

Generations Multi Academy Trust

Goffs Academy



Teacher of Humanities

Required for April or September 2024





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The Humanities department at Goffs Academy is seeking to recruit a new colleague for April or September 2024. The successful candidate for this position:

- Will have a passion for learning and teaching
- Believes in the right of every student to fulfil their potential
- Is or has the potential to be an outstanding practitioner, with the energy to inspire, motivate and challenge students
- Has the subject knowledge and expertise to teach at least one of RS, History, Geography, or Personal Development, and is open to teaching across more than one of these subject areas

In return, Goffs Academy and the Generations Trust can offer you:

- An opportunity to work in a thriving, successful and hugely popular Department
- Opportunities to work in a range of settings and schools through the Generations Multi Academy Trust
- 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, including the opportunity to coach and be coached by others in the area’s School Direct hub school
- Outstanding career development including dedicated leadership development and coaching in a national “Leadership” school
- A forward looking, innovative and oversubscribed working environment

Please email the HR department at recruitment@generationsmat.herts.sch.uk for further details.

Closing date for applications: 9.00am, Monday 29th January 2024

Interviews: Week beginning 29th January 2024, or sooner for the right candidate

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 is ‘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.



JOB DESCRIPTION



JOB DESCRIPTION

JOB TITLE:	Teacher of Humanities
GRADE:	MPS/UPS
PURPOSE:	To deliver to students a balanced, relevant and differentiated curriculum in your taught subject; to support subject developments; to monitor, assess and report upon student progress, and to contribute to raising subject standards.
REPORTING TO:	Head of Department
LIAISING WITH:	Principal, SLT, Heads of Department, relevant staff with whole-school responsibilities, relevant support staff and parents. Staff from external organisations as required.
Dimensions:	<p>Students:</p> <ul style="list-style-type: none">(i) To ensure that students' prior attainment data is used to inform planning and teaching of assigned classes(ii) To maintain records and monitor and report upon student progress and attainment in assigned classes(iii) To contribute to the development of effective teaching and learning styles as this relates to your taught subject(s)(iv) To ensure that the Climate for Learning strategy is effectively employed in the assigned classes(v) To contribute to the school's extra-curricular programme <p>Staff:</p> <ul style="list-style-type: none">(i) To assist the Head of Department in ensuring that teaching in your subject is of high quality and contributes to the department's improvement plan(ii) To participate in staff development activities provided within the department and whole school
Principal Accountabilities:	<ul style="list-style-type: none">(i) To deliver, as directed, syllabuses, resources, schemes of work, assessment and marking policies and teaching strategies so that student need can be met(ii) To report student progress in your subject to the Head(s) of Department and to parents/carers(iii) To contribute to the department improvement plans so that the quality of teaching and learning in your subject can be continuously improved

Competencies:	<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>
Knowledge and Experience:	<ul style="list-style-type: none"> • Degree in a relevant subject • Teaching qualification

Other Specific Duties:
<ul style="list-style-type: none"> • To continue personal development as agreed at appraisal reviews. • To engage actively in the appraisal review process. • To address the appraisal targets set by the line manager each Autumn Term. • To 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.
- The nature of the work may involve the post holder carrying out work outside of normal working hours.
- The post holder will be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the service.
- 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

HUMANITIES TEACHER

Essential:	Desirable:
Qualifications: <ul style="list-style-type: none">• Qualified Teacher Status• A degree in a related subject	<ul style="list-style-type: none">• Higher degree e.g., MA, Med
Experience: <ul style="list-style-type: none">• Experience of teaching RS, Geography or History courses at KS3 to KS5• Excellent organisational skills• Experience of working with young people• Experience of working effectively and positively as part of a team	<ul style="list-style-type: none">• A proven track record of sustained excellent outcomes at KS4 and KS5• Experience of teaching to a high standard in secondary education
Professional Expertise: <ul style="list-style-type: none">• Excellent communication skills• Able to manage workload effectively and efficiently• Evidence of continuing professional development• Effective use of ICT• Able to secure outstanding outcomes• Excellent knowledge of learning, teaching and assessment strategies	
Personal Qualities: <ul style="list-style-type: none">• Excellent organisational / prioritisation and time management skills• 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• Be committed to safeguarding and promoting the welfare of children and young people	<ul style="list-style-type: none">• Able and willing to teach across more than one subject area within Humanities

- | | |
|---|--|
| <ul style="list-style-type: none">• Have a passion for education and have high expectations of all young people• Ongoing commitment to professional development• A desire and commitment to be fully involved in the wider life of the school within extra-curricular activities. | |
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INFORMATION ABOUT THE DEPARTMENTS



The RS & Sociology Department at Goffs Academy

Do you want to join an excellent school and an exciting and innovative RS & Sociology department?

If you are enthusiastic and committed to driving standards forward, and passionate about Religion, Philosophy and Ethics, and Sociology, then joining the RS & Sociology department at Goffs is the right choice for you.

The last academic year was very exciting for Religious Studies at Goffs. The GCSE RS – Philosophy & Ethics course was a highly popular option choice for Year 11s, which both students and teachers really enjoyed working through. Aside from the robust debate and high level of engagement in lessons, the students' results were outstanding, with all students achieving grade 4+ and over a third of students achieving grades 7-9.

This year the Year 11 RS – Philosophy & Ethics GCSE option is also going from strength to strength, with a number of full classes. The subject has grown in popularity and so far the Year 11s have been outstanding, and we are expecting another set of excellent grades this summer. The Department has now moved to a core subject within the curriculum with multiple classes across all year groups with high levels of engagement and attainment.

We currently study the AQA Religious Studies A specification, with a focus on Buddhism and Christianity; students learn how religion, philosophy and ethics form the basis of our culture, and develop valuable skills that will be important throughout their lives. Alongside these subjects we also consider all belief systems such as Islam, Judaism, Humanism and many more.

In addition to a very successful KS4 programme, the Department offers two very popular A Levels in Philosophy and Ethics, and Sociology. The A Level Philosophy and Ethics course is structured around religious ethics with a focus on Christianity, as well as moral philosophy, and includes both religious and non-religious views. This course includes the study of Utilitarianism, Kantian Ethics and Natural Law as well as ethical issues such as euthanasia and abortion. We currently have seven classes across Years 12 and 13.

The Sociology A Level is an integral part of the Goffs KS5 programme, and a popular and successful choice, with students achieving 95% A*- C last year. The course is structured around the study of family and households, and education in Y12, then continues to look at 'mass media' and crime and deviance in Y13. Sociology currently has six classes across Years 12 and 13, and over 50 students have chosen it as an option for next year, making it one of the most popular subjects within the school.

As a growing, innovative, creative and supportive department, we currently have three outstanding specialists. The supportive and aspirational nature of the school means that four members of our department who started at Goffs as an NQT/ECT have now gained middle or senior leadership positions within the school. We are very much looking forward to welcoming a new colleague to join our successful, happy and collaborative team.

The History Department at Goffs Academy

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

We are passionate about helping students to reach their potential, and our consistent exam success reflects this. Our outcomes in 2023 at KS4 were 70% 4-9 and 25% 7-9. At KS5 we achieved 85% A*-C and supported several candidates in their successful application to read History at Cambridge University. Despite cancellation of external exams in 2020 and 2021, we were again proud to support students in achieving outstanding outcomes.



At KS3, students learn British, European and World History. In Year 7, students study the following topics: What is History, Life in 1066, the Tudor Reformation, the Arab Empire and the British Empire. In Year 8, students study: the Trans-Atlantic Slave Trade, Civil Rights in the USA, Jack the Ripper, the Suffrage Movement and the Holocaust. Students enjoy active, challenging lessons focused on developing key historical skills required for the Edexcel GCSE. Our well-resourced and collaboratively planned schemes of

learning provide excellent support and structure for teachers; allowing teachers to deliver an engaging curriculum, differentiated to the needs of the students in their class.

We are an extremely popular option at both KS4 and KS5. At GCSE, students follow the Edexcel specification from Year 10. Students learn the following topics, in the following order, for their end of Year 11 exams: Early Elizabethan England, 1558-1588; Life in Germany, 1918-1939 and The Cold War, 1943-1991. This approach ensures a clear progressive development of the challenging skill set required to be a successful KS4 Historian. At A Level, students follow the AQA specification, covering topics 1C (Tudors, 1485-1603) and 2N (Russia, 1914-1953) as well as an independently chosen NEA.

There is an excellent team ethos in the department, and we support all members of the History department to continue their professional development and offer excellent opportunities to do so. The school is known for its very high quality and personalised CPD, which includes a Leadership Academy, supporting and actively developing staff leadership skills at all levels of experience.

The Geography Department at Goffs Academy

At Goffs, our Geography curriculum offers students an opportunity to learn about the natural processes that shape our planet, the cultural diversity of its inhabitants, as well as an opportunity to engage in a range of local, national, and global issues.

There are five specialist geography teachers in the department, who form a collaborative and highly supportive team. In Geography lessons we encourage students to work and think independently, by ensuring that our teaching is stimulating, varied and creative. In the department, we strongly believe that fieldwork is an essential component of the subject and students will have an opportunity to take part in a fieldwork activity in almost every year at Goffs Academy.

Key Stage 3 Geography

Geography is taught as an independent subject at Key Stage 3 and students have three lessons per fortnight. Our aim is to provide students with an introduction to the key geographical concepts that are then revisited and built on as they progress. Students have the opportunity to take part in local microclimate fieldwork and explore how safe Cheshunt is from crime. Students will complete an end of topic assessment every half-term and will be required to act on feedback given to them by their teacher.

GCSE Geography

Students studying GCSE Geography follow the AQA Specification. Students will also learn a variety of geographical skills and have the opportunity to take part in two fieldtrips, a physical trip to Walton-on-the-Naze investigating the impact of groynes on longshore drift and a human trip to Stratford, London, where students will look into whether regeneration has been a success for the area.

A Level Geography

At A-Level, we currently follow the AQA A-Level specification. Students at A-Level study a variety of physical and contemporary human geography topics. In Year 13, students visit Stratford to focus on their NEA write up which is worth 20% of their A-Level mark.



**INFORMATION ABOUT GOFFS
ACADEMY AND THE
GENERATIONS MULTI
ACADEMY TRUST**



INFORMATION ABOUT GOFFS AND THE GENERATIONS MULTI ACADEMY TRUST

Welcome to our information pack about Goffs and the Generations Multi Academy Trust. We are a mixed 11-18 comprehensive Academy with approximately 1,600 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 605 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 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 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

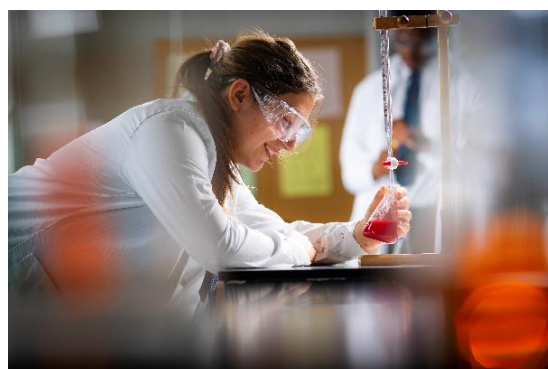
Our strategy for continuous school improvement has had huge success and we are actively committed to ensuring that our very popular and successful school, plus the wider MAT, continues as a centre of excellence in the community.

Exam results in 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.



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.

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:			

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Do you have any concerns about the candidate's suitability for working with children and young people, then please give details here:

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

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

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Your signature:

Date of this reference:

Your name:

Your position in your organisation:

Please tick one statement against each heading to best describe the candidate – **TEACHING STAFF**

1	<u>Teaching Ability</u>	Students learn very effectively in his/her classes.	Most students learn effectively in	Students occasionally have difficulties.	Support and further training needed.
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		Teaching is purposeful.	his/her classes.	Teaching sometimes lacks focus.	
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.