

Generations Multi Academy Trust Goffs Academy



Deputy Head of Department – Physical Education

Required for September 2024





Deputy Head of Department – Physical Education

Required for September 2024

**MPS/UPS
TLR2B £5,528**

We are seeking to recruit an enthusiastic and committed Deputy Head of Department for Physical Education. The post-holder will support the Head of Department in driving high standards across PE and extra-curricular sport, and will take ownership for specific areas of the PE curriculum, including the delivery and outcomes of vocational courses in Physical Education.

The ideal candidate:

- is an outstanding teacher, with the energy to inspire and motivate colleagues and students
- has the vision, drive, and expertise necessary to support the Head of PE in leading the department and ensuring exceptional education
- believes in the power of PE and sport to have a positive impact on young people's lives, and the right of every student to have every opportunity to fulfil their potential

The successful candidate will have the opportunity to gain access to an exclusive range of benefits, including free use of the gym at Goffs Academy, priority student admission to Goffs Academy or other schools in the Trust for your child after 2 years' service, or if the member of staff is recruited to fill a vacant post for which there is a demonstrable skills shortage, and a generous cash incentive employer referral scheme.

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

Closing date for applications: 9.00am, Monday 5th February 2024

Interviews will be held: Week beginning Monday 5th February 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 TITLE:	Deputy Head of Department – Physical Education
GRADE:	MPS/UPS, TLR2B £5,528
PURPOSE:	To support the Head of Department in ensuring high-quality education for all students in Physical Education, ensuring a wide-ranging and varied extra-curricular programme, and driving excellent progress and standards across all qualifications in PE.
REPORTING TO:	Head of Physical Education
LIAISING WITH:	Principal, Vice Principals, Assistant Principals, Heads of Department, relevant staff with whole-school responsibilities, relevant support staff and parents. Staff from external organisations as required.
<u>Knowledge and Experience:</u>	A degree in a relevant subject Teaching qualification Knowledge and experience of BTEC courses with regards to samples and administration

**MAIN TASKS &
RESPONSIBILITIES**

Operational / Strategic Planning:

- To be the Deputy Head of Department in Physical Education
- To assist the Head of Department in developing and enhancing the teaching practice of other teachers, ECTs and student teachers in the subject area
- To raise and be accountable for standards of student attainment and achievement within KS4 & KS5 vocational Physical Education courses and to monitor and analyse key groups, highlighting any underperformance and putting into place necessary strategies to support student progress
- To collaborate with the department to ensure achievement is raised across KS4 & KS5 Vocational Physical Education courses, leading department sessions as needed
- To lead on analysing student tracking data across KS4 & KS5 Vocational Physical Education courses on a half termly basis and on subsequent personally tailored intervention plans for students
- To work with the Head of Department to ensure that all students in KS4 & KS5 Vocational Physical Education reach at least their target grade
- To attend VENN meetings; monitor and analyse key groups, highlighting any underperformance and putting into place necessary strategies
- To assist the Head of Department in developing and enhancing the teaching practice of other teachers in KS3, KS4 and KS5 Physical Education
- To gather student voice termly on vocational Physical Education course provision putting into place action plans as a result of feedback
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth and to work with the Head of Department to lead the department rapidly towards becoming 'Outstanding'

Curriculum Provision and Development:

- To liaise and support with the members of staff leading the delivery of training sessions, coaching qualification programmes, and sports leadership programmes

Staff Development and Recruitment / Deployment of Staff:

- To work collaboratively with Heads of Department, Directors of Learning, Form Tutors, and other staff as required to ensure exceptional outcomes across KS4 & KS5 Vocational courses within the PE department

Quality Assurance:

- To observe Vocational classes to ensure high quality provision.
- To monitor and track quality of work completed within the Vocational courses.

	<p>Management Information:</p> <ul style="list-style-type: none"> • To ensure the provision of accurate and up-to-date information concerning the progress of all students enrolled on BTEC programmes at both KS4 and KS5 • To systematically track and analyse the progress BTEC students. • To identify and take appropriate action on issues arising from data, systems and reports as relating to BTEC candidates. • To provide the Local Academy Board/Board of Trustees and relevant staff members with relevant information relating to the performance of BTEC candidates <p>Communications:</p> <ul style="list-style-type: none"> • To maintain regular communication with students and parents as required within regard to all student progress, outcomes, and course deadlines. <p>Management of Resources:</p> <ul style="list-style-type: none"> • To produce a clear assessment plan, linked to the vocational PE qualifications, and actively monitor throughout the year. <p>Pastoral System:</p> <ul style="list-style-type: none"> • To monitor students' progress and performance in relation to targets set for each individual, ensuring that follow-up procedures are adhered to, and that appropriate action is taken where necessary • To contribute to and implement the school policy on rewards and support, taking responsibility for student behaviour • To evaluate and monitor the progress of students and keep up-to-date student records as may be required • To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved • To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
<p>Teaching:</p>	<p>To demonstrate outstanding teaching and learning in own practice and be willing to share ideas and resources with all other staff.</p> <p>To be regularly observed by other staff in the department to facilitate the spread of best practice.</p> <p>To regularly observe other teaching staff involved with BTEC courses to suggest areas of improvement.</p>
<p>Additional Duties:</p>	<ul style="list-style-type: none"> • To attend all appropriate meetings • To plan and prepare courses and lessons. • To contribute to the whole school's planning activities

	<ul style="list-style-type: none"> • To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere. • To assess, record and report on the progress, development, and attainment of students and to keep such records as are required. • To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students. • To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students. • To undertake a designated programme of teaching • To ensure a high-quality learning experience for students which meets internal and external quality standards • To prepare and update subject materials. • To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus. • To maintain discipline in accordance with the school's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. • To undertake assessment of students as requested by external examination bodies, subject area and school procedures and to mark, grade and give written/verbal and diagnostic feedback as required.
--	--

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

DEPUTY HEAD OF PE DEPARTMENT

Essential:	Desirable:
<p>Qualifications:</p> <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
<p>Experience:</p> <ul style="list-style-type: none"> • Experience of successfully teaching PE across at least KS3 and KS4 • Experience of teaching Vocational PE courses at KS4 and/or 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 leadership resulting in improved quality of education for students, and sustained excellent outcomes at KS4 and KS5 • Evidence of managing and leading change at departmental level
<p>Professional Expertise:</p> <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 	<ul style="list-style-type: none"> • Ability to coach, develop, improve and enhance teacher and student performance • Able to secure outstanding outcomes • Able to interpret student performance data and use that to guide subject improvement • Excellent knowledge of learning, teaching and assessment strategies
<p>Personal Qualities:</p> <ul style="list-style-type: none"> • Excellent organisational / prioritisation and time management skills 	

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



The PE Department at Goffs

At Goffs we believe that outstanding Physical Education facilitates a lifelong involvement in physical activity. This is achieved by offering students a variety of sports to try, develop and succeed in as well as offering different pathways for students to engage in whether that is as a coach, official or participant.

PE should be enjoyed by all. Across all areas students are provided with opportunities to develop their core and advanced skills and techniques in a variety of sports. We expect all students to demonstrate sportsmanship, etiquette, and positive teamwork during their lessons and extra-curricular activities. We encourage students to improve their physical fitness to promote a healthy, active lifestyle during all activities, and not just fitness-based content. We encourage students within the department to demonstrate resilience when challenged so if they fail, they try again and improve. We would also expect students to develop confidence in their ability in at least one sport which can then be transferred to attending an extra-curricular activity or a sporting hobby outside of school.



We currently offer a full suite of qualifications to meet every need and career aspiration, this includes A level & GCSE PE, Level 2 and Level 3 BTEC Sport, Level 2 BTEC Dance, Level 3 Performing Arts Dance BTEC, and a variety of other qualifications including leadership qualifications for students who wish to pursue a career in coaching.

PE staff and students enjoy use of an exceptional range of facilities, including the Fitness Suite, Dance Studio, Sports Hall and a large outside area which includes an Astro turf, extensive field and Tennis/Netball Courts. All of which provide a contemporary working and learning environment. Students are encouraged to work diligently, to develop independence, self-confidence, and an awareness of others. In return, we do of course expect high levels of individual responsibility and commitment, both to students' own studies and to the wider school community.

Outside of the classroom we are proud to offer a wide range of extra-curricular activities. We have regular training and fixtures in Football, Rugby, Netball and have Table Tennis, Boxing, Basketball and Trampolining clubs that run regularly, and an annual Dance Show which showcases the work of

our BTEC students. The department also regularly run tours and trips, such as our recent FC Porto Football tour, and a Disney trip and tournament for our Netball players.

We are excited to welcome a new colleague to join our team.

Richard Ashdown – Head of Physical Education



**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 600 on the roll. Recognising that not all children thrive in large secondary schools, the Trust made a deliberate decision to offer both a larger and much smaller secondary school for local parents to choose between. As such, the decision to cap student

numbers at 600 is entirely deliberate, enabling us to maintain a strong sense of community where everybody knows everybody. Both secondaries enjoy extremely high levels of Year 6 applications, with both being fully over-subscribed. Flamstead End Primary joined the MAT from 1st January 2023, and is another highly successful, thriving and nurturing community, rated “outstanding” by Ofsted. All of the schools are within close proximity of each other and share many activities, including CPD for staff. One of the Trust’s fundamental principles is that no one school is in any way more important or successful than the other. As such, CPD and other events are rotated through all schools in the Trust, with everyone learning from and sharing with each other. This collegiate and collaborative approach permeates our Trust.

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

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

The MAT is extremely financially secure. Finances are overseen by a Chief Finance Officer with considerable financial expertise in the private sector, plus a highly experienced Finance Manager. The Trust deliberately created an Income Generation function, and extensive lettings and business development work now takes place across all sites in the MAT. This additional income – now yielding in excess of £500k per annum – underpins generous levels of staffing at both schools, plus many “extras” that would otherwise be unaffordable in the current funding climate. As one example, all teacher loadings were reduced from 19/20 as a direct result of the additional monies coming into the Trust via this income generation work.

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

Outcomes

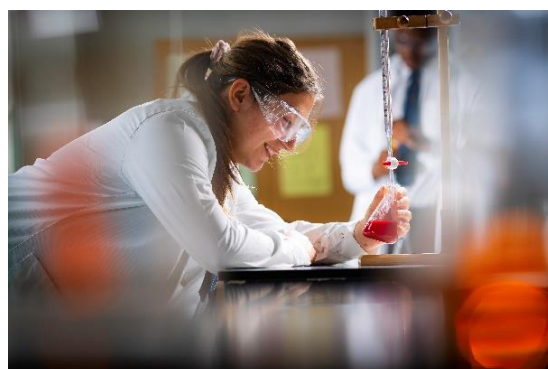
Our strategy for continuous school improvement has had huge success and we are actively committed to ensuring that our very popular and successful school, plus the wider MAT, continues as a centre of excellence in the community.

Exam results in 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:

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

Please tick one statement against each heading to best describe the candidate.

1	<u>Teaching Ability</u>	Students learn very effectively in his/her classes. Teaching is purposeful.	Most students learn effectively in his/her classes.	Students occasionally have difficulties. Teaching sometimes lacks focus.	Support and further training needed.
2	Preparation of Lessons	First class, always attends to fine detail.	Sound, sets well-focused and realistic objectives.	Satisfactory but lacking imagination.	Needs support on occasions.
3	Assessment/Marking of Work	Always detailed, thorough and positive. Support further learning through target setting.	Conscientious and thorough. Some target setting.	Acceptable but lacking detail.	Has needed prompting on occasions.
4	Learning Environments	Makes extensive use of students work and displays, keeps area tidy and attractive.	Makes use of display, keeps area tidy.	Display produced but changes infrequently.	Has needed prompting on occasions
5	Relationships with Students	Students respond extremely positively.	Students are usually well motivated	Acceptable but at times there are common difficulties.	Needs support and further training.
6	Work as a Tutor	Caring, well informed and effective. Reviews progress with students.	Carries out agreed tasks reliably.	Carries out agreed tasks reluctantly.	Needs support and further training.
7	Enthusiasm, Drive and Energy	Works very hard and with great interest. An example to others.	Works well.	Levels fluctuate.	Needs regular support and encouragement
8	Organisation	First class organiser. Efficient.	Sound organiser, has a good idea of	Acceptable, but tends to be 'last minute'.	Needs support and further training.

		Always meets deadlines.	aims and objectives.		
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.