

Generations Multi Academy Trust Goffs-Churchgate Academy



Teacher of Drama (Maternity Cover)

To start September 2018

Information for Applicants





TEACHER OF DRAMA
(MATERNITY COVER – Fixed Term)

REQUIRED FOR SEPTEMBER 2018

To provide cover for one of our colleagues for a period of up to 12 months

**EXCITING OPPORTUNITY TO WORK IN THE GOFFS GENERATIONS MAT AT THE NEW
GOFFS-CHURCHGATE ACADEMY**

The successful candidate for this post:

- is an outstanding practitioner, with the energy to inspire, motivate and challenge students
- could be in the early stages of their teaching career and would benefit from a first class training programme across the trust
- has a passion for learning and teaching Drama
- has a positive, can do attitude with colleagues and students
- believes in the right of every student to fulfil their potential
- has excellent interpersonal skills and is a real team player

In return Goffs-Churchgate can offer you:

- The opportunity to lead on the strategic development of an entirely new school, which has already generated significant local interest and excitement
- Brand new teaching facilities and a highly professional working environment
- A truly collaborative working environment
- A highly aspirant school, with students and staff equally committed to that agenda
- Outstanding career development, including opportunities 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

For further details please see the application pack below and submit your application via the TES. Please include your supporting statement within your application.

Alternatively you can contact Nina Wood, Executive Principal’s PA and HR Officer, on 01992 424200, Ext 201, or by email at NWo@goffs.herts.sch.uk from the 16th April 2018 due to the Easter break.

Closing date for applications: Tuesday 24th April 2018, 9.00am

Interviews will be held on Friday 27th April 2018

The school is committed to safeguarding children and young people

All postholders are subject to a satisfactory enhanced DBS check



JOB DESCRIPTION



JOB DESCRIPTION

<u>Job Title:</u>	Teacher of Drama
<u>Salary:</u>	MPS/UPS Full Time
<u>Purpose:</u>	To deliver to students a balanced, relevant and differentiated curriculum in Drama; 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 Department
<u>Purpose:</u>	<ul style="list-style-type: none"> • To deliver, as directed, syllabuses, resources, schemes of work, assessment and marking policies and teaching strategies so that student's needs can be met • To report student progress in Drama to the Head of Department and to parents/carers • To contribute to the department improvement plans so that the quality of teaching and learning in Drama can be continuously improved
<u>Main Duties:</u>	<ul style="list-style-type: none"> • Set high expectations of all students and have an aspirational ethos • Plan and teach high quality lessons which cater for all abilities and ensures every child makes outstanding progress in each lesson • Assess students work accurately and regularly, provide high quality feedback and record assessment information in the school assessment database • Analyse student data, identify vulnerable groups and implement intervention strategies • Liaise with colleagues in researching, developing and reviewing schemes of work to ensure they remain fit for purpose • Maintain an orderly learning environment, manage behaviour well and support colleagues to in the smooth running of the school • Create opportunities for the effective use of ICT in lessons to support learning • Contribute to the development of whole school policies and working parties • Maintain personal expertise by remaining up to date in subject matter and contemporary thought • Communicate with parents about their child's progress, behaviour and attainment • Attend and contribute to Faculty and other whole school meetings • Apply a working knowledge of Health & Safety to all lessons and activities both in and out of school • Participate in enrichment activities • Undertake the main professional duties of a teacher as set out in the School Teachers Pay and Conditions of Service document. • Meet or exceed the career stage expectations of the teaching standards • Other duties at the discretion of the Principal

<u>Competencies:</u>	<p><i>Passion for learning:</i> creating a learning environment that supports students in their learning and encourages them to become confident, independent learners</p> <p><i>Challenge and support:</i> caring for the students and expressing positive expectations</p> <p><i>Managing students:</i> directing, enthusing and motivating students so that effective learning takes place in an orderly learning environment.</p> <p><i>Confidence:</i> show confidence and a willingness to take on challenges</p> <p><i>Team working:</i> work with others in the department to achieve shared goals</p>
<u>Knowledge and Experience:</u>	<ul style="list-style-type: none"> • Honours degree in a relevant subject • Teaching qualification • Excellent time manager with the ability to work to tight deadlines • Highly organised and efficient • The ability to communicate effectively • Excellent interpersonal skills • The ability to demonstrate initiative • Proven ability to build positive relationships with students, parents and staff • Good team member • Ensures they, and others, follow the policies, systems and procedures of the school
<u>Other Specific Duties:</u>	
<ul style="list-style-type: none"> • To continue personal development as agreed at appraisal reviews • To engage actively in the appraisal review process • To address the appraisal targets set by the line manager each Autumn Term • To play a full part in the life of the school community, to support its distinctive aim and ethos and to encourage staff and students to follow this example • To support the school in meeting its legal requirements for worship • To promote actively the school's corporate policies • To comply with the school's Health and Safety policy and undertake risk assessments as appropriate • To show a record of excellent attendance and punctuality • To adhere to the school's Dress Code • To undertake any other reasonable duty delegated by the Principal 	

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

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

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

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

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

AGREED BY: _____ **(Job Holder)** **DATE:**

AGREED BY: _____ **(Line Manager)** **DATE:**

****NB: In most cases, the line manager is the Head of Department for your main teaching subject***



PERSON SPECIFICATION



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TEACHER OF DRAMA

Essential:	Desirable:
Qualifications <ul style="list-style-type: none">• Qualified Teacher Status• Degree relevant to area of responsibility	<ul style="list-style-type: none">• Higher degree e.g. MA, Med
Experience <ul style="list-style-type: none">• To have successfully taught Drama across KS3 – KS4 with good or outstanding outcomes, or good and outstanding observations in the case of an NQT	<ul style="list-style-type: none">• Ability to teach English
Professional Expertise <ul style="list-style-type: none">• Outstanding practitioner or the demonstrable capacity to develop into one• Able to secure outstanding outcomes• Ability to use data effectively to support planning of lessons• Excellent organisational skills and time management• Effective use of ICT• Excellent knowledge of learning, teaching and assessment strategies	
Personal Qualities: <ul style="list-style-type: none">• A commitment to the aims and ethos of the school• Desire to raise student achievement at all levels• Solution focused attitude• Ongoing commitment to professional development	



INFORMATION ABOUT THE DEPARTMENT



DRAMA AT GOFFS-CHURCHGATE

The Drama Department is part of our Creative Arts Faculty and benefits from working in close collaboration with members of other departments. The department is an enthusiastic and supportive department, focused on ensuring outstanding results across all Key Stages. The department leads on productions within the school including the very popular Christmas Showcase.

The department operates in a brand new facility, opened in Autumn 2016. All rooms include interactive whiteboards, projectors and have full classroom facilities to support learning. There is a wide range of ICT support and rooms that can be booked by a class teacher if the curriculum or learning dictates that. As well as the use of the stage in the school hall, all of the Drama lessons take place in a new purpose built Drama studio. This includes professional lighting and sound equipment. There is a close link between the Drama department at Goffs-Churchgate and Goffs Academy which leads to collaborative approaches to learning at both schools.

At Key Stage 3, we build the foundation for GCSE study by not only facilitating students' learning of subject content, but also by developing and strengthening our students' skills. The students cover the core skills that are required for Drama at GCSE. Students are taught in mixed ability classes.

At Key Stage 4, Drama is an optional subject. It is a popular choice with our students as they undertake the BTEC in Performing Arts. The outcomes for the students are always excellent.

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

We will be seeking to appoint an outstanding practitioner who enjoys highly collaborative working in a friendly and positive environment, where we share ideas, work collaboratively, and strive to maintain the highest educational standards in order to achieve outstanding outcomes for our students.





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



Information about Goffs-Churchgate and the Generations Multi Academy Trust



Welcome to our information pack about Goffs-Churchgate and the Generations Multi Academy Trust. The Goffs-Churchgate Academy is the first school to join the Goffs Generations Multi Academy Trust. This recently established school now has a new uniform, name, brand, leadership and curriculum, based on the hugely successful model in place at Goffs Academy.

The school is a fully mixed comprehensive school from 11-16 years of age, with 260 on roll; it is intended to rapidly expand this number to 120 per year group, making a school of 600. Our first ever open evening at the end of September saw significant numbers coming through the door, reflecting the very high level of local interest in the school. Local estate agents report significant interest in parents moving to the locality with a view to being near Goffs-Churchgate: a very successful future is predicted for the school. Reflecting this, the current Year 7 is already over-subscribed, and the level of applications for Year 7 September 2018 mean that that year group is also full, with a waiting list.

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

The post offers a genuine opportunity to join a brand new school and to be in from the start on a successful community, changing the lives of the young people who we care for.

Professional Working and Learning Environment

The school has recently benefited from brand new facilities, opened in October 2016. These include brand new teaching and learning facilities for all subjects. The school also benefits from high quality playing surfaces for PE, a Dance studio and an indoor swimming pool. The new facilities provide light, modern, professional and a fit for purpose working environment for all.



The Generations Multi Academy Trust

In early 2016, Goffs Academy received a direct approach from the DfE asking that they consider establishing a Multi Academy Trust and work in partnership with other schools. As a result, the Generations MAT was established from 1st September 2016, with Goffs as the lead school within the Trust. Goffs-Churchgate was born from that vision. The two schools are within walking distance of each other and already share many activities, including CPD for staff. One of the Trust's fundamental principles is that no one school is in any way more important or successful than the other. As such, CPD and other events are rotated through all schools in the Trust, with everyone learning from and sharing with each other. This collegiate and collaborative approach permeates our Trust.

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



The success of Goffs Academy will be transferred to Goffs-Churchgate Academy. Whilst Goffs-Churchgate Academy, does not have any results at present having opened at the end of August 2017, it is fully our expectation to exceed National Averages in all key measures in 2018. To support this, 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-Churchgate Academy a very exciting and rewarding community to be a part of.



Community



Goffs-Churchgate prides itself on its sense of community – both within the school itself, and in the wider locality. We are members of Cheshunt Extended Services (ChExS), offering a variety of extended school and community based activities for both students and parents. Our students actively support local charity work, and maintain strong links with our local primary schools.



We firmly believe in every student feeling a strong sense of community and on entering the school, each student is placed in one of four Houses: Curie, Edison, Faraday, and Rubix. Each House is led by a team of student House Captains and has a clear sense of identity. Regular competitions and assemblies strengthen this sense of community. Students within each House arrange a variety of fund raising events throughout the school year. The House raising the most money in the year for our school charity will be awarded the annual Charity House Shield.

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

- Student Executive
- Community Captains
- Mental Health Champions

Across the Multi Academy Trust a large variety of annual school trips give students the opportunities to sample different cultures, whilst an extensive programme of off-site visits provides opportunities for students to experience the diversity that exists within the UK, including theatre, galleries and museum visits.

Goffs-Churchgate is proud to be a truly comprehensive school, with students and staff from different religions and a number of languages spoken in the school. We recognise and celebrate what makes us unique and different, and acknowledge that we are also part of one community. Our aim is for everybody to feel valued and respected and we strive hard to ensure we create a positive culture within the school to enable this to happen.

Care, Guidance and Support

Successful learning takes place when students feel safe, confident, respected and valued, and are engaged. Goffs-Churchgate believes in supporting and nurturing all students in their quest to become successful learners. As such, we place a high value on pastoral care as an integral part of the life of the school. We have an extensive pastoral care system to support the welfare and progress of all our young people.

Staff Development

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

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. Many use their disaggregated time to coach others or to receive coaching. Moreover, there are specific training sessions for NQTs and other interested staff which run every Wednesday after school.

We also place a lot of emphasis on 'on the job' training and support. A thorough induction scheme is available to all new staff, and mentors/buddies are assigned to guide you through those new routines. Finally, external courses can of course be booked if, on very rare occasions, we cannot cater for a particular training need in house.

Leadership Development

The Trust's Leadership Academy encompasses both staff and student leadership development through a series of student led groups and staff leadership pathways. The staff programme specifically provides opportunities for:

- Aspiring Middle Leaders
- Aspiring Senior Leaders

All pathways are personalised for the individual and staff receive one to one support from a mentor alongside working on a whole school project. Both support staff and teaching staff are welcome to join the Leadership Academy at any point in their career.

A full suite of leadership training is offered with a range of sessions including:

- Communicating vision and values
- Developing your leadership approach
- Building a high performing team
- Supporting your team
- Leading your team day to day
- Quality assuring effective teaching
- Observation for improvement
- Using data for impact
- Fostering positive behaviour for learning
- Leading and managing innovation and change

Attendance to all training sessions leads to certification by the SSAT. In addition, we encourage aspirant Senior Leaders to take part in the SSAT 'Stepping Up to Senior Leadership' training programme, which includes four external sessions throughout the year. As part of the Trust's commitment to developing future leaders, a number of the existing Senior Leadership Team across both schools gained experience through an 'Associate' SLT position before gaining substantive leadership posts.

Staff Benefits

Alongside our very strong focus on outstanding professional development and promotion opportunities, we also offer a range of benefits including:

Competitive base salary with a tailor made development plan aimed at enhancing your future [earnings] potential through:

- High quality, personalised CPD
- Bespoke leadership development programmes
- Subsidies for Masters and Degree courses
- Secondment and shadowing opportunities
- As part of our Multi Academy Trust, "Generations", potential to work across more than one school to develop career enhancing skills and knowledge

Additional financial incentives and tax efficient benefits, including:

- Exam marker payment of £400 plus 2 days paid leave to do the marking (1st year)
- Childcare voucher scheme
- Payments for staff taking weekend sporting fixtures: staff paid £200 for leading a minimum of six Saturday fixtures plus 6 weekly training sessions
- A daily allowance of £50 for school trips taken over a weekend or any school holiday
- 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 at Goffs Academy
- Free use of the swimming pool at Goffs-Churchgate
- 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 J Garner
Executive Principal
March 2018