral care system to support the welfare and progress of all our young people.



Staff Development

Through the Generations Multi Academy Trust, the successful candidate will be able to access a range of staff development opportunities. The Trust 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.

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. All staff complete peer observations to observe best practice. 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: initial 1 year trial
- A £1,000 Employee Referral Scheme (i.e. 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 working environments
- Free use of a range of sports and leisure facilities including a fully equipped gym and swimming pool.
- Occupational Health & counselling support
- Free flu jabs
- Subsidised social events
- 100% attendance reward – day in lieu, taken at each school’s discretion
- Free tea, coffee and milk for staff

**Thomas Sparks
Principal**

January 2020



**GENERATIONS MULTI ACADEMY
TRUST REFERENCE REQUEST
FORM**

Candidate's Name:			
Post:			
Name of Referee:			
School/Company			
Referee's Tel No:			
How long have you known the candidate and in what capacity?			
What is (or was) the candidate's job?			
What is his/her current salary (or salary when leaving your post)?			
When did the candidate work for your organisation?	From:	To:	
If the candidate has left your employment, please state the reason:			
How many days was the candidate off work sick over the last 2 years?			
How many periods of sickness over the last two years?			
Please comment on the candidate's performance history and conduct as your employee:			
Has the candidate had any current disciplinary warnings, or time-expired warnings that concern the welfare or safety of children, if so please give details here:			

Do you have any concerns about the candidate's suitability for working with children and young people, then please give details here:

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Please comment, if you can, on the candidate's suitability for the post above:

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Please comment, if you can, on the candidate's ability to manage difficult behaviour of children and young people:

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Your signature:

Date of this reference:

Your name:

Your position in your organisation:

Please tick one statement against each heading to best describe the candidate.

1	<u>Teaching Ability</u>	Students learn very effectively in his/her classes. Teaching is purposeful.	Most students learn effectively in his/her classes.	Students occasionally have difficulties. Teaching sometimes lacks focus.	Support and further training needed.
2	Preparation of Lessons	First class, always attends to fine detail.	Sound, sets well-focused and realistic objectives.	Satisfactory but lacking imagination.	Needs support on occasions.

3	Assessment/Marking of Work	Always detailed, thorough and positive. Support further learning through target setting.	Conscientious and thorough. Some target setting.	Acceptable but lacking detail.	Has needed prompting on occasions.
4	Learning Environments	Makes extensive use of students work and displays, keeps area tidy and attractive.	Makes use of display, keeps area tidy.	Display produced but changes infrequently.	Has needed prompting on occasions
5	Relationships with Students	Students respond extremely positively.	Students are usually well motivated	Acceptable but at times there are common difficulties.	Needs support and further training.
6	Work as a Tutor	Caring, well informed and effective. Reviews progress with students.	Carries out agreed tasks reliably.	Carries out agreed tasks reluctantly.	Needs support and further training.
7	Enthusiasm, Drive and Energy	Works very hard and with great interest. An example to others.	Works well.	Levels fluctuate.	Needs regular support and encouragement
8	Organisation	First class organiser. Efficient. Always meets deadlines.	Sound organiser, has a good idea of aims and objectives.	Acceptable, but tends to be 'last minute'.	Needs support and further training.
9	Initiative and Reliability	Can always be relied on to execute duties beyond the call of duty.	Carried out agreed tasks without prompting.	Follows instructions.	Needs regular support and encouragement.

10	Attendance	Excellent.	Good attendance.	Some days off every year.	Has had attendance problems.
11	Punctuality	Excellent.	Very occasionally unpunctual.	Punctuality generally satisfactory	Has had problems with punctuality.
12	Relationships with Colleagues	Highly respected and liked by all.	Respected and well liked within own circle.	Prefers to work alone.	Somewhat isolated amongst colleagues.
13	Extra Curricular Activities	Frequently attends school functions and involved in extra-curricular activities.	Occasionally attends school functions and some involvement in extra-curricular activities.	Some infrequent involvement	No involvement at all.
14	Leadership	A natural team leader. Has demonstrated this on many occasions	Has potential leadership qualities.	Prefers not to take the lead.	Unwilling to lead others.
15	Co-operation	Very supportive and co-operative team member.	Works well in a team.	Reluctant team member.	Prefers to work independently.
16	Responsibility	Always eager to accept responsibility to extend knowledge and experience.	Accepts responsibility but does not always realise implications.	Does not usually enjoy taking responsibility.	Avoids taking responsibility.
17	Flexibility and Responds to Change	Receptive to new ideas. Considers them in a positive but balanced way. Enjoys new challenges.	Generally responds constructively to change and new ideas.	Somewhat inflexible and views changes with suspicion.	Embraces every new idea without due thought or stubbornly resists change.
18	ICT Capability	Excellent.	Good.	Poor.	Weak.

19	Recommendation for this post	Recommended without reservation.	Recommend strongly.	Recommend for consideration.	Unable to recommend.
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