**Generations Multi Academy Trust**

**Goffs Academy**



**Teacher of Science**

To start September 2019

Information for Applicants



**TEACHER OF SCIENCE**

**REQUIRED FOR SEPTEMBER 2019**

**The successful candidate for this post:**

* Will have a passion for learning and teaching
* Believes in the right of every student to fulfil their potential
* Is or has the potential to be an outstanding practitioner, with the energy to inspire, motivate and challenge students
* Enjoys working in an aspirant, highly collaborative environment with engaged students and skilled staff
* Wants to work in a school that fundamentally changes life chances for its students

**In return, Goffs can offer you:**

* A successful and popular Department
* Brand new multi-million pound teaching facilities and a highly professional working environment
* A financially secure school, with the money to underpin its work
* A school described by Ofsted as being one where “students work together exceptionally well,” and where “students are overwhelmingly enthusiastic about school”
* Outstanding career development, including opportunities to lead projects in a range of settings and schools through the Generations Multi Academy Trust
* Personalised CPD considered best practice within Hertfordshire, including dedicated leadership development and coaching in a national “Leadership” school

**Please contact the HR Department, on 01992 624375, or by email at** [**recruitment@generationsmat.herts.sch.uk**](mailto:recruitment@generationsmat.herts.sch.uk) **for further details.**

**Closing date for applications: 9:00am Monday 20th May 2019**

**Interviews to be held w/c Monday 20th May 2019**

The Trust is committed to safeguarding children and young people.

All postholders are subject to a satisfactory enhanced DBS check.

**JOB DESCRIPTION**

# Job Description

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| Job Title: | Teacher of Science |
| Salary: | MPS/UPS  Full Time |
| Purpose: | 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. |
| Responsible to: | Head of Science |
| Dimensions: | ***Students***:   1. To ensure that students’ prior attainment data is used to inform planning and teaching of assigned classes 2. To maintain records and monitor and report upon student progress and attainment in assigned classes 3. To contribute to the development of effective teaching and learning styles as this relates to your taught subject(s) 4. To ensure that the Climate for Learning strategy is effectively employed in the assigned classes   ***Staff:***   1. 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 2. Toparticipate in staff development activities provided within the department and whole school |
| Principal Accountabilities: | 1. To deliver, as directed, syllabuses, resources, schemes of work, assessment and marking policies and teaching strategies so that student need can be met 2. To report student progress in your subject to the Head of Department and to parents/carers 3. To contribute to the department improvement plans so that the quality of teaching and learning in your subject 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 |

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|  | ***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: | * A 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 | |

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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 Governors 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:**

**PERSON SPECIFICATION**

**Person Specification**

**TEACHER OF SCIENCE**

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| **Essential:** | **Desirable:** |
| **Qualifications**   * Qualified Teacher Status * A degree in a related subject | * Higher degree e.g. MEd |
| **Experience**   * To have successfully taught Science across KS3 and KS4 | * To have successfully taught Science at KS5 (A Level and/or BTEC Applied Science) |
| **Professional Expertise**   * 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 | * Experience of and/or desire to lead extra-curricular activities or clubs |
| **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 (in or out of the department), educational visits/out of hours learning, and to be fully involved in the wider life of the school |

**INFORMATION ABOUT THE DEPARTMENT**

**The Science Department at Goffs Academy**

**Do you want to be part of an ambitious and energetic department, where our vision is to ensure consistently high standards of teaching and learning for all students?**

This post offers an exciting chance for a dedicated and outstanding Science teacher to join our committed team as Head of Department. We are passionate about helping students to reach their potential and our exam success within the school reflects this. In 2018, 75% of students achieved at least a grade 4 in Combined Science. At A Level, students achieved 25%/67%/100% A\*-B in Biology, Chemistry and Physics respectively.

At KS3 we aim to capture students’ interest in Science, while developing key skills and the foundation of knowledge required for success at KS4 and beyond. Our specialist team of technicians provides excellent support to ensure that we can deliver a full range of exciting practical opportunities.

We currently teach the AQA specification at GCSE and A level. Schemes of work offer challenge, enjoyment and lend themselves to inspirational teaching, while developing the literacy, numeracy and practical skills crucial to success within new specifications. In the Sixth Form, we are pleased to offer Biology, Chemistry and Physics at A level, in addition to the Applied Science Level 3 BTEC course.

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.

If you are a committed and passionate colleague who shares our vision and is ready to take on this crucial leadership role, we would very much like to hear from you.



**Information about Goffs ACADEMY and the Generations Multi Academy Trust**

**INFORMATION ABOUT GOFFS ACADEMY**

Goffs is the lead school within the Generations Multi Academy Trust. It is a mixed 11-18 comprehensive Academy with approximately 1400 students on roll, including a thriving and successful Sixth Form. Staff and students work in a modern, professional environment, following a full, £20 million rebuild at the school. Our facilities are second to none and include light and airy classrooms, extensive landscaped outdoor space, our own sports hall, fitness suite, drama and dance studios, and dedicated computer suites for use by all subjects. The new facilities provide light, modern, professional and a fit-for-purpose working environment for all.

The school is extremely popular in the local area, with an average of over 700 applications annually for the 240 places available, and significant waiting lists for places across the year groups. On intake, students are of an ability level (KS2 APS) significantly above that of the national average although the school is a true comprehensive school and admits a good mix of students of all ability levels.

Goffs benefits from an engaged student body who are, in almost all cases, an absolute pleasure to work with. The school’s greatest asset is its staff – a group of ambitious and dedicated colleagues across the board, who work tirelessly for our students. Both staff and students are an absolute pleasure to lead and work with.

**Our Ethos**

The school has a number of key features that flow through all aspects of the organisation. Key core values include:

* a commitment to comprehensive education and inclusion where all can achieve given the appropriate support
* a calm and caring school, coupled with highest expectations of behaviour
* mutually respectful and high-quality teacher-student relationships
* a strong focus on quality first learning and teaching
* high quality pastoral care and nurturing of individuals, including investment in Place2Be counselling provision, based in our Student Support area

**Our Vision**

1. **To be the best teachers/professionals that we can be:** embedding rigorous and systematic processes which continuously raise the quality of teaching and which are based on a balance of support and challenge. We will ensure that everyone understands what exemplary practice looks like in their field of work, and that we share the best practice within and outside of our school
2. **To realise the potential in everyone:** we will ensure that the academic and social potential in our students is realised through outstanding teaching, tutoring and rigorous tracking. Our professional development will nurture talent and grow both outstanding practitioners and future leaders for our profession
3. **To be leaders and educators who aspire to excellence and who are passionate about delivering our vision, guided by our values:** our values are reflected in our school motto of Respect – Confidence – Achievement
4. **To provide opportunities which enrich our students’ lives now and in the future:** these opportunities will be in and outside of the classroom and will enable our students to widen their experiences and to be inspired to learn more
5. **To deliver outstanding business support which underpins and enables** **the community’s work:** we will ensure value for money in times of economic challenge without compromising on delivery

**Curriculum**

At KS3 (Year 7 and 8), students study a full programme of subjects, including both academic and creative subjects, including Technology, Drama, Art and Music. Students also have dedicated Literacy lessons to promote reading and vocabulary acquisition. All KS3 subjects are linked through a whole school half termly theme, designed to encourage interdisciplinary thinking and to help our students adapt their learning to new contexts.

At KS4 (which students start in Year 9), we offer a very broad list of 'option' subjects alongside the 'core' subjects of English, Maths, Science, PE (practical) and ICT/Computing. The majority of students follow the EBacc pathway, as we believe this provides them with the best stepping stones to progress to the route of their choice. All students are able to select at least two additional option subjects. In Year 9, students also have the opportunity to select from several ‘Motiv8’ options, which allows them to explore an area of interest to them without any pressure to study for an exam; this is a hugely popular part of the curriculum and the options currently include First Aid, Dance, Sports Coaching and Chef School.

In the Sixth Form, study programmes are built around each student’s individual career aspirations. We offer a large selection of 30+ subjects, and a mixed economy of AS, A-Level, as well as BTEC Level 3 courses. We also run the Goffs Business and Sports Academies, plus more able students have the option to take the EPQ.

**Outcomes**

Our strategy for continuous school improvement has had huge success across both schools, and we are actively committed to ensuring that the schools in our MAT continue to offer centres of excellence in learning for the local community.

Exam results in 2018 were another year of huge success for Goffs. GCSE highlights include:

* Progress 8 expected to be significantly above national average (was significantly positive at +0.34) upon publication
* 74% of students achieved grade 4 or more in English and maths and 57% achieved 5 or more in both
* English grade 4/5 or more: 86%/74%
* Maths grade 4/5 or more: 79%/64%
* Progress expected to be significantly above average for both EBacc and Other subjects

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 100%. Approximately three quarters of the year group progressed to university or further education courses including History, Criminology, Accounting, Law, Mathematics, Economics, Sports Journalism, Fashion, Acting, Sociology, Architecture, Clinical Studies, English Literature, Geology, Geography, Chemistry and Medical Engineering, to name but a few, 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; 84% of students achieved A\*-C at A level in 2018.

Goffs-Churchgate secured its first set of public examination results in summer 2018, achieving a remarkably 75% improvement on the predecessor school’s results in just one year. As such, in just one year, outcomes went from being in the bottom c.12% in the country, to being in line with the national average. To achieve such phenomenal progress in such a short period of time is testament to the school’s staff and students. We know that this success represents just the start of our journey, and that very exciting times lie ahead.

Both schools 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 The Generation Trust a very exciting and rewarding community to be a part of.



**Community**

Both schools pride themselves on their sense of community – both within the school itself, and in the wider locality. Visitors to our schools unfailingly comment on a very real sense of community, coupled with warmth and pride. Both schools 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. Each school also benefits from a thriving student leadership programme, with students leading on key development projects of their choice, ensuring strong student voice and participation across the Trust. We firmly believe in every student feeling a strong sense of community, and on entering each school, every student is placed in a House. 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, with students then voting for their chosen school charity and subsequently arranging a variety of fund raising events throughout the school year. Such work is indicative of the ability of students in the Trust 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. Each school’s facilities are used for evening and weekend lettings, including superb sporting facilities, as well as holiday classes, providing opportunities for a diverse range of users including the Greek School, and local dance and sports groups.

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.

Both schools are proud to be truly comprehensive schools, with students and staff from different religions and a number of languages spoken in each school. As a Trust 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. The Trust 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 each school.

We promote positive attitudes towards learning and provide a caring and supportive environment within our community. Continuously nurturing, supporting and developing our students is hugely important to us and significant investment is made in each school’s pastoral structures.

**Staff Development**

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, 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.

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. 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 each week 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.

**Trust 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, 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 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

**Alison Garner**

**Executive Principal**

**May 2019**