



# FLAMSTEAD END SCHOOL DEPUTY HEADTEACHER INFORMATION PACK



NO SET DESTINY FOR ANY CHILD

# CONTENTS

Advert	Page 3
Welcome Note from Headteacher	Page 4
Welcome Letter from Chair of Trustees	Pages 5-6
Application Process	Page 7
Job Description	Pages 8-9
Person Specification	Pages 10-11
About Generations Multi Academy Trust (GMAT)	Pages 12-18
GMAT Leadership Structure	Page 19
GMAT Governance Structure	Page 20
References	Pages 21-25

# DEPUTY HEADTEACHER ADVERT



**Role: Deputy Headteacher of Flamstead End School**

**Salary: L7 – L11 (£56,126 - £61,789)**

**Start Date: April 2024**

**Are you a dynamic, innovative, and experienced leader, ready to take up an exciting new challenge?**

Flamstead End School is a thriving, two form entry Primary school in Cheshunt, Hertfordshire, and part of the Generations Multi Academy Trust. We are seeking to appoint an outstanding Deputy Headteacher for an April 2024 start. Applications are welcome from experienced leaders. This post is not suitable for Early Career teachers. Outstanding candidates will have a genuine desire to do their best for the education of our children and will believe in the school's core values of compassion, curiosity and courage.

We are looking for someone who:

- Is enthusiastic, friendly and an exceptional leader
- Can inspire and nurture an existing team of strong teaching staff
- Can engage effectively with the parental community
- Can enthuse the school community with ideas for the wider curriculum
- Understands our children's needs and behaviour
- Has a comprehensive understanding of EYFS, KS1 and KS2

The school offers:

- A stable, enthusiastic and dedicated and hard working staff team
- A supportive Local Academy Board who challenge when appropriate and acts as a critical friend
- A vibrant and caring community
- Well-motivated, happy and confident pupils who are extremely proud of their school

We would highly encourage a school visit for this post. To arrange this, please contact Sue Spicer on 01992 308888.

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

## **Recruitment Timeline:**

**Closing date** - 9am, Friday 26th January 2024 | **Interviews** - w/c 29th January 2024

The Trust reserves the right to process applications as they are received, and early applications are encouraged. Previous applicants need not apply.

Generations Multi Academy Trust is committed to the safeguarding and welfare of children and applicants must be willing to undergo child protection screening appropriate to this post, including checks with past employers and the Disclosure and Barring Service.

Please note that this role 'exempt' from the Rehabilitation of Offenders Act 1974 and therefore, you are required to declare any convictions, cautions, reprimands and final warnings that are not 'protected' (i.e. filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013). Further information is available on the school's website.

# WELCOME FROM SARAH BAKER, HEADTEACHER



Thank you for your interest in the Deputy Headteacher position at Flamstead End School. I hope that this information pack and accompanying documents will give you a sense of what we are looking for, as well as a flavour of our wonderful school.

Flamstead End is a dynamic and vibrant school of which I am exceptionally proud to be the Headteacher. I pride myself on being an approachable, compassionate, and enthusiastic leader and I place the improvement of the life chances of the children we serve at the heart of everything we do. I have the highest of expectations regarding the quality of education we provide for our children and am seeking to find a Deputy who shares this commitment.



The children at Flamstead End are happy children, who are welcoming and polite and are very well behaved. Our staff members are highly experienced, confident classroom practitioners with excellent subject knowledge, and we place an importance on vibrant learning environments which are literacy rich.

Our school joined the Generations Trust in January 2023. We are a thriving two form entry school in Cheshunt with approximately 490 children on roll in our preschool, nursery and primary school. We have a longstanding and experienced staff who have high expectations of the behaviour and outcomes of the children in our school.

Each school in the Trust and its SLT operate with a high degree of autonomy. The CEO and VCEO move between the schools each week, working with and supporting each SLT.

Our core values of Courage, Curiosity and Compassion form the basis of all that we do in school. We encourage our children to take risks and believe that they can achieve anything! We welcome their questions, and we are proud of the way they treat each other. We aim for our pupils to be courageous in their thinking and actions.

These core values are what we try to instil in our children but are also what we try to hold central to the running of the school. We have the courage to stand up for what is right, as leaders we make sure we are following a curriculum which is right for our children and addresses the individual needs of the community. We try to be proactive but also adaptable and flexible. We are always driven by what is the right thing to do and not simply guided by external pressures. We never give up, always asking ourselves are we doing the right thing for the children and in doing so we challenge ourselves. We try to develop and foster independence and curiosity in the children from the very first experiences they have in reception, and the Early Years curriculum has been carefully designed to develop this curiosity. We look for answers, constantly reviewing and asking are we sure we have done everything we could, have we done the very best by the children of our school? We aim high, we value the importance of a well-rounded child at FES, and the importance of ensuring children leave with skills of kindness, and the ability to share or work as a team. However, we also hold very high importance on ensuring that children leave with the best possible life chances, having made the best academic progress, from their individual starting point. It is also exceptionally important to us to develop a nurturing environment which builds on principles of compassion for pupils and staff. I put the staff at the heart of what we do, and endeavour to lead all of our community with compassion. We value a variety of activities that foster these skills including the various school leadership opportunities we have, anti-bullying ambassadors, wellbeing ambassadors, playground buddies and our communications team.

We are seeking an exceptional candidate for the post of Deputy Headteacher. The candidate will have experience of leading a subject whole school with demonstrable evidence of positive impact. Applications are welcomed from dynamic, experienced, thoughtful, and driven leaders, who are excited by the opportunity to join a highly successful school and play a leading role in improving our school even further. The successful applicant will join a strong, supportive, and enthusiastic senior team, and will also work with a dedicated, expert, and ambitious Trustee body. You will have access to dedicated external leadership coaching to support you in your role and with your further professional development and will also have opportunities to engage in leadership work across the Generations Multi Academy Trust.

Prospective candidates are welcome and encouraged to arrange a tour of the school (or telephone conversation) with me. To do so, please contact myself via Sue Spicer on 01992 308 8888.

We are excited about meeting our next Deputy Headteacher and hope to hear from you.

**Sarah Baker**  
**Headteacher**

# WELCOME FROM THE CHAIR OF TRUSTEES



Dear Candidate

I am delighted that you are interested in becoming the next Deputy Headteacher of Flamstead End Primary. We are very proud of the school and are excited about its future.

Flamstead End is a vibrant, welcoming, over-subscribed two form entry school with a Nursery and Preschool. Flamstead End combines delivering the highest of standards with being a genuinely happy, nurturing environment that is very much centred on the young people who learn there.

The school is at an exciting moment in its development. It is ready for its next Deputy Headteacher to join its recently formed leadership team, to bring new thinking and ideas for the next stage of its journey. Sarah, the new Headteacher, writes separately in this application pack to provide more information about the school and the role.

You will, I am sure, have already looked at both its outcomes and most recent Ofsted report. You will have seen how the school currently performs and we are ambitious for much improved outcomes in the coming year.

GMAT is based in Cheshunt in Hertfordshire and currently has two secondaries and one primary school. We also launched an independently run Nursery on the Goffs-Churchgate site in Spring 2023. We currently support around 2,630 students and 344 staff. There is a strong possibility that the Trust will further expand for Easter or September 2024. However, it is important to say that GMAT has no plans for world domination: we do what we do with great success, and intend to manage our success and growth carefully.

All the schools in our Trust are, first and foremost, outstanding learning communities where academic excellence is married with structured and nurturing environments designed to ensure that every child can thrive. We believe in providing a disciplined working environment in which all students can achieve their full potential. There is a very high standard of teaching across all schools which, coupled with a strong work ethic, allows our students to flourish. Our imperative, the relentless focus of the daily work of each member of our staff, is directly reflected in our core commitment to there being no set destiny for any child, regardless of their starting point.

Partnership is at the heart of our improvement strategy with all of our academies. Fundamentally, we are committed to having a Trust wide school-led system that ensures:

- Quality first teaching day in and day out
- The highest possible standards of achievement for each child
- Robust and effective leadership and governance
- The highest standards of financial/business delivery, ensuring that the Trust's business operation underpins the delivery and work of all of our academies
- Personalised, high quality professional development for staff, ensuring a highly skilled workforce

We have very deliberately created a MAT wide, fully centralised, suite of services encompassing Finance, HR, ICT, Facilities, Data and Income Generation, all of which provide daily, dedicated support to each of our school leaders and their senior teams. All of our schools and their leaders reap the rewards of expert central support, allowing them to focus on their core purpose of running their schools. The Income Generation function currently generates in excess of £500,000 per annum, money that is ploughed directly back in to enhanced staffing levels and facilities.

What kind of person are we looking for? This very strongly community centred school needs a deputy Headteacher with the ability to develop positive and lasting relationships. A leader who enjoys coaching and mentoring; one who sees doing so for the next generation of leaders as a privilege. We particularly want a leader who will thrive on working in an overtly nurturing community, who will involve all stakeholders and who has the highest of standards and aspirations for themselves and those around them.

What would you find in us? Our people are our greatest asset and are nurtured and developed as such. In GMAT you would find both professional challenge and support, working with an ambitious, dedicated group of leaders. All of our Principals and Vice Principals/Deputy Headteachers are offered expert external leadership coaching, paid for by the MAT. In addition, you could have the opportunity to undertake MAT wide school improvement work. You will be supported (and challenged) by an experienced and professional group of Trustees.

As Deputy Headteacher of Flamstead End School, you would focus your energy and skill on ensuring that your school delivers for the young people in your care, and for the dedicated and passionate staff. You would have the support of our highly experienced CEO, Vice CEO and a full suite of centralised MAT services.

You will, I am sure, have already looked at both its outcomes and most recent Ofsted report. You will have seen how the school is currently performing. We are ambitious for much improved outcomes in the coming year. We have strategies in place which are designed to achieve significant improvements. They are already yielding encouraging results. We want to recruit a Deputy Head with the experience, flair and commitment to help to lead this school to ever higher levels of success.

I very much look forward to receiving your application.

**Andrew Clarke KC**

**Chair of the Generations Multi Academy Trust Board**



# APPLICATION PROCESS

Please submit the GMAT Application form to include your personal statement, outlining saying in no more than two sides of A4 minimum font size 11, why you think you are the person we need, and providing verifiable evidence of your experience, skills, abilities and knowledge.

Your application should include full contact details (address, daytime, home and mobile telephone numbers where applicable and email addresses) and details of 2 referees.

For each referee please provide their name, position, organisation, telephone numbers and email addresses where known. One of these referees must be your current or most recent employer. If you do not wish us to contact referees at this stage please make this clear.

The Trust reserves the right to process applications as they are received, and early applications are encouraged. Previous applicants need not apply.

Generations Multi Academy Trust is committed to the safeguarding and welfare of children and applicants must be willing to undergo child protection screening appropriate to this post, including checks with past employers and the Disclosure and Barring Service.

Please note that this role 'exempt' from the Rehabilitation of Offenders Act 1974 and therefore, you are required to declare any convictions, cautions, reprimands and final warnings that are not 'protected' (i.e. filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013). Further information is available on the school's website.

Please return your completed application electronically to Lisa Cardinali, People Director, at [lca@generationsmat.herts.sch.uk](mailto:lca@generationsmat.herts.sch.uk).

**Deadline for applications: 9.00am Friday 26th January 2024**

**Interviews: w/c 29th January 2024**

# DEPUTY HEADTEACHER JOB DESCRIPTION



**Reporting to:** Headteacher and governing body

## **Main Purpose**

The Deputy Headteacher, under the direction of the Headteacher, will take a major role in:

- Formulating the aims and objectives of the school
- Establishing policies and procedures for achieving these aims and objectives
- Managing staff and resources to that end
- Mentoring and coaching staff
- Monitoring academic attainment and progress across the school
- Developing and implementing the wider curriculum across all phases
- Leading and managing subject leaders
- Monitoring and evaluating progress towards the achievement of the school's aims and objectives; providing clarity and follow-up of identified next steps
- Assisting the Head teacher in the design and implementation of the SDP, SEF and all other key documents

If the Headteacher is absent, the Deputy Headteacher will deputise, as directed by the Trust or LAB (Local Academy Board).

The Deputy Headteacher will also be expected to fulfil the professional responsibilities of a Headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD). As an academy, we also refer to FES Articles of Association and Funding Agreement between Flamstead End School and the Secretary of State for Education and the Academies Financial Handbook.

## **Qualities**

The Deputy Headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils
- Be a critical friend to all staff
- Strive for the best possible academic outcomes for all pupils
- Be a problem solver and able to act flexibly in any given circumstance

## **Duties and Responsibilities**

### **School Culture and Behaviour**

Under the direction of the Headteacher, the Deputy Headteacher will:

- Create a culture where pupils experience a positive and enriching school life
- Uphold the highest of educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage and promote self-efficacy amongst all staff
- Encourage high standards of behaviour from pupils that are understood by staff and clearly demonstrated by all adults in school
- Use consistent, fair and nurturing approaches to managing behaviour, in line with the school's behaviour policy
- Encourage parental engagement through initiatives and building effective relationships

### **Teaching, Curriculum and Assessment**

Under the direction of the Headteacher, the Deputy Headteacher will:

- Establish and sustain high-quality teaching and learning across all subjects and phases, based on evidence such as lesson visits, pupil and staff voice, data analysis and work scrutiny
- Ensure teaching is underpinned by subject expertise
- Ensure that the wider curriculum is embedded as relevant and contextual in line with the school's ethos and cultural capital
- Effectively use formative assessment to inform strategy and decisions



- Ensure the teaching of a highly ambitious, broad, structured and coherent curriculum
- Develop and enhance curriculum leadership
- To monitor the planning of the wider curriculum across the phases
- To develop and implement assessment procedures for the wider curriculum that is robust and fit for purpose
- Work closely with Trust experts to be granular in identification of priorities and actions needed

### **Organisational Management and School Improvement**

Under the direction of the Headteacher, the Deputy Headteacher will:

- Establish and sustain the school's ethos and strategic direction together with the local academy board and through consultation with the school community
- Formulate and drive the school development plan and school evaluation documentation
- Establish and oversee systems, processes and policies so the school can operate effectively
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Manage staff well being with due attention to workload
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Allocate financial resources appropriately, efficiently and effectively
- Identify problems and barriers to school effectiveness so that they can be overcome,
- Develop strategies for school improvement that are realistic, timely and suited to the school's context
- Participate fully in the life of the school including participation in out of hours activities such as PTA events and Local Academy board meetings

### **Professional Development**

Under the direction of the Headteacher, the Deputy Headteacher will:

- Ensure staff have access to appropriate, high quality professional development opportunities
- Keep up to date with developments in education and share these with all staff
- Seek training and continuing professional development to meet needs
- Be willing to undertake the NPQH or equivalent

### **Governance, Accountability and Working in Partnership**

Under the direction of the Headteacher, the Deputy Headteacher will:

- Understand and welcome the role of effective governance, including accepting responsibility and accountability
- Ensure that staff understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

### **Other Areas of Responsibility**

- Will be a DDSPL and will work closely with parents, teachers, the Pupil Support Worker and Headteacher to safeguard all members of the school
- To provide professional leadership and management of a key area/s of the School Development Plan as agreed, on an annual basis, with the Headteacher
- To be responsible with the Headteacher for behaviour policy & practice across the school
- To provide, with the Headteacher, professional leadership and management of the Primary Curriculum
- To take an active role in the School's Leadership Team, contributing to the development of identified areas leading to high standards of teaching and learning, effective use of resources and improved standards of learning and achievement for all children
- To lead the Performance Management of a group of teachers and support staff, as appropriate
- Teach in class when required and model outstanding teaching and learning

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Deputy Headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.

# PERSON SPECIFICATION



We are looking for the right person to fill this vacancy; you are looking for the right school to work in. We hope that this booklet and other documentation (on the website) gives you a flavour of Flamstead End School. To help you in your application, we show below both the essential and desirable characteristics that we are seeking when reviewing applications and at interview.

	Assessed By	Essential/Desirable
<b>QUALIFICATIONS</b> <ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Educated to degree level</li> <li>• Further completed leadership qualification</li> </ul>	Application	E E D
<b>EXPERIENCE</b> <ul style="list-style-type: none"> <li>• Successful leadership and management experience in a school</li> <li>• Experience of effectively driving up standards in a core subject area</li> <li>• Experience with data handling and interpretation</li> <li>• Teaching experience with excellent practice</li> <li>• Experience of teaching more than one phase and school</li> <li>• Has experience of observing and feeding back to staff in order to improve further the quality of learning and teaching across the school</li> <li>• Experience of coaching and mentoring staff to improve the quality of teaching and learning across the school through regular one to ones, shared learning and early support plan interventions</li> <li>• Involvement in school self-evaluation and development planning</li> <li>• Demonstrable experience of successful line management and staff development</li> <li>• Experience of driving an initiative successfully through a setting</li> <li>• Experience of engaging the parental community</li> <li>• Experience of taking responsibility for dealing with safeguarding issues</li> </ul>	Application Interview References	E D  E E E  E  E  E  D E
<b>KNOWLEDGE, SKILLS &amp; ABILITIES</b> <ul style="list-style-type: none"> <li>• Data analysis skills, and the ability to use data to set targets and identify weaknesses</li> <li>• Understanding of high-quality teaching, and the ability to model this for others and support others to improve</li> <li>• Effective communication and interpersonal skills</li> <li>• Ability to communicate a vision and inspire others</li> <li>• Ability to build effective working relationships</li> <li>• Understanding of school finances and financial management</li> <li>• Understanding of the whole curriculum for the Primary age range, including Early Years</li> <li>• Thorough grasp of current educational issues</li> <li>• Skills to monitor and evaluate provision in a subject area</li> </ul>	Application Interview References	E E  E E E D  E  E E

<ul style="list-style-type: none"> <li>• Have the ability to inspire, lead and motivate children and support staff working with those children</li> <li>• Communicate effectively and sensitively with a wide variety of children, parents, the local community, governors, staff, Local Authority representatives and other agencies</li> </ul>		<p>E</p> <p>E</p>
<p><b>PERSONAL QUALITIES</b></p> <ul style="list-style-type: none"> <li>• Excellent communication and inter-personal skills</li> <li>• Excellent organisational and time management skills</li> <li>• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li> <li>• Ability to work under pressure and prioritise effectively</li> <li>• Commitment to maintaining confidentiality at all times</li> <li>• Ability to maintain confidentiality and develop constructive professional relationships</li> </ul>	<p>Application Interview References</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>
<p><b>SUITABILITY TO WORK WITH CHILDREN</b></p> <ul style="list-style-type: none"> <li>• Has up to date knowledge of relevant legislation and guidance in relation to working with and the protection of children and young people</li> <li>• Displays commitment to child protection and safeguarding of children and young people</li> </ul>	<p>Interview References</p>	<p>E</p> <p>E</p>

# ABOUT GENERATIONS MULTI ACADEMY TRUST (GMAT)



**Welcome to our information pack about the Generations Multi Academy Trust and its three schools, Goffs Academy, Goffs-Churchgate Academy and Flamstead End School.**

**Goffs Academy** is a mixed 11-18 comprehensive Academy with 1,605 students on roll, including a thriving and successful Sixth Form. The school 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, 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-Churchgate Academy** is a fully mixed comprehensive school for 11-16 year olds, with 605 on roll. The school has rightly established a very strong reputation for both its academic outcomes and its close-knit, nurturing community, receiving 600 applications for 120 places for 2023 admission. Local estate agents continue to report significant interest in parents moving to the locality with a view to being near Goffs-Churchgate. 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 what the school is. Recognising that not all children thrive in large secondary schools, the Trust has made a deliberate decision to offer both a larger and much smaller secondary school for local parents to choose between.

**Flamstead End School** joined the Trust on 1st January 2023 and is a thriving primary school in Cheshunt with 420 children on roll. It has a Preschool, 60-place nursery offering 30 hours provision and two classes per year group from Reception to Year 6. The school has high expectations around achievement and behaviour and is ambitious for pupils. Flamstead End is a 'Therapeutic Thinking' school and seeks to understand and support children's behaviour so that they are able to learn and achieve to the best of their ability. The school is a tight knit community, with a well-established staff who care for one another and the children in their charge.

## PROFESSIONAL WORKING AND LEARNING ENVIRONMENT

Goffs 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.



Goffs-Churchgate has benefited from brand new facilities, opened in October 2016, including professional teaching and learning facilities for all subjects. The school also benefits from a recently installed 3G playing surface for PE; a gym with a professional sprung floor; a Dance Studio; recent refurbishment of additional classrooms and an indoor swimming pool. The new facilities provide a light, modern, professional, and fit for purpose working environment for all. The Trust has also invested significantly in modernising additional teaching spaces, providing a fantastic environment for our students and staff.



## THE GENERATIONS MULTI ACADEMY TRUST

In early 2016, Goffs Academy was approached by the DfE asking that they consider establishing a Multi Academy Trust and working in partnership with other schools. As a result, the Generations MAT, GMAT, was established from 1st September 2016. The name Generations was deliberately chosen to reflect our commitment to educating and nurturing local children from their very first days in education to leaving us at 18 years old.

Subsequently, the Trust took over the former Cheshunt School and established Goffs-Churchgate Academy, which is now another thriving secondary. Both secondaries in the MAT enjoy extremely high levels of Year 6 applications, with both being significantly 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 professional development 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 opened 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 our schools, plus many “extras” that would otherwise be unaffordable in the current funding climate. As one example, all teacher loadings in the secondary phase 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 2023 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 55% achieved 5 or more in both
- English grade 4/5 or more: 77%/64%
- Maths grade 4/5 or more: 80%/61%
- Percentage of grade 7 or more in all subjects: 29%

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. 65% of Year 13 students secured a university or college place to start in autumn 2023.

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 Biomedical Science, 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 400 Sixth Formers within our school community.

Goffs-Churchgate secured an impressive set of GCSE outcomes in 2023. For the third successive year of published performance measures, the score achieved outstanding progress measures which are significantly above National Averages.

- The overall Progress 8 figure of 0.32, remains significantly above the national average
- The outcomes across all the headline measures are comfortably above the national average
- English and Maths progress scores, continue to be comfortably above the national average
- The outcomes in the 'Other' element are very strong, and significantly above the national average, with an overall Progress 8 score of 0.62
- Male outcomes are significantly above the national average, and above female outcomes. This is in contrast to the national trend where an achievement gap of around 0.50 remains with Females outperforming Males
- SEND outcomes are significantly above the national average and comparable to non-SEN.
- The combined pass rate for English and Maths at grade 4+ was 62%
- The proportion of students who achieved English and Maths at grade 5+ was 45%, a 28% increase in the last three years





Flamstead End School - In our primary setting, we are pleased with the improvements to outcomes made in our first two terms working with the school. We saw a significant improvement in a short amount of time. We are highly ambitious for stronger outcomes in July 2024 and are pleased with the progress to date.

Outcomes in 2023, included:

- 12% increase (from 2022 to 2023) in pupils meeting a Good Level of Development in Early Years Foundation Stage
- Phonics in Year 1: 82%
- 20% improvement (from 2022 to 2023) in Maths Key Stage 2, achieving 83% in 2023
- Reading at Key Stage 2: 75%



## COMMUNITY

Our schools pride themselves on their sense of community – both within the school itself, and in the wider locality. Visitors to our schools unfailingly comment on a very real sense of community, coupled with warmth and pride. Our schools are members of Cheshunt Extended Services (ChExS), offering a variety of extended school and community-based activities for both students and parents. Our students actively support local charity work such as the Isabel Hospice and maintain strong links with our local primary schools.

All of our schools benefit 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. In our primary setting, they have a smart council and also have Anti-Bullying Ambassadors, Well Being Ambassadors, Playground Buddies and Eco Councillors. On entering each secondary 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 fundraising events throughout the school year. Such work is indicative of the ability of students in the Trust to empathise with the needs of others, and further develops their capacity to work successfully in a variety of social settings.

We regularly bring visitors from the community into school to work with students, and maintain strong links with our local secondary schools. Each school's facilities are used for evening and weekend lettings, including superb sporting facilities, as well as holiday classes, providing opportunities for a diverse range of users including the Greek School, and local dance and sports groups.

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

Our schools are proud to be truly community-based schools, with students and staff from different religions and a number of languages spoken in each school. As a Trust we recognize 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 schools to enable this to happen.



## CARE, GUIDANCE AND SUPPORT

Successful learning takes place when students feel safe, confident, respected and valued, and are engaged. The Trust believes in supporting and nurturing all students in their quest to become successful learners. As such, we place a high value on pastoral care as an integral part of the life of each school.

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



## STAFF DEVELOPMENT

The Trust has an extremely strong reputation for staff development both teaching and support staff. Developing the next generation of school leaders, both middle and senior, and future Headteachers for those who wish to pursue this, is a responsibility that we take very seriously.

We have a full suite of staff leadership development which staff can join be they an ECT or highly experienced colleague, whilst I chair the national Leadership Partner School network, a group that brings together schools dedicated to developing outstanding leadership skills throughout their communities, and which allows us to visit other network schools, to attend national conferences and to share best practice.

In addition to innovative whole staff training days, we disaggregate a number of hours for training every year. This allows staff development to be highly personalised as staff can opt for the training which best meets their needs, including the opportunity to do a research project in partnership with Cambridge University. Many use their disaggregated time to coach others or to receive coaching. Moreover, there are specific training sessions for ECTs and other interested staff which run each week after school.

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

## LEADERSHIP DEVELOPMENT

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

- Aspiring Middle Leaders
- Aspiring Senior Leaders

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

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

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

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

## TRUST STAFF BENEFITS

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

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

- High quality, personalised CPD
- Bespoke leadership development programmes
- Subsidies for Masters and Degree courses
- Secondment and shadowing opportunities
- The potential to work across more than one school across the Trust to develop career[1]enhancing skills and knowledge

Access to a wide range of health and wellbeing resources including:

- Employee Assistance Programme via a market-leader offering a wide range of health and wellbeing resources plus access to counselling for staff and their immediate family
- Occupational Health service providing guidance on managing health conditions in the workplace
- New, professional and fit for purpose working environments
- Access to a range of sports and leisure facilities including a fully equipped gym and swimming pool
- Free flu jabs
- Subsidised social events
- 100% attendance reward – day in lieu, taken at each school's discretion

Further benefits:

- 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
  - A school day would be 9.00am – 3.00pm
  - “Sundries” would be applied to a child taking up a funded only space (e.g. 30 hours funding only). This covers the cost of meals, snacks, nursery resources and consumables
- Onsite car valeting at a reduced price
- Substantially discounted membership to Lifestyle Fitness’s state of the art purpose built gym at Goffs Academy
- Free tea and coffee for staff

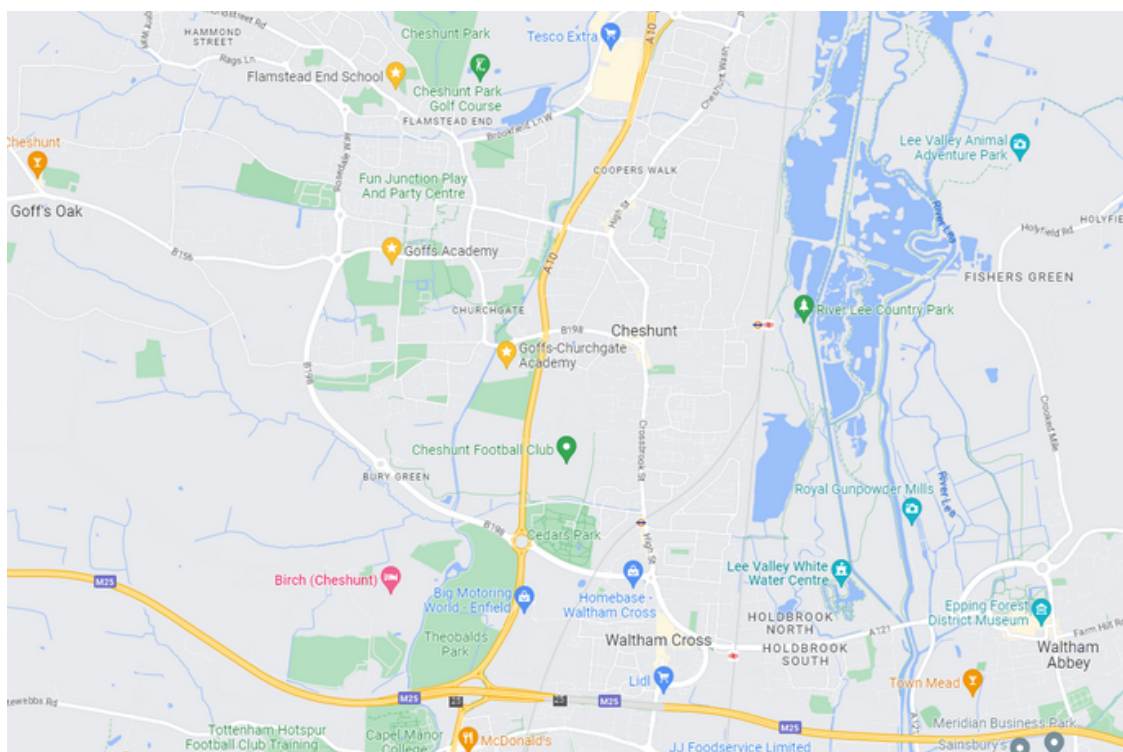
Additional financial incentives including:

- Exam marker payment of £400 plus 2 days paid leave to do the marking (1st year)
- 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

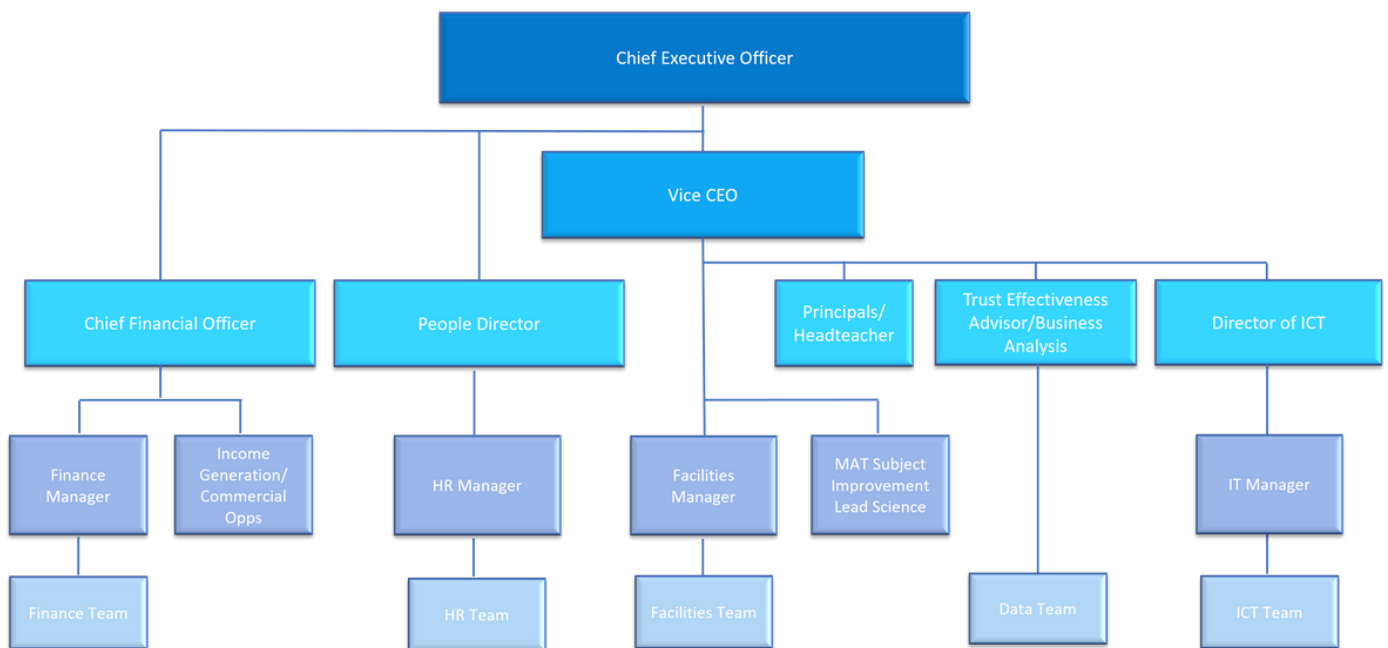
## LOCAL AREA

The Trust is located in Cheshunt, Hertfordshire, and is uniquely situated to benefit from the many green spaces in the surrounding area, whilst also enjoying transport links to central London and other large urban areas. The Lee Valley park, including the White Water Centre built for the London 2012 Olympics is located on our doorstep.

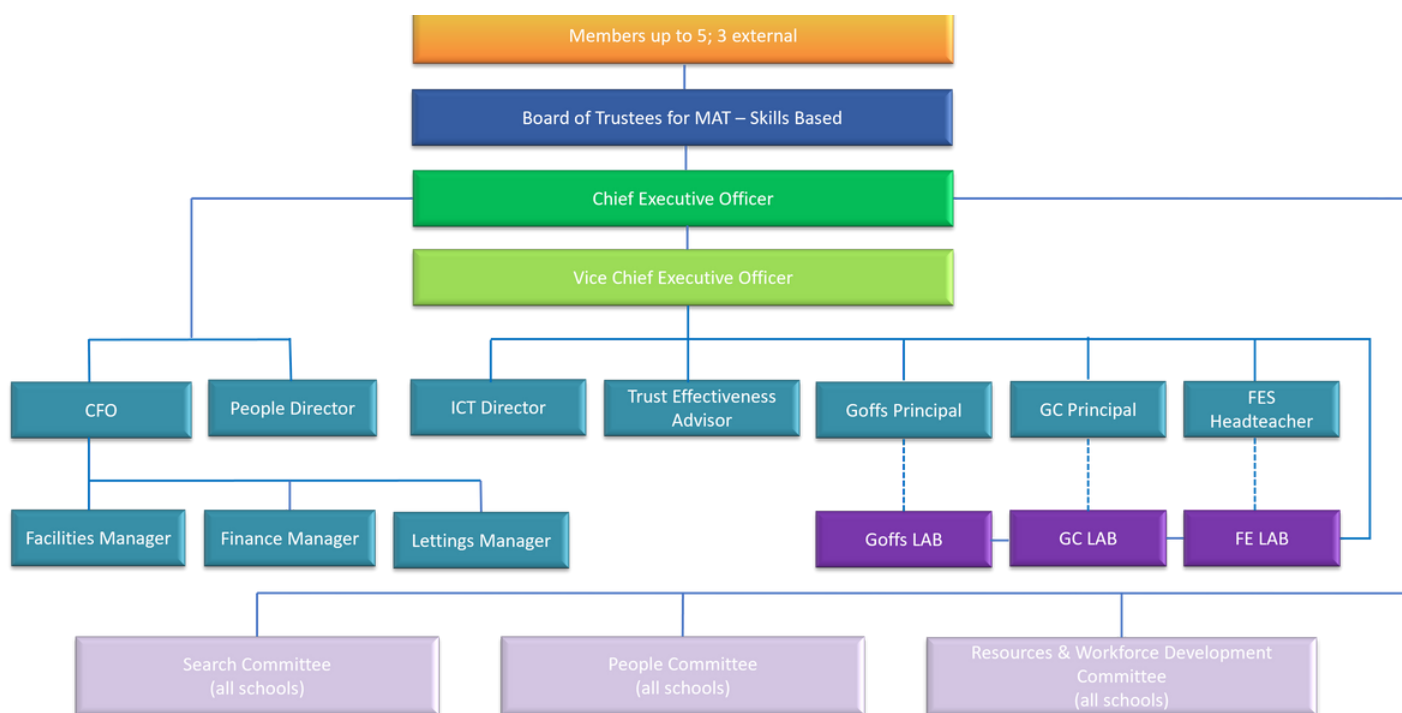
The journey to central London takes approximately 30 minutes by train. Close links to the A10 and M25 mean that the school is easily accessible from across Hertfordshire, as well as from north London and parts of Essex



# GMAT EXECUTIVE LEADERSHIP STRUCTURE



# GMAT EXECUTIVE GOVERNANCE STRUCTURE





PAGE 21

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? If so, please give details here:

Please comment, if you can, on the candidate's suitability for the post above:

Please comment, if you can, on the candidate's ability to manage difficult behaviour of children and young people:

Your signature:

Your name:

Date of this reference:

Your position in your organisation:

1	<b>Teaching Ability</b>	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	<b>Preparation of Lessons</b>	First class, always attends to fine detail	Sound, sets well-focused and realistic objectives	Satisfactory but lacking imagination	Needs support on occasions
3	<b>Assessment/ Marking of Work</b>	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	<b>Learning Enviroments</b>	Makes extensive use of students work and displays, keeps are tidy and attractive	Makes use of display, keep area tidy	Display produced but changes infrequently	Has needed prompting on occasions
5	<b>Relationships with Students</b>	Students respond extremely positively	Students are usually well motivated	Acceptable but at times there are common difficulties	Needs support and further training
6	<b>Work as a Tutor</b>	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	<b>Enthusiasm, Drive and Energy</b>	Works very hard and with great interest. An example to others	Works well	Levels fluctuate	Needs regular support and encouragement

8	<b>Organisation</b>	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	<b>Initiative and Reliability</b>	Can always be relied on to execute duties beyond the call of duty	Carries out agreed tasks without prompting	Follows instructions	Needs regular support and encouragement
10	<b>Attendance</b>	Excellent	Good attendance	Some days off every year	Has had attendance problems
11	<b>Punctuality</b>	Excellent	Very occasionally unpunctual	Punctuality generally satisfactory	Has had problems with punctuality
12	<b>Relationships with Colleagues</b>	Highly respected and liked by all	Respected and well liked within own circle	Prefers to work alone	Somewhat isolated amongst colleagues
13	<b>Extra Curricular Activities</b>	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	<b>Leadership</b>	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	<b>Co-operation</b>	Very supportive and co-operative team member	Works well in a team	Reluctant team member	Prefers to work independently

16	<b>Responsibility</b>	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	<b>Flexibility and Responds to Change</b>	Receptive to new ideas. Considers them in a positive but balanced way. Enjoys new colleagues	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	<b>ICT Capability</b>	Excellent	Good	Poor	Weak
19	<b>Recommendation for this post</b>	Recommend without hesitation	Recommend strongly	Recommend for consideration	Unable to recommend