

Generations Multi Academy Trust Goffs Academy



Teacher of History

To start September 2019

Information for Applicants





TEACHER OF HISTORY

REQUIRED FOR SEPTEMBER 2019

This is one of a suite of positions available due to the Trust's highly successful income generation work, and its subsequent investment in reducing teacher contact periods 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

In return, Goffs can offer you:

- A thriving, successful and hugely popular Department
- A brand new £20million school building
- 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
- Outstanding career development including dedicated leadership development and coaching in a national “Leadership” school
- A forward looking, innovative and oversubscribed working environment

Please contact the HR Department, on 01992 424200, or by email at recruitment@geneartionsmat.herts.sch.uk for further details.

Closing date for applications: Wednesday 20th March 2019

Interviews: w/c 25th March 2019 or sooner for the right candidate.

The Trust is committed to safeguarding children and young people.

All post-holders are subject to a satisfactory enhanced DBS check.



JOB DESCRIPTION



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<u>Job Title:</u>	Teacher of History
<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 History
<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 a good 'climate for learning' is in place in the assigned classes <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 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>Managing students: directing, enthusing and motivating students so that effective learning takes place in an orderly learning environment.</p> <p>Confidence: show confidence and a willingness to take on challenges</p> <p>Team working: work with others in the department to achieve shared goals</p>
<u>Knowledge and Experience:</u>	<ul style="list-style-type: none"> • A degree in a relevant subject eg. History, Politics, Law • Teaching qualification
<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 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



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TEACHER OF HISTORY

Essential:	Desirable:
Qualifications <ul style="list-style-type: none">• Qualified Teacher Status• A degree 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 History across KS3, KS4 and KS5• Effective use of Assessment for Learning to engage students as partners in their learning	<ul style="list-style-type: none">• Experience teaching the new GCSE History specification - Edexcel• Experience teaching AQA A level History options 1C (Tudors) and/or 2N (Russia)• Experience marking for Edexcel (GCSE) or AQA (A-Level)
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">• Ability to teach other Humanity subjects• Experience or desire to lead extra-curricular activities or clubs• Experience or desire to assist with the planning of, and attend, international trips
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 DEPARTMENT



The History Department at Goffs Academy

Do you want to be part of a collaborative, innovative department with a commitment to providing consistently high standards of learning and teaching for all students?

This post offers an exciting chance for a dedicated and outstanding History teacher to join our team. We are passionate about helping students to reach their potential, and our consistent exam success reflects this. Our outcomes in 2018 at KS4 were 76% 4-9 and 31% 7-9. At KS5 we have achieved 100% A*-C for the past 3 years, and have sent successful candidates to read History at Cambridge University.



At KS3, students learn British, European and World History. In Year 7, students study the following topics: Life in 1066, Amazing Inventions, Life in 1300s and Crime and Punishment. In Year 8, students study: the Trans-Atlantic Slave Trade, Civil Rights in the USA, Jack the Ripper, The Suffrage Movement and the Holocaust. KS3 pupils enjoy active, challenging lessons focused on developing key Historical skills required for the Edexcel GCSE. Our well-resourced and collaboratively planned Schemes of Learning provide excellent support, enabling teachers to deliver an engaging curriculum, which is differentiated to the students in their class.

We are an extremely popular option at both KS4 and KS5. At GCSE, students follow the Edexcel specification from Year 9. Students learn the following topics, in the following order, for their end of Year 11 exams: Medicine Through Time, 1250-present; Early Elizabethan England, 1558-1588; Life in Germany, 1918-1939 and The Cold War, 1943-1991. This approach ensures a clear development of the challenging skill set required to be a successful KS4 Historian. At A Level, students follow the AQA specification, covering topics 1C (Tudors, 1485-1603) and 2N (Russia, 1914-1953) as well as an independently chosen NEA. Students study for external AS exams at the end of Y12 before continuing to the full A-Level at the end of Year 13.

There is an excellent team ethos in the department, and we support all members of the History 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.



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: +0.32 (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

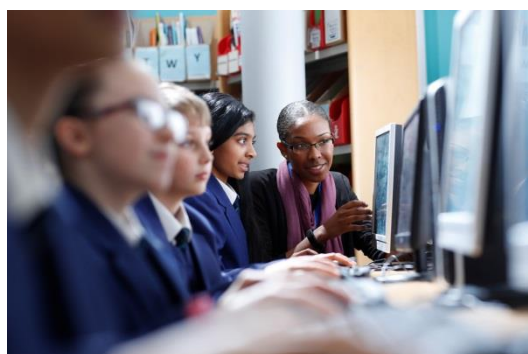
The student groups each have a member of Student Parliament who is responsible for coordinating the group and their projects. Students regularly report back on their work and the impact that it is having both in and outside our school community.

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.

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

Goffs Leadership Academy encompasses both staff and student leadership development through a series of student led groups and staff leadership pathways. The staff programme is made up of three levels of entry: Bronze, Silver and Gold:

- Bronze: Aspirant Strategic Leaders
- Silver: Leading Strategically from the Middle
- Gold: Aspirant Strategic 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:

- What makes a good leader?
- Leadership and staff motivation
- Leading and managing change
- Being a Lead Practitioner
- Strategic pastoral leadership – being a Director of Learning
- Strategic curriculum leadership – being a Head of Department
- Coaching and mentoring
- Using data in leadership
- Resilience in leadership
- How to make your applications stand out

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 school's commitment to develop future leaders, a number of the existing Senior Leadership Team 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 £20million 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 Garner
Executive Principal
March 2019**