

# **Flamstead End Primary School**

**Generations Multi Academy Trust**



**Classroom teacher**

**September 2025**



**Classroom Teacher**  
**Flamstead End School**  
**Full time**  
**Main Pay Scale**

Flamstead End School is looking for an excellent and enthusiastic teacher to join our supportive and welcoming team. Applications will be welcome from experienced, as well as Early Career teachers. Candidates need to have good classroom management and interpersonal skills, with an ability to teach across the Key Stages.

Outstanding candidates will have a genuine desire to do their best for the education of children and will believe in the school's core values of compassion, curiosity and courage.

Successful applicants, with the exception of those who are newly qualified, will take responsibility for a subject across the school. ECTs will need to demonstrate consistently good teaching across their teaching practice.

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

**Closing date for applications: 28<sup>th</sup> April 2025**

**Interviews: Week commencing 5<sup>th</sup> May 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 LETTER FROM THE HEAD TEACHER**



Thank you for your interest in joining **Flamstead End School**. As Headteacher, I am both **delighted and proud** to lead such a vibrant and welcoming school community. We are passionate about providing the very best opportunities for our children, and we are always looking for dedicated professionals who share our commitment to excellence.



Flamstead End is a **thriving two-form entry school** in Cheshunt, with approximately **490 children** across our preschool, nursery, and primary phases. Our **experienced and supportive staff** have high expectations for both behaviour and outcomes, fostering an environment where children feel safe, valued, and inspired to achieve their full potential.

At the heart of everything we do are our **core values: Courage, Curiosity, and Compassion**. We encourage our children to take risks in their learning, to be inquisitive and ask questions, and to treat one another with kindness and respect. These values are not just for our pupils—they shape the way we work together as a staff team, too.

We have **high expectations of both our children and our staff**. Just as we challenge and nurture our pupils, we are committed to supporting the **professional growth** of our team. We believe that great teachers never stop learning, and we actively encourage innovation, collaboration, and professional development.

Flamstead End is a school where children **thrive both academically and emotionally**. We know that happy, confident children are the best learners, and we take pride in fostering a warm, inclusive environment where every child is supported to succeed.

If you are **enthusiastic, motivated, and passionate about making a difference**, we would love to hear from you. We are looking for individuals who will bring energy, creativity, and a commitment to excellence to our school. In return, we offer a welcoming and collaborative team, fantastic children, and a school community that values and invests in its staff.

We look forward to meeting you and hopefully **welcoming you to our Flamstead End family**.

**Sarah Baker**  
Headteacher



# **JOB DESCRIPTION**

## **KEY STAGE 1 & 2 Classroom Teacher**

**Scale:** Unqualified or Main Pay Scale + Fringe

**Hours/week:** Full- time

### **Job Purpose**

The Class Teacher will:

- Teach a class of pupils and ensure that planning, preparation, recording, assessment, and reporting meet their varying learning and social needs.
- Maintain the positive ethos and core values of the school, both inside and outside the classroom.
- Contribute to constructive team building amongst teaching and non-teaching staff, parents and LAB members.
- Ensure that the current national standards for teachers are met.

### **Applicable Contract Terms and Duties**

This Job Description is to be performed in accordance with the attached provisions of the School Teachers' Pay & Conditions document, and within the range of duties set out in that document so far as relevant to the postholder's title and salary grade. The post is otherwise subject to the Conditions of Service for School Teachers in England and Wales ('Burgundy Book') and to locally agreed conditions of employment, to the extent that they are incorporated in the postholder's individual contract of employment.

### **Duties, Responsibilities and Relationships**

The Class Teacher will:

- Support initiatives decided by the Headteachers and wider Trust.
- Effectively implement school policies and guidelines.
- Plan appropriately to meet the needs of all pupils through differentiation of tasks.
- Be able to set clear targets based on prior attainment for pupils' learning.
- Provide a stimulating classroom environment where resources can be accessed appropriately by all pupils.
- Keep appropriate and efficient records, integrating formative and summative assessment into weekly and termly planning.
- Report to parents on the development, progress and attainment of pupils.
- Maintain a purposeful learning environment in accordance with the school's behaviour policy.
- Participate in meetings which relate to the school's management, curriculum, administration and organisation.
- Communicate and cooperate with specialists from outside agencies.
- Lead, organise and direct support staff within the classroom.
- Participate in the performance management system for the appraisal of their own performance.

## **Job Context**

All teachers make a valuable contribution to the school's development and therefore to the progress of all pupils. All teachers, except those who are newly qualified, will have a lead responsibility for a curriculum area across the whole school and will be supported in that role by their line manager.

Subject leadership will include:

- Monitoring quality and standards
- Contributing to school planning and self evaluation
- Providing professional support to other teachers and support staff
- Advising the Headteacher on appropriate resources and materials ▪ Leading appropriate professional development

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

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

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

The Trust 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, it may be changed by Trustees to reflect or anticipate changes in the job which are commensurate with the salary and job title.



# PERSON SPECIFICATION

## PERSON SPECIFICATION: CLASS TEACHER

Selection decisions will be based on the criteria outlined below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met.

When completing your application form and supporting statement you should ensure that you address each of the selection criteria and provide supporting evidence of how you meet the criteria, through reference to work or other relevant experience.

Early Careers Teachers will need to demonstrate consistently good teaching from their teaching practices (with outstanding elements) and career entry profile.

<b>Educational qualifications &amp; training</b>
<ul style="list-style-type: none"><li>• Qualified teacher status</li><li>• Evidence of continuing professional development</li></ul>
<b>Experience</b>
<ul style="list-style-type: none"><li>• Evidence of good to outstanding teaching skills and subject knowledge</li><li>• Varied teaching across a range of pupils, age, ability, need and background</li><li>• Curriculum planning, implementation, assessing and recording</li><li>• Made a significant contribution to the implementation of whole school initiatives</li><li>• Have had effective involvement with parents and governors</li><li>• Of taking a responsibility for dealing with safeguarding issues</li></ul>
<b>Knowledge, Skills &amp; Abilities</b>
<ul style="list-style-type: none"><li>• Understanding of the whole curriculum for the Primary age range, including Early Years</li><li>• Thorough grasp of current educational issues</li><li>• Understanding and commitment to the extended services agenda</li><li>• Skills to monitor and evaluate provision in a subject area (except NQT's)</li><li>• Consistently good or better classroom practice, behaviour management, confident use of ICT and inclusion of special educational needs, gifted and talented and dyslexia friendly</li><li>• Can inspire, lead and motivate children and support staff working with those children</li><li>• Impact the quality of teaching and learning</li><li>• Input, analyse, understand and interpret pupil and school performance data</li><li>• Work as part of an effective team of staff</li><li>• Communicate effectively and sensitively with a wide variety of children, parents, the local community, governors, staff, Local Authority representatives and other agencies</li></ul>
<b>Personal Qualities</b>
<ul style="list-style-type: none"><li>• Good communication and inter-personal skills</li><li>• Good organisational and time management skills</li><li>• Ability to maintain confidentiality and develop constructive professional relationships</li></ul>
<b>Suitability to work with children</b>
<ul style="list-style-type: none"><li>• Has up to date knowledge of relevant legislation and guidance in relation to working with and the protection of children and young people</li><li>• Displays commitment to protection and safeguarding of children and young people</li></ul>

# **INFORMATION ABOUT FLAMSTEAD END SCHOOL**

As you enter Flamstead End school you will see happy children who are welcoming and polite and are very well behaved. We have a fantastic staff who go “over and above” to support one another. They know each other and our families extremely well, providing a supportive and harmonious atmosphere for everyone.

Flamstead End School has high expectations of pupils and children. We pride ourselves on academic aspiration and achievement and exceptional behaviour.

The atmosphere at Flamstead End is welcoming for all; we aim to work in partnership with our local community and families. Parents are invited at every appropriate opportunity to share and celebrate their children’s experience at school. We have a full-time Pupil Support Worker who works with families and children who may need support for a variety of pastoral reasons. We believe that children learn best when they are happy and secure. We have a school minibus which we use to take the children into the local community to enrich the learning about the local area.

We have consistent high expectations for children in both their learning and behaviour. Children are constantly praised when they are doing the right thing and are taught when they are not. We have a very clear behaviour policy rooted in our core values and believe in rewarding the children often and sharing this with parents. Every Friday we have a celebration assembly where children are celebrated for demonstrating any of the school’s core values; Compassion, Curiosity, Courage. An email is sent to parents and carers to say how impressed we are with their child and why. Our core values feature highly in all that we do.

Within school, children are represented through the smart school council programme. This involves many more children than the traditional school council model and centres around a lead “Communications team”. Children are also able to become anti-bullying ambassadors, well-being ambassadors and playground buddies.

Enrichment activities are a priority for the children here at Flamstead End School and we are making sure that our children get a wide variety of experiences that enrich their curriculum. We aim for at least two enrichment activities for each class per term. These need not be expensive and make use of the local area as well as volunteer visits to school. In Year 6, the children have a residential visit where they experience team building and risk-taking adventurous activities.

Flamstead End School believes that all teachers are leaders. We aim to facilitate each teacher to take the lead in their chosen subject area and support them with the time and CPD that they need to do this. Opportunities are available to grow leadership skills and the next generation of leaders within our staff. Staff are encouraged to undertake a variety of National Professional Qualifications which not only develop their leadership skills but also benefit the school. Staff are provided with specific training they may need to facilitate the best outcomes for individuals in their cohorts. Since joining the Generations MAT, we are also able to utilise skills, training and development across the Trust.

As well as the personalised training for individual staff members, we also value the INSET days in our school calendar. We use these days to provide training relevant to the whole school and often get outside speakers into school. We value our staff and survey them regularly to ascertain their well-being and workload issues. Wherever possible we support all staff to be the best that they can for the children in our care both mentally and physically.



# **INFORMATION ABOUT 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. 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/>.

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 believe fiercely 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.



**Andrews Lane School** is a warm and welcoming primary school in Cheshunt with approximately 170 children on roll. It has lots of space, including a field and a forest. It is a one-form entry school. In EYFS, 30 hours provision is available. As a 'Herts Therapeutic Thinking' school, the school is committed to understanding and supporting children with their learning and achievement, within a context of deep-rooted mutual respect. The school is committed to

supporting its children and their families, and as such provides adult learning classes throughout the year. Staff are committed, dedicated professionals who want to do their very best for every pupil.



**Flamstead End School** is a thriving primary school in Cheshunt with approximately 485 children on roll. It has a preschool, a 60-place nursery offering 30 hours provision, and two classes per year group from Reception to Year 6. Flamstead end is also a 'Herts Therapeutic Thinking' school, and seeks to understand and support children's behaviour so that they are able to learn and achieve to the best of their ability. The school is a tight knit community, with a well-

established staff who care for one another and the children in their charge.



**Goffs** is a mixed 11-18 comprehensive academy with approximately 1,600 students on roll, including a thriving and successful sixth form. The school is also 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.



**Goffs-Churchgate** is a fully mixed comprehensive school for 11-16 year olds, with just over 600 students on roll. The school has rightly established a very strong reputation for both its academic outcomes and its close-knit, nurturing community, receiving over 600 applications for just 120 places for 2024 admission. 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.

Finances are overseen by a Chief Financial Officer with considerable financial expertise in the private sector, plus a highly experienced Finance Manager, and the MAT is financially secure. 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.

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



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

Further information about GMAT can be found here: <https://generationsmat.com/>

## **OUTCOMES**

### **Goffs Academy**

Exam results in 2024 reflected another year of huge success for Goffs. The results reflect a 3 year upward trend and an impressive improvement on the excellent outcomes achieved across the headline measures last year.

GCSE highlights include:

- Extremely strong progress scores across the headline measures with results considerably above the national average (progress 8 score: 0.22)
- Particularly impressive outcomes in English and Maths; both subjects achieved a progress score significantly above the national average. English language performed particularly strongly at grade 4+ and grade 5+ exceeding the national average of students achieving these grades by 20%. Maths performed particularly strongly at the top end with 28% of students achieving grade 7+. This is very comfortably above the national average of 17%
- 72% of students achieved grade 4 or above in English and maths (7% above the national average)
- 52% of students achieved grade 5 or above in English and maths (6% above the national average)
- 21% of the GCSE grades were at grade 7 or above
- The percentage of students entering the full Ebacc was 64% which is significantly above the national average of 40.04%, and the Hertfordshire average of 46%



At A-level, continuing the upward trend of recent years, students achieved another excellent set of exam results, including an overall 100% pass rate. 64% of Year 13 students secured a university or college place to start in Autumn 2024. The wide range of university or further education courses onto which students have progressed include law, history, geography, maths, finance, physics and biomedical science, other students have gained places on fiercely competitive apprenticeships in areas such as civil engineering and within the NHS. Our Sixth Form has an excellent reputation in the local area; over the past three years the numbers of students applying to join has continued to increase, such that we now have approximately 400 Sixth Form students within our school community.

### **Goffs-Churchgate Academy**

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.

Highlights include:

- 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%



### **Flamstead End School**

Extremely strong outcomes were achieved across the school in 2024. The improvements in this year's outcomes are reflective of the rapid whole school improvement that has taken place in Flamstead End School since joining the Trust in January 2023.

Highlights include:

- The percentage of students achieving good level of development in early years, at 72% remains above the national average of 68%
- Very strong phonics outcomes in year 1 with a 90% pass rate. This is 9% above the national average and reflects an 8% increase from last year
- Outcomes in the multiplications tables check were particularly strong at the top end with 50% of the cohort achieving 24 or 25 marks
- Key stage 2 sats results across the board are extremely strong and comfortably above both the national and Hertfordshire averages: there was particularly impressive performance in key stage 2 writing with 80% achieving the expected standard (national average: 72%), and 32% achieving greater depth, which is considerably above the national average of 13%
- Key stage 2 maths outcomes at the higher standard were excellent with 40% of the cohort achieved the higher standard, which is 26% above the national average.



## **Andrews Lane School**

Andrews Lane formally joined the Trust on 1st January 2025. The Trust is working closely with the school to deliver strong outcomes for pupils.

### **STAFF DEVELOPMENT**

The Trust has an extremely strong reputation for staff development, for both teaching and support staff. Developing the next generation of school leaders, both middle and senior, plus future headteachers for those who wish to pursue this, is also 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.



In addition to 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, 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
- 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 staff refer the successful candidate for: £500 on the person starting, and £500 if the person is still in employment in the Trust 12 months later

Access to a wide range of health and well-being resources including:

- 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

**Alison Garner**  
**Chief Executive Officer**