



Generations Multi Academy Trust Goffs Academy

ADMINISTRATOR FOR SENIOR LEADERSHIP TEAM

September 2019

Information for Applicants





**ADMINISTRATOR FOR
SENIOR LEADERSHIP TEAM**

GOFFS ACADEMY

REQUIRED FOR SEPTEMBER 2019

**H4 £19,171 - £20,344 plus £874 fringe
Actual starting salary £8,997.76 (inclusive of fringe)
20 hours per week
(flexible working hours will be considered for the right candidate)**

We are seeking an Administrator to provide support to three Assistant Principals within our Senior Leadership Team. This support will include managing emails, co-ordinating meetings, taking minutes to produce letters following formal meetings, and other requirements related to the specific areas of responsibility of each Assistant Principal.

You will be able to demonstrate excellent time management, and the ability to manage and prioritise multiple demands within a busy working environment. You will also have excellent written and spoken communication skills and work confidently with all commonly used ICT applications.

In return we can offer you:

- a financially secure school and Trust, with the money to underpin its work
- a brand new, multi-million pound professional working environment
- the opportunity to work with professional, committed and ambitious colleagues in a genuinely collaborative working environment
- a highly aspirant school, with engaged students
- outstanding career development opportunities
- Personalised professional development, considered best practice within Hertfordshire
- a comprehensive staff benefits package

Please contact the Trust's HR Director, Harriet Muxlow, (hr@generationsmat.herts.sch.uk) for the recruitment pack and further information on the role, school and Trust. Informal discussions with the Principal, Mark Ellis, are welcome, as are visits to the school. You should call 01992 424200, extension 201.

Closing date for applications: 9:00am on Friday 19th July

Interviews will be held on Monday 22nd July 2019

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



JOB DESCRIPTION



JOB DESCRIPTION

Job Title:	Administrator for Senior Leadership Team
Salary:	H4.6 £19,171 - Actual starting salary £8,997.76 (inclusive of fringe)
Main Purpose:	To provide professional, efficient and confidential administrative support for the Assistant Principals within the school Senior Leadership Team
Responsible to:	Assistant Principals
Staff Reporting to Job Holder:	None
Contacts within School:	SLT Pastoral staff e.g. Directors of Learning
Contacts outside of school:	Parents/Carers/other family members External agencies and stakeholders as appropriate
Main Duties:	<p><u>Assistant Principal Support</u></p> <ul style="list-style-type: none"> • Monitor and support with managing emails for all Assistant Principals • To support with managing the calendars of all Assistant Principals, including co-ordinating and arranging meetings • Booking and arranging resources for meetings and staff training events • Processing and confirming orders via school systems, as directed • Attend parent meetings where specified, taking full minutes and producing formal letters following the meeting as required • To provide other administrative support relating to the Assistant Principals' specific areas of responsibility • Manage and prioritise requests for support, keeping a record of the time spent on each task, to ensure equitable support for each Assistant Principal • To ensure full confidentiality, given the exposure to sensitive information through the daily requirements of the role
Other Specific Duties:	<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 actively participate in relevant staff training and development opportunities; including staff induction and behaviour support as appropriate • To be part of the school's first aid team • To comply fully with all aspects of the Trust's work on GDPR • To play a full part in the life of the Trust community; to support its distinctive aim and ethos and to encourage staff and students to follow this example • To promote and follow the Trust's corporate policies



- To comply with the Trust's Health and Safety policy and undertake risk assessments as appropriate
- To show a record of excellent attendance and punctuality
- To adhere to the Trust'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 Trust 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.



PERSON SPECIFICATION



PERSON SPECIFICATION
Administrator for Senior Leadership Team

No	Categories	Essential / Desirable	Assessed by:	
			App Form	Interview/ Task
QUALIFICATIONS				
1.	5 GCSEs (incl. Maths and English Grade C or above)	E	✓	
2.	Relevant professional qualification relating to administrative work	D	✓	
3.	Evidence of continuous professional development and training	D	✓	✓
EXPERIENCE				
4.	Education / Academy sector experience	D	✓	✓
5.	Experience working as a Personal Assistant	D	✓	✓
6.	Experience of managing multiple demands within a busy working environment	E	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
7.	Excellent written and spoken communication	E	✓	✓
8.	Excellent time management, with the ability to prioritise and organise work effectively and efficiently	E	✓	✓
9.	Ability to demonstrate tact, sensitivity and discretion	E	✓	✓
10.	Able to use all common ICT applications effectively and efficiently	E	✓	✓
11.	Excellent interpersonal skills	E	✓	✓
12.	Ability to maintain strict confidentiality in all matters	E	✓	✓
PERSONAL QUALITIES				



13.	A strong commitment to both the school/Trust values and ethos, plus own professional conduct and ethics	E	✓	✓
14.	Commitment to support the school/Trust's agenda for safeguarding and equality and diversity	E	✓	✓
15.	High attention to detail within all areas of work	E	✓	✓
16.	Deals with all stakeholders both positively and pragmatically	E	✓	✓
17.	A firm commitment to continuing professional development	E	✓	✓



INFORMATION ABOUT GOFFS 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

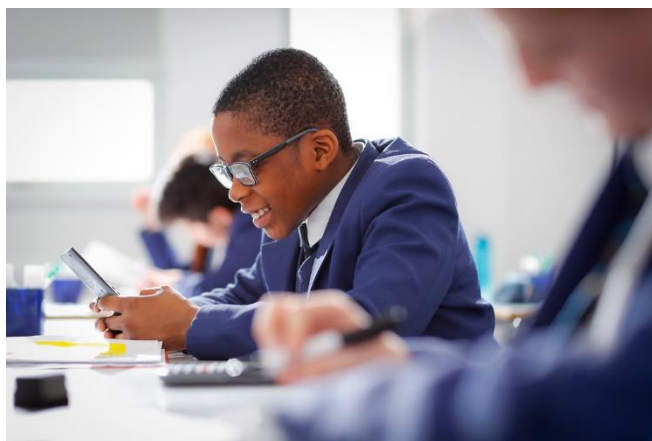
1. **To be the best teachers/professionals that we can be:** embedding rigorous and systematic processes which continuously raise the quality of teaching and which are based on a balance of support and challenge. We will ensure that everyone understands what exemplary practice looks like in their field 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

The school's academic success is widely recognised. Exam results in 2018 were another year of significant success for Goffs.



Published KS4 Measures 2018

Progress 8: +0.34 (-0.02 national benchmark)

74% of students achieved **4+ grades in English and Mathematics** GCSEs (64% national average)

English:

- +0.25 progress score (-0.04 national benchmark)
- 5+: 74% (60% national average)

Mathematics:

- +0.37 progress score (-0.02 national benchmark)
- 5+: 64% (49% national average)

Percentage of students achieving the **EBacc** qualification (English 5+, Mathematics 5+, 2 Science GCSEs, 1 Humanity and 1 Language): 23% (17% national average)

Pupil destinations - pupils staying in education or going into employment: 100%

Published KS5 Measures 2018

A Level: +0.09 (Value added score)

Academic Qualifications: +0.09 (Value added score)

Applied General Qualifications: average grade of a Distinction and +0.36 (Value added score)

Students staying in education or employment for at least 2 terms after 16 to 18 study: 95% (national average 89%)

English GCSE Retake Progress: +1.12 (national average -0.2)

Mathematics GCSE Retake Progress: +0.78 (national average 0.0)

Approximately three quarters of the 2018 Year 13 progressed to a diverse range of university or further education courses, whilst 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 number of students applying to join our Sixth Form has rapidly increased and is now over 200 per year. 102 external applicants have applied for Sixth Form admission in September 2019, in addition to 150 Goffs students. The Sixth Form is now the largest it has ever been,





and we anticipate that in September 2019 it will be full at over 300.

The school sets ambitious targets for its students and strives at all times to meet them. 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.

Community

The school 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 the lead school in 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. The 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.

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, gallery 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.



Staff Development

Goffs has an extremely strong reputation for developing 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, 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 staff 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.

Mark Ellis

Principal

July 2019



INFORMATION ABOUT 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, the former Cheshunt School, 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.

Our Trust aims for all schools in our partnership to be good or better. We want to ensure that no child, no colleague and no school gets left behind. We feel that in coming together as a group of schools within the umbrella of an Academy Trust, we are able to work more effectively and confidently to best serve the needs of our children and our communities. We are able to deploy our staff in a more flexible and responsive manner – we share our expertise and grow our own teachers and leaders. We ensure that our staff have opportunities to grow within and across our Trust, ensuring that we retain our high levels of expertise and that our succession planning is secure.

The communities that we serve across the Trust encompass stakeholders from both affluent and disadvantaged families, drawn from a variety of ethnicities and religious backgrounds. Our ethos is one of inclusivity, promoting an equality of opportunity for every child across the Trust.

We maximise the freedoms afforded to us by academisation through reinvesting any financial surplus, plus all of the monies generated through our dedicated income generation work, to create additional benefits and opportunities for our students and staff.

Learning and Teaching

Our approach to learning and teaching is to ensure a consistency of aspiration and expectations across the Trust, founded in ensuring that all students:

- achieve
- feel secure enough to take risks and make mistakes
- have high aspirations for learning and for the next phase of their education
- have high self-expectations
- promote independence, resilience, respect, tolerance, an open-minded world view
- are happy and confident
- develop independent and collaborative learning skills
- have pride in our Trust and community and know how they can successfully contribute to this



Each school's implementation and delivery of these priorities is founded in their individual identity and needs.

Employee Benefits

The Trust operates an extensive programme of benefits, open to all employees.

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
- Daily allowance of £50 for school trips and all day sports tournaments 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:

- Free use of gym
- Free use of swimming facilities
- Employee Advisory/Support Scheme
- 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



APPLICATION - HOW TO APPLY

Goffs and the Generations Trust are committed to safeguarding and promoting the welfare of students. The Trust follows a rigorous selection process, outlined below:

To apply for this post, please contact the Trust's HR Department (hr@generationsmat.herts.sch.uk) for the recruitment pack and further information on the role. Please note that an application form must be completed in full. No CVs will be accepted.

Informal discussions with the Principal, Mark Ellis, are welcome. You should call 01992 424200, extension 201.

Completed applications should be sent electronically to: the HR department at:
hr@generationsmat.herts.sch.uk

Closing date for applications: 9.00am, Friday 19th July 2019

Interviews will be held on Monday 22nd July 2019

References

Current and previous employers will be contacted as part of the pre-appointment checks. When an applicant is short-listed, any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview. Your referees should include your most recent employer, and must include the Head (or equivalent) from your most recent educational employment. References from relatives or friends are not acceptable.

Child Protection and Safeguarding

Generations is committed to safeguarding and promoting the welfare of children, and all staff and volunteers are expected to share this commitment. Staff are required, before taking up post, to undertake a criminal record check through the Disclosure and Barring Service and, where applicable, are also subject to a prohibition from teaching check.

Candidates will be assessed at interview for their suitability to work with children. Appointment is conditional upon at least two satisfactory references which include specific comments on working with children and young people.

Equal Opportunities

Generations is committed to equal opportunities for all its students and staff, irrespective of race, colour or nationality, gender, marital status, family circumstances, religion, sexual orientation, age or disability. There will be no discrimination on these grounds, or for any other reasons which cannot be shown to be justified. Candidates will be treated according to school policies on recruitment and with regard to legislation. Attention will be paid to the importance of equal opportunities education in both the formal and informal curriculum and our curriculum will be reviewed at frequent intervals to ensure that this policy is reflected in practice. The Principal is responsible to the Trustees for monitoring this policy.