

FLAMSTEAD END SCHOOL

Appointment of Teaching Assistant for immediate start

Courage
Compassion
Curiosity



Longfield Lane
Cheshunt
Hertfordshire
EN7 6AG

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WELCOME FROM SARAH BAKER, HEADTEACHER

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

ADVERT & HOW TO APPLY

TEACHING ASSISTANT

Monday - Friday 08:45am - 3:20pm, term time only

Grade H1 - £23,656 to £24,404 full-time equivalent per annum

Actual salary - £16,252.19 to £16,766.09 per annum

Required ASAP

We are looking to appoint a Teaching Assistant to join our vibrant, outstanding school.

The ideal candidate will be an enthusiastic, committed and well-organised team player who is able to work under the direction of our class teachers and senior leaders as well as on their own initiative.

The role-holder will may be placed across any Key Stage and will spend the majority of their classroom time working with identified groups of children under the direction of the class teacher. Applicants would ideally have previous experience of working with children in a learning environment or a Level 2 NVQ qualification in Children's Care or Supporting Teaching & Learning in Schools (or equivalent). Candidates must also be confident in their English and Mathematics abilities.

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, Friday 20th June 2025**

Interviews: **Week commencing 23rd June 2025**

The Trust is committed to safeguarding children and young people. All post-holders are subject to a satisfactory enhanced DBS check.

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

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TEACHING ASSISTANT

To support and assist the staff and the school with the educational, physical and social needs of pupils; particularly in the management of pupils' learning, development and well-being. To work with the school to support the delivery of the curriculum to meet the needs of all pupils.

The post-holder is one of a team of support staff who support the learning and development of pupils. Flexibility by all staff is important in order to meet the needs of pupils and the school.

The post-holder is managed by the Headteacher supported by our senior leaders and under the day-to-day supervision of class teachers across the school.

GRADE

Monday - Friday 08:45am - 3:20pm, term time only

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Actual salary - £16,252.19 to £16,766.09 per annum

KNOWLEDGE AND EXPERIENCE

- Previous experience of working with children in a learning environment or a Level 2 NVQ qualification in Children's Care or Supporting Teaching & Learning in Schools (or equivalent)
- Must be confident in English and Mathematics abilities

MAIN TASKS AND RESPONSIBILITIES

- To ensure the safety and well-being of all pupils at all times, have robust knowledge of and compliance with all school Child Protection and Safeguarding policies and procedures; whilst understanding the responsibilities contained within the current Keeping Children Safe in Education document
- To assist with the delivery of learning activities to groups of children or individuals as part of lessons delivered by teachers; but also small group support programmes, as directed by the class teacher or other professionals supporting the children
- To support the learning of all children, including children with SEN and other challenges, across the school
- To assist with the tuition and assessment of pupils in all areas of the curriculum and provide feedback to the class teacher
- Attend to pupils' personal and social needs, including health, hygiene, first aid and welfare matters
- To promote a positive and enthusiastic attitude to learning
- To proactively contribute to the school's established expectations of pupil behaviour and achievement
- To adhere to the school's behaviour policy and therapeutic ethos
- Support and extend pupils of all abilities under the direction of the class teacher
- To liaise with parents and carers under the direction of the class teacher and to maintain professional relationships with staff, pupils and parents/carers
- To contribute to and attend meetings with professionals
- To assist with escorting children on educational visits

- To supervise, engage and support children's learning through play during break and lunchtimes, ensuring their safety, whilst maintaining the school's expectations of behaviour and good manners
- Prepare classrooms and other learning environments and clear afterwards
- Support teachers to maintain a safe and stimulating learning environment
- To perform any other reasonable tasks requested by the Headteacher and Senior Leaders

The accountabilities and responsibilities listed here are neither definitive nor exhaustive. The job description is therefore subject to change to reflect or anticipate changes in the post that may be required to accommodate the needs of the pupils and the school.

ADDITIONAL INFORMATION

- The post-holder is required to contribute to and support the overall aims, ethos and development plans of the school
- All staff are required to participate in training and other learning activities, as required by the school's policies and practices

The post is classed as having a high degree of contact with children and vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Disclosure and Barring Service (DBS) as part of Flamstead End School's pre-employment checks.

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

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TEACHING ASSISTANT

Essential:	Desirable:
QUALIFICATIONS <ul style="list-style-type: none"> GCSE English and Maths at Grade C or above (or equivalent) Good spoken English 	<ul style="list-style-type: none"> Level 2 or Level 3 NVQ qualification in Children's Care or Supporting Teaching & Learning in Schools (or equivalent)
KNOWLEDGE & EXPERIENCE <ul style="list-style-type: none"> Willingness to work within the school's policies and procedures, including those related to behaviour, Health and Safety and Safeguarding 	<ul style="list-style-type: none"> Experience of working in EYFS Experience of successfully meeting the needs of children with SEND in a mixed ability class
PROFESSIONAL VALUES <ul style="list-style-type: none"> Commitment to the inclusion of all children in the class and school environment Commitment to setting high expectations for all pupils and to raising educational achievement Commitment to the involvement of parents in their children's learning 	
SKILLS & ABILITIES <ul style="list-style-type: none"> Ability to inspire, lead and motivate children Basic knowledge of first aid Effective oral and written communication skills at all levels with parents, children, staff and other professionals Ability to establish and maintain excellent professional relationships with pupils, parents and colleagues Ability to work on own initiative Good organisational and time management skills, including timekeeping and reliability Sound ICT skills High expectations of children's learning and behaviour 	

Essential:	Desirable:
<p>PERSONAL QUALITIES</p> <ul style="list-style-type: none"> • Positive, caring attitude and a desire to boost children's sense of belonging, happiness and well-being • Ability to manage behaviour within our school policy and ethos (training will be given) • Excellent standards of professional conduct • Enthusiasm and sense of humour and ability to physically carry out the role- eg sitting on floor or joining in PE lessons • Ability to take initiative and work independently • Ability to work cooperatively as part of a team • Ability to maintain confidentiality • Self motivated • Reflective about own practice and willingness to undergo appropriate training • Hardworking, with a sense of commitment to the job and to the school • Commitment to equal opportunities 	



INFORMATION ABOUT FLAMSTEAD END AND THE GENERATIONS MULTI ACADEMY TRUST

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Welcome to our information pack about Flamstead End School and the Generations Multi Academy Trust.

At Flamstead End, everything we do is guided by our three core values: Courage, Compassion and Curiosity. These values shape the culture of our school and are central to the way we teach, learn and support one another. They are embedded in our expectations for pupils, our curriculum design, and our approach to professional development.

Our Core Values in Action

Compassion

- We are kind and respectful
- We share our feelings
- We listen to others

Courage

- We stand up for what is right
- We never give up
- We challenge ourselves

Curiosity

- We try new things
- We look for answers
- We aim high



Every half term, one child from each class is celebrated as a Values Champion and enjoys a special reward such as hot chocolate with the Headteacher.

Ofsted 2025: A School Where Pupils Thrive

We are proud of our recent Ofsted inspection (April 2025), which highlighted the strength of our provision across all areas:

- Quality of Education – Good
- Behaviour and Attitudes – Good
- Personal Development – Outstanding
- Leadership and Management – Good
- Early Years Provision – Outstanding



"Staff support and nurture pupils well. Pupils are at the heart of everything that happens throughout the school."

"The school ensures that there are ample opportunities to help pupils grow into confident, well-rounded individuals."

"The school has high expectations for pupils' behaviour and learning. Pupils follow routines well, attend regularly and enjoy their lessons."

"The school's curriculum is thoughtfully designed to foster a love of learning."

"Pupils flourish in a wide range of leadership roles. These help to significantly boost their confidence and sense of responsibility."

Our inspection also recognised our effective early identification and support for pupils with SEND, strong safeguarding culture, and inclusive enrichment offer that ensures "all pupils, particularly the most vulnerable, benefit from all that the school has to offer."

Celebrating Positive Behaviour

At Flamstead End, positive behaviour is recognised and rewarded consistently to reinforce our values and expectations. Pupils are celebrated through:

- Verbal praise
- Parent communication (calls, notes)
- Celebration assemblies
- Headteacher awards
- Sharing achievements across classes and with senior staff
- Values Champion awards

A Supportive and Aspirational Staff Culture

We are committed to fostering a supportive, happy and collaborative working environment. We offer:

- Weekly dedicated training time for Teaching Assistants
- High-quality CPD for all staff
- Opportunities for leadership development across the Trust
- A strong culture of respect, well-being and teamwork

Our vision is to create a school where every member of the community feels empowered, valued and able to grow:

- Children become confident, resilient, and prepared for life
- Families feel listened to, supported and included in their child's development
- Staff are trusted, respected and enabled to deliver a meaningful school experience
- The school contributes actively to the wider community

Join us at Flamstead End — where values drive everything, and every day is an opportunity to make a lasting difference.

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. The MAT also has 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 joined GMAT from 1st January 2025. It 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 490 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.

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.

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.

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
- Occupational health & counselling support
- Free flu jabs
- Subsidised social events

OUR LOCAL AREA

Flamstead End School is located in Cheshunt, Hertfordshire. The school 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.

