

Generations Multi Academy Trust Goffs Academy



Director of Learning – Year 12

Required for September 2023

Information for Applicants





Director of Learning – Year 12

Support Staff H6 point 14 to 19 - £25,409 - £27,852 FTE per annum (plus FTE Fringe Allowance of £951 per annum)

Total actual earnings - £23,053 - £25,189

37 hours per week, term time plus 2 weeks

8am-4pm Monday-Thursday, Fridays 8am-3:30pm

We are seeking a Director of Learning to manage and lead a year group in our school Sixth Form. This is a position for a member of staff who has a passion for pastoral work and supporting students in all aspects of their school journey so that they are happy, safe, well-motivated and make excellent progress.

The Director of Learning will work with students, Form Tutors, and will liaise closely with subject teachers, with the aim of supporting every student to achieve their potential. This work may focus on addressing wellbeing, barriers to academic progress, improving attendance, developing confidence, improving behaviour, and supporting students to progress on to their preferred next step.

You will have the ability to quickly establish positive and credible relationships with diverse groups of young people, based on a firm grounding of mutual respect, and to respond flexibly to their needs and to the priorities of the school. You will act as an advocate for the young people whom you support, helping them to thrive at school and beyond.

In return, Goffs can offer you:

- An opportunity to work with an experienced, collaborative, and welcoming Sixth Form Team, and wider Pastoral Team
- A new £20million school building, opened in January 2017, with an additional new building which opened in April 2022
- 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

The successful candidate will have the opportunity to gain access to an exclusive range of benefits, including free use of the gym at Goffs Academy, priority student admission to schools in the Trust for your child after 2 years’ service, and a generous cash incentive employer referral scheme.

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

Closing date for applications: 9.00am, Thursday 15th June 2023

Interviews will be held: Week beginning 19th June 2023

The school is committed to safeguarding children and young people.

All postholders are subject to a satisfactory enhanced DBS check.



JOB DESCRIPTION



JOB TITLE:	DIRECTOR OF LEARNING
GRADE:	Support Staff - Hay 6: £23,484 - £25,927
PURPOSE:	Lead on and take responsibility for the progress and achievement of students in the designated year group
REPORTING TO:	SLT Link
STAFF REPORTING TO JOB HOLDER	Form Tutors within the year group
CONTACTS WITHIN SCHOOL	SLT; DoLs; HoDS, Student Support Team; relevant staff

MAIN TASKS & RESPONSIBILITIES	<p>Sixth Form Ethos</p> <ul style="list-style-type: none"> • Consistently communicate the school vision to members of the team • Drive the ethos of Sixth Form as Role Models to the rest of the school • Have accountability for leading, managing and developing the year group • Consistently demonstrate a positivity regarding all students • Lead rigorous and effective team meetings – identify the purpose, circulate an agenda and minutes – focused on student progress and removing barriers to learning • Establish and maintain close contact with home as part of improving student progress • Lead in setting an example in the style of approach adopted by Form Tutors when responding to the pastoral needs of their students. Be seen to administer the school's code of conduct in a fair and equitable manner, remaining approachable to students who have behaviour difficulties • Actively work as part of the Sixth Form Team to achieve the best outcomes for all Sixth Form students • Implement school policies and procedures e.g. Equal Opportunities, Health & Safety etc. <p>Monitoring, Tracking and Intervention</p> <ul style="list-style-type: none"> • Closely monitor and support the overall progress and development of all students in the year group • Plan effective pastoral meetings that focus on student progress and removing barriers to learning • Work with individuals, undertaking academic mentoring/coaching, monitoring, liaison with SLT, HoDs, subject staff, home and other agencies as appropriate. • Following each tracking cycle, review assessment data and co-ordinate follow up across the year group with SENCo, keeping Form Tutors, subject teachers, HoDs, SLT and home informed of action taken • Monitor and track individual student targets and progress, maintaining a central record of assessment data and targets to monitor the progress of students and the effectiveness of the team. Present the data at Venn meetings. • Assist the Assistant Principal Sixth Form to plan early intervention programmes as identified by tracking data. • Lead the work of the Learning Mentor by identifying students requiring additional support in independent learning, identifying post-18 destinations and writing applications • Assist the SEN department in identifying, monitoring and supporting students in line with our Local Offer • Monitor the quality and delivery of Form Time <p>Attendance and Admissions</p> <ul style="list-style-type: none"> • Set and monitor targets for attendance, supporting students with low attendance by identifying barriers, implementing relevant strategies, and working with home to improve attendance.
MAIN TASKS & RESPONSIBILITIES (CONT.)	

	<ul style="list-style-type: none"> • Manage the placement of external students into the year group and ensure their effective integration into school. • Support the enrolment of students into Year 12, ensuring they are allocated to appropriate courses. • Attend GCSE results day to assist students who need to re-opt for Sixth Form courses following their results <p>Personal Development, Form Time, Destinations and Enrichment</p> <ul style="list-style-type: none"> • Lead in the development, in consultation with Vice Principal and Assistant Principal of Sixth Form, a Form Time programme and produce schemes of learning as appropriate • Work with the Head of Personal Development in designing the personal development curriculum • Promote community activities and G-Involved for students that create a sense of belonging to the school • Ensure that cover arrangements are appropriate when Form Tutors are absent • Manage and oversee Form Time sessions including the mentoring of students • Organise, oversee and deliver assemblies and ensure the appropriateness of the content delivered • Promote super curriculum and enrichment opportunities to students to ensure they maximise their opportunities to develop wider skills. • Plan, organize and oversee the research for Post-18 Destinations to enable Year 12 students to make informed decisions about the path they want to choose. <p>Behaviour for Learning</p> <ul style="list-style-type: none"> • Maintain high visibility/profile with students throughout the school day • Ensure the behaviour & engagement of the Sixth Form is in line with the school's BfL Policy • Ensure the Sixth Form Dress Code is adhered to and any non-conformance is followed up. • Actively support and provide the school's developing ethos of restorative justice and lead RJ sessions with both staff and students • Engage external agencies in supporting the individual needs of students as appropriate • Contribute to the production of Pastoral Support Plans as appropriate, communicating with parents or carers in such instances • Support staff in ensuring that each department takes full ownership of Behaviour for Learning • Provide help and support on issues relating to behaviour following a period of exclusion or for casual admissions • Report areas of concern and success on a regular basis to the Vice Principal – Behaviour & Safeguarding • Undertake 'learning walks' as needed • Staff any isolation room on a rota as designated by the Vice Principal
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	<p>Communication</p> <ul style="list-style-type: none"> • Ensure prompt and regular communication with parents, meeting with them as needed, in order to ensure that any concerns are addressed in a timely and appropriate way • Lead in the development and management of activities and information events for parents as appropriate • Meet regularly with other Directors of Learning to identify good practice and share any concerns regarding students • Ensure Regular and effective communication with Form Tutors to ensure the needs of all students are met <p>Record Keeping</p> <ul style="list-style-type: none"> • Ensure that pastoral records for the year group are thoroughly maintained and updated • Record all communication with parents and students on Arbor/student file <p>School Events</p> <ul style="list-style-type: none"> • Organise events relevant to year group e.g. Parents Evening, Parent Information Evenings, Celebration Evenings and Assemblies, Induction, Post-18 Destination Evening • Support whole school and Sixth Form events e.g. Open Evening, Into the Sixth, Options Evening and undertake other duties commensurate with the post as directed by the Assistant Principal – Sixth Form • Support planning and organizing Year 12 induction to ensure a positive experience for prospective Sixth Form students <p>Strategic Planning</p> <ul style="list-style-type: none"> • Be an agent for change, implementing whole school initiatives which support the raising of student attainment and achievement (including More Able, SEND, Pupil Premium and English as an Additional Language) • Undertake rigorous and effective appraisal, in line with school policy • Devise the Year Group Improvement Plan in conjunction with the SLT Link and ensure its implementation • Conduct regular student voice to identify areas for improvement and make recommendations to the Assistant Principal, Sixth Form
<p>Additional Duties:</p>	<ul style="list-style-type: none"> • To attend all appropriate meetings • To contribute to the whole school's planning activities • To supervise the Sixth Form Common Room and LRC to ensure students are using independent study time appropriately. • To act as a member of the Safeguarding Team, and primary safeguarding contact for the Sixth Form Team.

	<ul style="list-style-type: none"> • To maintain discipline in accordance with the school's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. • To monitor and manage the student's use of the Flexi-reg system to ensure its effectiveness • To carry out break and lunch duties and supervise after school detentions as designated by the Vice Principal on a rota basis
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Other Specific Duties:

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

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

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

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

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

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

Agreed by _____ (Job holder) Date _____

Agreed by _____ (Line Manager) Date _____



PERSON SPECIFICATION



PERSON SPECIFICATION: DIRECTOR OF LEARNING

Essential:	Desirable:
Qualifications: <ul style="list-style-type: none">• 5 GCSEs (including English and Maths) grade C and above	<ul style="list-style-type: none">• Relevant qualifications in counselling, coaching or mentoring
Experience: <ul style="list-style-type: none">• Excellent organisational skills• Experience that relates to pastoral, mentoring or counselling support to young people• Experience of working effectively and positively as part of a team	<ul style="list-style-type: none">• Direct experience of coaching and mentoring young people
Professional Expertise: <ul style="list-style-type: none">• Excellent communication skills• Able to manage work load effectively and efficiently	

<ul style="list-style-type: none"> • Evidence of continuing professional development 	
<p>Personal Qualities:</p> <ul style="list-style-type: none"> • Excellent organisational / prioritisation and time management skills • Energy, enthusiasm and a “can do” attitude • Tenacity, robustness and able to pursue matters to a close • Able to work flexibly and proactively while maintaining a high level of professionalism • Able to work effectively in a team • Able to work with resilience under pressure and meet deadlines • Possess excellent intrapersonal skills and a high level of emotional intelligence • Be committed to safeguarding and promoting the welfare of children and young people • Have a passion for education and have high expectations of all young people • Sense of humour, common sense and the ability to maintain a sense of perspective 	



INFORMATION ABOUT OUR SIXTH FORM

THE SIXTH FORM AT GOFFS

Sixth Form education provides a crucial transition between a student's education in Years 7 to 11, and their steps into university, apprenticeships, employment or further training on leaving school. We recognise that this is a stage of paramount importance in students' lives.

Members of Goffs' Sixth Form join an extremely vibrant community of students and staff committed to achieving excellence in everything that they do. At Goffs we offer the highest quality of learning and teaching, coupled with a dedicated team of Sixth Form leaders and Form Tutors who provide a sophisticated programme of support and mentoring from the first day.



We offer a full suite of qualifications to meet every need and career aspiration, with a wide range of A level subjects, and a diverse variety of other qualifications including the Extended Project Qualification (EPQ), Level 3 BTECs and other vocational qualifications. Sixth Form students enjoy exclusive use of the common room and study area which provides a contemporary working environment. Students are encouraged to work diligently, to develop independence, self-confidence and an

awareness of others. In return, we do of course expect high levels of individual responsibility and commitment, both to students' own studies and to the wider school community.

As part of our enrichment curriculum all Sixth Form students undertake volunteering within our school community, often as sports leaders, reading mentors, or by providing support in specific subject areas. In addition, many of our students take advantage of 'Super-Curricular' opportunities such as attending summer schools, insight days, and masterclasses. As well as making a hugely positive contribution across the school, these opportunities provide a distinctive competitive edge in applications for Higher Education, Apprenticeships or employment following Year 13.

Sixth Form students are also actively involved in extra-curricular activities throughout the school, ranging from participation in school plays, dance and musical productions to representing the school in various sports, running clubs or leading community activities.

The Sixth Form at Goffs offers a top class educational experience, reflected in the increasing demand for places from both current Goffs students and students from other schools. Whatever a student's goals and ambitions, our Sixth Form can deliver the results and enrichment opportunities to help them achieve their potential.

Theresa Harris
Assistant Principal: Sixth Form



INFORMATION ABOUT GOFFS ACADEMY AND THE GENERATIONS MULTI ACADEMY TRUST

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Welcome to our information pack about Goffs and the Generations Multi Academy Trust. We are a mixed 11-18 comprehensive Academy with approximately 1,550 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 a level of prior attainment significantly above that of the national average. We are, though, a true comprehensive school and welcome a mix of students of all levels of prior attainment.

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 being a designated Leading Edge School, and chairing 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. The school has further invested in an additional new building, which opened in April 2022, which includes 8 brand-new classrooms, as well as a state-of-the-art fitness centre run by Lifestyle Fitness, with whom we work in close partnership.

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 school 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, GMAT, was established from 1st September 2016, with Goffs as the lead school within the Trust. Subsequently, the Trust took over the former Cheshunt School and established Goffs-Churchgate Academy, which is now another thriving secondary. Goffs-Churchgate is a fully mixed comprehensive school from 11-16 years of age, with 600 on the roll. Recognising that not all children thrive in large secondary schools, the Trust made a deliberate decision to offer both a larger and much smaller secondary school for local parents to choose between. 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. Both secondaries enjoy extremely high levels of Year 6 applications, with both being fully over-subscribed. Flamstead End Primary joined the MAT from 1st January 2023, and is another highly successful, thriving and nurturing community, rated “outstanding” by Ofsted. All of the schools are within close proximity of each other and 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.

From Spring 2023, the MAT will open nursery provision on the Goffs-Churchgate site, with subsidised and term-time only places for staff. The nursery is run by Ashbourne Nurseries - <https://ashbournedaynurseries.com/>

The MAT is extremely clear about its daily purpose, reflected in its motto of “No Set Destiny for Any Child.” All of our schools, leaders and staff fiercely believe in the life-changing nature of education and work tirelessly to that end, day in and day out. There is no set destiny for any of the children in our care; rather, our daily work across the piece allows children to forge new futures and destinies.

The MAT is extremely financially secure. Finances are overseen by a Chief Finance Officer with considerable financial expertise in the private sector, plus a highly experienced Finance Manager. The Trust deliberately created an Income Generation function, and extensive lettings and business development work now takes place across all sites in the MAT. This additional income – now yielding in excess of £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 were reduced from 19/20 as a direct result of the additional monies coming into the Trust via this income generation work.

We are looking forward to further widening our Trust and to working in partnership with both primary schools and further secondaries. Further information about GMAT can be found here: <https://generationsmat.com/>

Outcomes

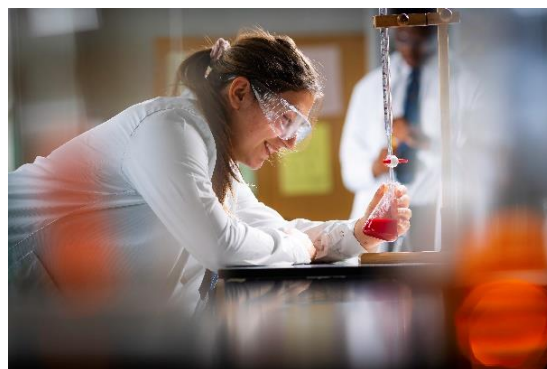
Our strategy for continuous school improvement has had huge success and we are actively committed to ensuring that our very popular and successful school, plus the wider MAT, continues as a centre of excellence in the community.

Exam results in 2022 were another year of huge success for Goffs. GCSE highlights include:

- Student progress outcomes which remain above national average
- 75% 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: 89%/72%
- Maths grade 4/5 or more: 79%/60%
- Percentage of grade 7 or more in all subjects: 24%

Crucially, students were well supported in progressing onto a range of exciting destinations. The majority of Year 11 students have continued their studies in the Sixth Form at Goffs, with all others securing a place in further education or training. 71% of Year 13 students secured a university or college place to start in autumn 2022.

At A Level, continuing the upward trend of recent years, students achieved another excellent set of exam results, including an overall 100% pass rate. The wide range of university or further education courses onto which students have progressed include Law, History, Geography, Maths, Finance, Physics and Astrophysics, and Project Management for Construction, whilst many 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 continued to increase, such that we now have approximately 350 Sixth Formers within our school community.



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 the Rainbow Trust, and maintain strong links with our local primary schools. In addition, our young Sports Leaders regularly work in primary schools.

Goffs runs a 'G-Involved' Volunteering programme, where every Sixth Form student completes 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 Broxbourne Partnership. The school building is used for evening, weekend and holiday classes, 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
- Community and Charity Leaders
- House Leaders
- Sports Leaders
- Top Team

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 student exchange with a school in Beijing, 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 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 Learning Mentors for the school.

Goffs School Dog



GMAT has a school dog – a 5 year old cocker spaniel called Huxley.

Huxley belongs to the Chief Executive Officer and is based in her office at Goffs whenever she is on site. He spends time with students at break and lunchtime, undertakes the odd learning walk (ie romp), is available at the start of exams to help keep anxiety low, and also spends time in Learning + with our more needy students. Huxley has developed an obsession with pepperoni pizza, courtesy of his student partners in crime, and has also proved himself to be adept at playing Frisbee and football, although less adept at giving the Frisbee and football back.... He is also available for staff cuddles as desired, and is very happy indeed to oblige, particularly if you'll play with him. Staff who do not want any contact with Huxley of course do not have to have any. Full risk assessments and insurance are in place for Huxley.



Staff Development

Goffs has an extremely strong reputation for staff development, across 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 ECT or highly experienced colleague, whilst Alison Garner, Chief Executive Officer of the Generations Trust, chairs 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, built into protected time within the fortnightly timetable, 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 ECTs 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.

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, as well as supporting colleagues to undertake various NPQs (National Professional Qualifications). 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
- Supported Nursery provision with Ashbourne at any of their nurseries in the **Buckinghamshire, Essex, Hertfordshire, Northamptonshire, and Bedfordshire area:**
 - 15% discount for all Trust staff.
 - Term time only places are available
- Onsite car valeting at a reduced price for Trust staff
- Substantially discounted membership to Lifestyle Fitness’s state of the art purpose built gym, at Goffs Academy

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 (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 £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

Mark Ellis
Principal



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:

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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