

# GOFFS-CHURCHGATE ACADEMY PRINCIPAL INFORMATION PACK



NO SET DESTINY FOR ANY CHILD



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# PRINCIPAL ADVERT



**Role: Principal of Goffs-Churchgate Academy**

**Salary: L27-L31 (£95,708 - £105,420)**

**Start Date: September 2025 or earlier by agreement**

The Generations Multi Academy Trust (GMAT) is looking for the next Principal for Goffs-Churchgate. Goffs-Churchgate is a fully mixed comprehensive school for 11-16 year olds, with 600 on roll. This position offers the successful candidate the opportunity to lead the school on the next stage of its journey, shaping the strategic direction and development of the community. Goffs-Churchgate combines delivering the highest of standards with being a happy, nurturing environment that is very much centered on the people who learn and work there. We have deliberately created a relatively small secondary school, with parents and students welcoming that, as the number of applicants for places demonstrates. We are proud of the fact that Goffs-Churchgate is a genuinely inclusive school, and the successful candidate will embrace this inclusivity.

GMAT is based in Cheshunt in Hertfordshire, and currently comprises two secondaries and two primaries: Andrews Lane Primary who joined us from 1st January 2025; Flamstead End School; Goffs-Churchgate Academy, and Goffs Academy. We also launched an independently run Nursery on the Goffs-Churchgate site in Spring 2023. We currently support around 3,000 students and 400 staff. The MAT is defined by the commitment of its people to creating improved life chances for young people, to ensuring “no set destiny for any child”, and as such, you will work with an extremely collegiate and high performing team of leaders and staff.

Your values must be aligned with those of the Trust, and you will be committed to improving children and young people’s life chances through the provision of the highest quality of education. You must be able to demonstrate a strong track record of securing school improvement as a strategic leader in an education focused setting. You will have excellent communication skills, with the ability to build effective relationships with all stakeholders. Your positive, can-do attitude, ambition and evidence-based thinking and vision will inspire others, and you will have the focus to ensure successful outcomes are reached.

This is an exceptional opportunity for you if you are keen to lead in an ambitious, collaborative and friendly MAT, leading a school where every child is very genuinely known and embraced. You are welcome to have a confidential discussion with the Vice CEO and CEO, and to visit the Trust. If you would like to do so, please contact Nina Ward, Executive Assistant, on [nwr@gofts.herts.sch.uk](mailto:nwr@gofts.herts.sch.uk) or on 01992 661456. We would be delighted to both talk to and meet with you.

## **Recruitment Timeline:**

**Closing date - 9.00am, Tuesday 25th February 2025 | Final Interviews - 3rd and 4th March 2025**

**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 THE CEO AND VICE CEO



Dear Candidate

We are delighted that you are interested in becoming the next Principal of Goffs-Churchgate. We are very proud of the school and are excited about its future. This position offers the successful candidate the opportunity to lead the school on the next stage of its journey, shaping the strategic direction and development of the community. You will have already looked at both its outcomes and most recent Ofsted report, and will have seen how very strongly the school performs plus the future scope that it offers. Goffs-Churchgate combines delivering the highest of standards with being a happy, nurturing environment that is very much centred on the people who learn and work there. We have deliberately created a relatively small secondary school, with parents and students welcoming that, as the number of applicants for places demonstrates. We are proud of the fact that Goffs-Churchgate is a genuinely inclusive school; a review of its current profile includes SEND at c.30%, EHCPs at c.8.6%, EAL at c.19%, and PP at c.34%. The successful candidate will embrace this inclusivity, the opportunities, and the inevitable challenges that can on occasion present themselves as part of maintaining the high expectations the MAT is known for.

GMAT is based in Cheshunt in Hertfordshire, and currently comprises two secondaries and two primaries: Andrews Lane Primary who joined us from 1st January 2025; Flamstead End School; Goffs-Churchgate, and Goffs. We also launched an independently run Nursery on the Goffs-Churchgate site in Spring 2023. We currently support around 3,000 students and 400 staff. Whilst the opportunity clearly exists for future expansion for GMAT, it is important to say that we have 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. Goffs-Churchgate is the best exemplar of that commitment to no set destiny; whilst the school is recorded as having above average deprivation, the outcomes of its students consistently outperform their starting points year on year. That is what drives the heart of GMAT.

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 £0.6m pa, 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 strong, aspirational and inclusive leader 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. You would join our MAT Executive Leadership Team which comprises the CEO, Vice CEO, CFO, People Director, Head of Estates, Trust Effectiveness Advisor (overseeing data and business analysis), the Director of ICT, and of course each Principal/Headteacher. They are an exceptionally close and supportive group of people who share a common determination to ensure the very best life chances for young people. Importantly, they all thoroughly enjoy working together, and share the highs and lows that come with educational leadership. In GMAT you would find both professional challenge and support, working with an ambitious, dedicated group of leaders. In addition, you would have the opportunity to undertake MAT wide school improvement work. You will be supported (and challenged) by an experienced and professional group of Trustees.

This role will give you significant day to day autonomy. As Principal of Goffs-Churchgate, you would focus your energy and skill on ensuring that your school delivers for the young people in your care, and for your dedicated and passionate staff. You would have the support of our highly experienced CEO and Vice CEO and a full suite of centralised MAT services.

If you would be interested in talking to either of us and/or visiting the Trust, please do not hesitate to contact our EA, Nina Ward, on [nwr@goffs.herts.sch.uk](mailto:nwr@goffs.herts.sch.uk) or on 01992 661456. We would be delighted both to talk to and meet with you.

We very much look forward to receiving your application.

**Alison Garner, CEO GMAT**

**Zoe Hussain, Vice CEO GMAT**



# 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 MAT is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. This position is subject to a criminal records check from the Disclosure and Barring Service (DBS) which will require you to disclose details of all unspent and unfiltered spent reprimands, formal warnings, cautions and convictions in your application form.

Please return your completed application electronically to Mala Sukhdeo, HR Manager, at [mks@generationsmat.com](mailto:mks@generationsmat.com).

**Deadline for applications: 9.00am, Tuesday 25th February 2025**

**Interviews: 3rd and 4th March 2025**



# PRINCIPAL JOB DESCRIPTION

The Principal will be required to fulfil all relevant duties and responsibilities as set out in the current National Standards of Excellence for Headteachers, 2015.

The core purpose of the Principal is to provide professional leadership and management for Goffs-Churchgate Academy, working closely with the Trustees and Local Board, and all key stakeholders, to create a shared vision and strategic plan which inspires and motivates students, staff and all other members of the school community. This vision should express our core educational values and moral purpose and be inclusive of stakeholders' values and beliefs.

The Principal will inspire, challenge, motivate and empower the whole school community to develop and uphold the vision and ethos of Goffs-Churchgate.

## The duties and responsibilities of the Principal are:

### To provide strategic leadership and vision

- To be a compelling ambassador for Goffs-Churchgate and the Trust, effectively communicating the vision and ethos of both to a wide range of external audiences
- To work with Trustees and staff to maintain a shared vision for Goffs-Churchgate
- To make effective use of data to ensure strategic decisions achieve our key target deliverables
- To set high standards for all students

### In management of the school

- To work closely with the Trust's Chief Financial Officer and Vice-Chief Executive Office to ensure effective financial and resource management
- To recruit, retain and develop high calibre staff
- To ensure that the school's broad curriculum is delivered to the highest standard
- To ensure continuing professional development is an integral part of the school ethos
- To ensure that well-being of all stakeholders is at the heart of decision-making

### In leadership of learning and teaching

- To be a visible presence in the school, encouraging and promoting quality first, innovative teaching
- To keep the debate about effective learning and teaching ever-present and develop relevant strategies for performance improvement
- To acknowledge and reward excellent teaching, and address poor performance in a fair and robust manner
- To implement the curriculum and ensure it is reviewed and developed to ensure students benefit from a stretching and supportive learning environment, with strategies for ensuring inclusion, diversity and access

### In educational culture

- To ensure the development of the Goffs-Churchgate ethos, where all students are provided with the foundations for life and essential personal skills are taught alongside a broad education
- To be a visible, approachable figure among the student and staff bodies, investing time in building strong relationships
- To oversee the delivery of exceptional pastoral care, ensuring student welfare and personal, social and moral development is at the heart of all decision-making
- To ensure the co-curricular life of the school is a distinctive strand of the school

### In community engagement

- To build strong, trusting relationships with parents, carers and members of the community
- To actively engage in the school and Trust-wide income generation work

# 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 Goffs-Churchgate. 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.

Category	Essential	Desirable	Evidence
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Educated to Honours degree or above</li> <li>Qualified teacher status</li> <li>Evidence of relevant Professional Development</li> <li>Has successfully undertaken Secretary of State approved 'safer recruitment' training</li> </ul>	<p>Post graduate qualifications (including NPQH, Masters degree/post graduate diplomas)</p> <p>Recognised leadership or management qualifications</p>	<p>Application form</p> <p>Interview</p> <p>References</p> <p>Certificates</p>
<b>Experience &amp; Knowledge</b>	<p><b>Substantial experience of:</b></p> <ul style="list-style-type: none"> <li>Senior leadership in a secondary school</li> <li>Improving student outcomes</li> <li>Financial planning to ensure effective use of budget and resources</li> <li>Managing, motivating and inspiring staff</li> </ul> <p><b>Substantial knowledge of:</b></p> <ul style="list-style-type: none"> <li>Strategies for raising students' achievements</li> <li>Models of learning and teaching, behaviour and attendance management</li> <li>Strategies for ensuring inclusion, diversity and access</li> <li>Current educational trends and issues, including national policies, priorities and legislation, underpinning school effectiveness</li> <li>Curriculum design and management</li> <li>Financial planning, budgetary management and principles of best value</li> <li>Principles and practice of quality assurance systems, including school review, self-evaluation and performance management</li> <li>Legislation relating to safeguarding, and SEND</li> <li>Statutory requirements on the curriculum and assessment</li> </ul>	<p>Working with other schools and organisations to develop productive partnerships</p> <p>Experience of working in an inclusive and nurturing setting and still achieving strong outcomes</p> <p>Experience of coaching and mentoring leaders</p>	<p>Application form</p> <p>Interview</p> <p>References</p>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>Evidence of recent professional development</li> </ul>		<p>Application form</p> <p>Interview</p> <p>References</p>
<b>Strategic Leadership</b>	<ul style="list-style-type: none"> <li>Exceptional strategic planning skills, with a proven ability to translate vision into clear, coherent plans</li> <li>Ability to articulate and share an inspiring vision</li> <li>Demonstrated ability to lead, coordinate, delegate and empower</li> <li>An exceptional, collaborative, inspirational leader with proven ability to build positive working relationships, negotiate with and influence individuals and relevant groups</li> </ul>		<p>Application form</p> <p>Interview</p> <p>References</p>



<b>Strategic Leadership cont/d..</b>	<ul style="list-style-type: none"> <li>• Experience of implementing successful strategies for school improvement</li> <li>• Successful implementation of strategies for performance management</li> <li>• Ability to manage change and work under pressure of changing circumstances</li> </ul>		
<b>Learning &amp; Teaching</b>	<ul style="list-style-type: none"> <li>• Understanding of the characteristics of highly effective learning in a comprehensive environment: great classrooms create great schools</li> <li>• Knowledge and experience of a range of learning and teaching strategies to meet the needs of all students</li> <li>• Experience of curriculum development</li> </ul>		Application form Interview References
<b>Leading &amp; Managing Staff</b>	<ul style="list-style-type: none"> <li>• Commitment to visible leadership</li> <li>• Ability to delegate work and support colleagues</li> <li>• Experience of working effectively with governors/Trustees</li> <li>• Involvement in staff recruitment, appointment and induction</li> </ul>	Experience of leading and supporting governor/Trustee training and development	Application form Interview References
<b>Qualities, Skills &amp; Abilities</b>	<ul style="list-style-type: none"> <li>• An immediate and palpable presence and sense of leadership</li> <li>• Ability to enthuse children and adults</li> <li>• A strong belief in inclusion for all</li> <li>• Unwaveringly high expectations for students' achievements</li> <li>• Leading by example, with integrity, resilience and fairness</li> <li>• Excellent interpersonal and communication skills</li> <li>• Ability to develop and sustain a safe, secure and healthy school environment, ensuring an understanding of the legal issues related to managing a school</li> <li>• Ability to organise work and manage time effectively</li> <li>• Ability to be innovative, creative and tenacious</li> </ul>		Application form Interview References
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• Evidence of commitment to promoting the health, welfare and safeguarding of children</li> <li>• Evidence of promoting, implementing and monitoring equal opportunities across all aspects of the school</li> </ul>		Application form Interview References

# INFORMATION ABOUT GOFFS-CHURCHGATE ACADEMY AND GMAT



Goffs-Churchgate Academy was the first school to join the Generations Multi Academy Trust. The school is now in its seventh year of operation and continues to go from strength to strength.

The school is a fully mixed comprehensive school from 11-16 years of age, with 600 on roll. The school has rapidly established a very strong reputation in the area, and is now consistently oversubscribed. In addition, the school recently received its OFSTED report from May 2022, which graded the school as “good” with outstanding features.



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

The post offers a genuine opportunity to work in a school community that changes the lives of the young people we care for.

## PROFESSIONAL WORKING AND LEARNING ENVIRONMENT

The school 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

GMAT is a cross-phase Multi Academy Trust based in Cheshunt, currently comprising two secondaries and two primaries - Goffs Academy, Goffs-Churchgate Academy, Flamstead End School and Andrews Lane School. Across the piece, GMAT currently has just under 3,000 students in its care and employs just under 400 staff. In 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/>

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.

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 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 around £600k 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.

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 schools continue as centres of excellence in the community.

Exam results in 2024 once again produced an overall estimated progress score significantly above the national average and reflect the continued success the school has achieved since joining the Trust in 2017.

- Exceptionally strong progress scores across the headline measures, with the overall progress 8 score significantly above the national average for a third year in a row. (progress 8 score: 0.37)
- Excellent outcomes were achieved in Maths and the performance in English was phenomenally strong (Maths progress score: 0.31. English progress score: 0.61)
- The outcomes at the top end were particularly impressive with the progress score for the students with high prior attainment very significantly above the national average
- There was a 12% increase in the percentage of students entering the full Ebacc to bring the overall entry figure to 67% which is significantly above the national average of 39%, and the Hertfordshire average of 47%



## COMMUNITY

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

We firmly believe in every student feeling a strong sense of community, and on entering the school, each student is placed in one of four Houses: Attenborough, Rashford, Seacole, and Trott. Each House is led by a team of student House Captains and has a clear sense of identity. Regular competitions and assemblies strengthen this sense of community.

Students within each House arrange a variety of fundraising events throughout the school year. The House raising the most money in the year for our school charity is awarded the annual Charity House Shield. Our new House names were introduced in September 2021. This was part of a wider school project on diversity to ensure that our school community reflects the diverse culture that it serves. An example of this project is the impact that it has had in English. As a result of the diversity project, there has been a complete overhaul of the Key Stage 3 curriculum, with students now studying books representing a very diverse range of authors.

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

- Student Congress made up of Committees from Students in Years 7-10
- 2 Year 11 Head Students
- 2 Year 11 Deputy Head Students

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

Goffs-Churchgate is proud to be a genuinely comprehensive school, with students and staff from different religions and several 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 occurs when students feel safe, confident, respected, valued, and are engaged. Goffs-Churchgate believes in supporting and nurturing all students in their quest to become successful learners. As such, we place a high value on pastoral care as an integral part of the school's life. We have an extensive pastoral care system to support the welfare and progress of all our young people.

## 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
- 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
  - 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
- All staff have access to a wide range of health and wellbeing resources which includes an **Employee Assistance Programme via Spectrum.Life** who offer a wide range of health and wellbeing resources, plus access to counselling for staff and their immediate family. The EAP service is accessible 24/7, 365 days a year and is a completely free and confidential service
- The MAT adheres to the STPCD for its teaching staff
- Cycle to work scheme
- 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)
- 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:

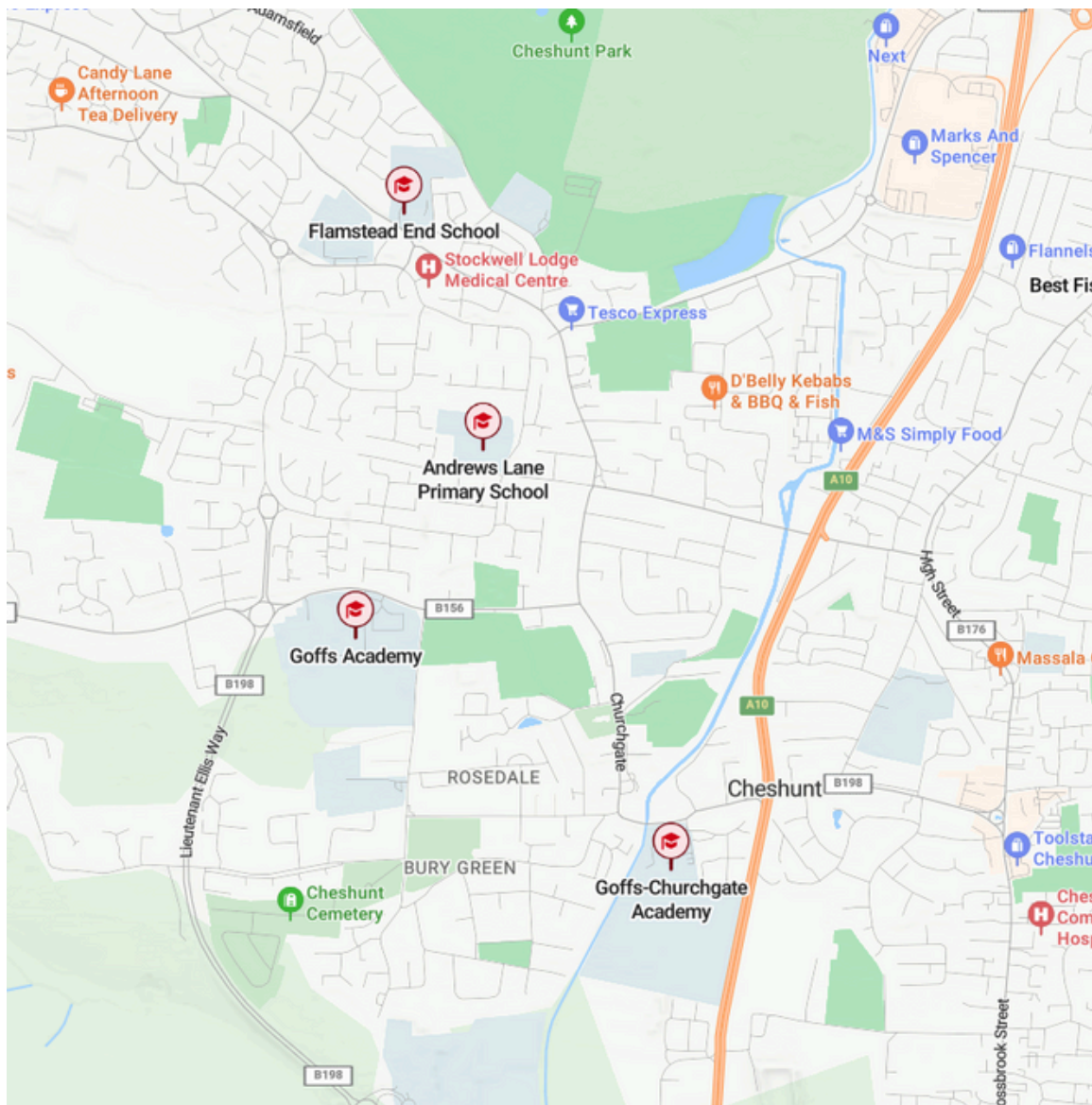
- New, professional and fit for purpose working environments
- Free use of a range of sports and leisure facilities including a fully equipped gym and swimming pool
- Occupational Health & counselling support
- Free flu jabs
- Subsidised social events
- Free tea, coffee and milk for staff



## 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.



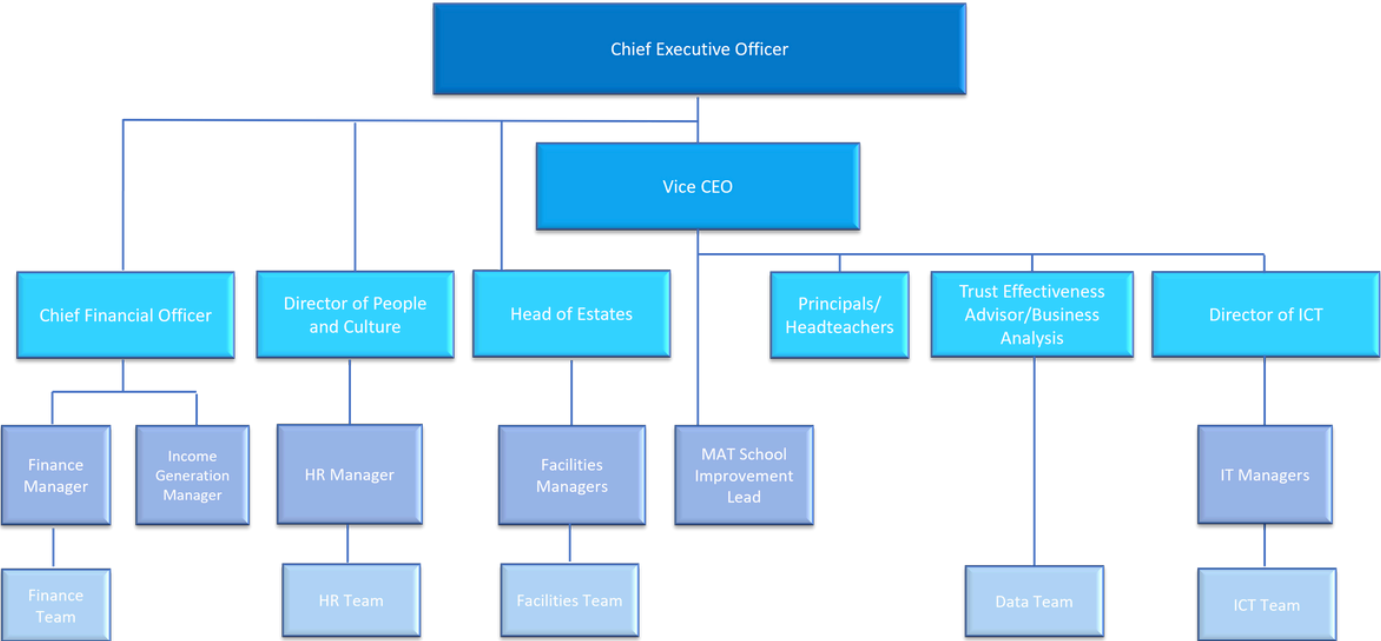




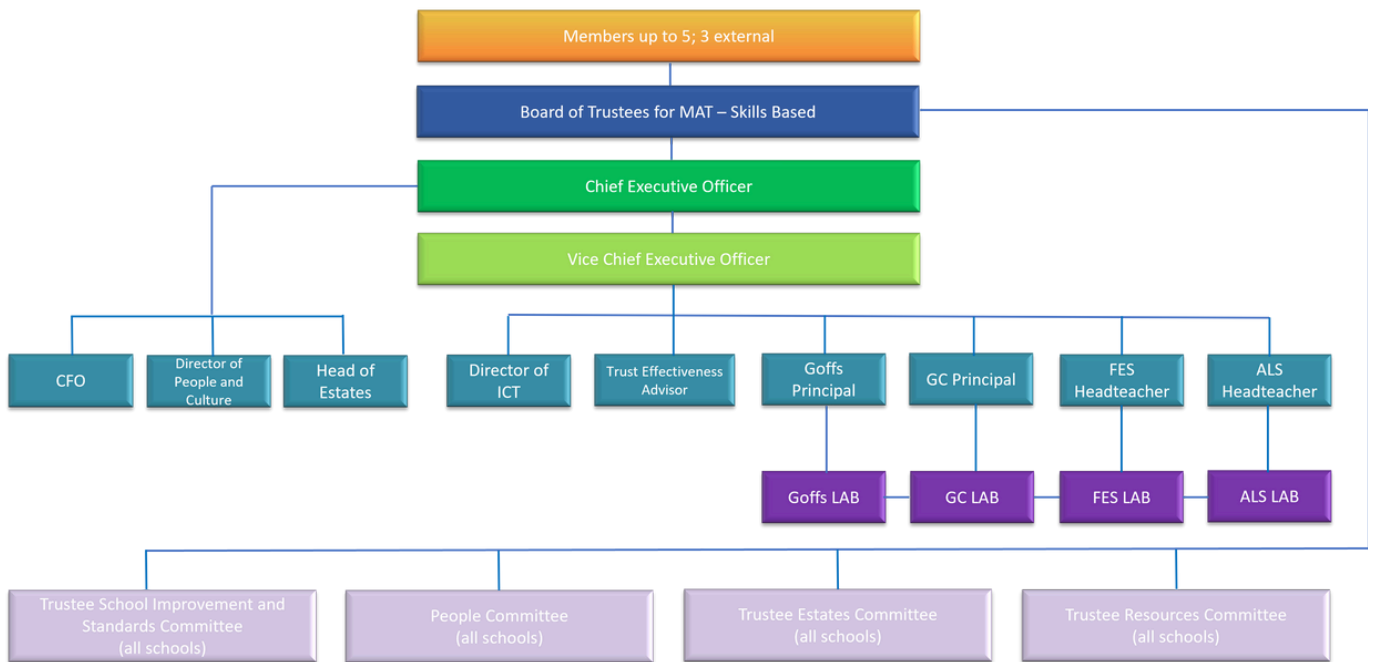
# GOFFS-CHURCHGATE SENIOR LEADERSHIP TEAM

PRINCIPAL
VICE PRINCIPAL
ASSISTANT PRINCIPAL
ASSOCIATE ASSISTANT PRINCIPAL
ASSOCIATE ASSISTANT PRINCIPAL
ASSOCIATE ASSISTANT PRINCIPAL
ASSOCIATE ASSISTANT PRINCIPAL
SAFEGUARDING LEAD

# GMAT EXECUTIVE LEADERSHIP STRUCTURE



# GMAT EXECUTIVE GOVERNANCE STRUCTURE



# REFERENCES

Candidate's Name:	
Post:	
Name of Referee:	
School/Company	
Referee's Telephone 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 post)?	
When did the candidate work for your organisation?	From: <span style="float: right;">To:</span>
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 2 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? If so, 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:	
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