



CHIEF EXECUTIVE OFFICER APPLICATION PACK

No set destiny for any child

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Welcome from the Chair of Trustees

Dear applicant

I am pleased that you are interested becoming our new Chief Executive Officer.

Our motto reflects our commitment always to recognise that there is no set destiny for any child. Helping every student to achieve their best is at the heart of all that we do. Across our four schools and nursery provision, our staff work to provide an exceptional education for everyone, whilst developing their own and colleagues' skills to the maximum. Those schools lie geographically close together and are within communities that are ambitious, supportive, and proud of the achievements of their local schools.

We are seeking an outstanding leader for Generations; someone who can build on the Trust's considerable strengths and progress. We aspire to be even better. We want to strengthen our educational outcomes. We want to ensure the highest standards of organisational performance, whilst nurturing the collaborative culture that has underpinned our success. We want success for every student whatever their background, abilities, or limitations.

Our Trust benefits from a highly skilled and experienced central team, strong financial stewardship, and a deeply embedded approach to professional development. We are very proud of what has been achieved so far, and equally excited about the opportunities ahead.

As Chair of Trustees, I am looking for a CEO who will bring clarity, ambition and integrity to the role. We need someone who sets high standards for themselves and others, who will provide clear leadership, who will enthuse and empower staff and students; someone with both courage and humility. Above all, we will want you to ensure that the life-changing purpose of education remains at the forefront of every decision that anyone makes.

Thank you for your interest. I look forward to learning more about what you could bring to Generations Multi Academy Trust.



Andrew Clarke
Chair of Trustees
Generations Multi Academy Trust



Introduction from the Chief Executive Officer

Thank you for your interest in leading Generations Multi Academy Trust. It has been an immense privilege to serve as CEO, and I am delighted to introduce an organisation that I know to be highly ambitious, innovative, unafraid of challenge, and deeply committed to its communities.

At Generations, we hold fast to our core belief that there is no set destiny for any child. This conviction shapes our daily work and underpins the culture across all of our schools. Our colleagues bring exceptional dedication to the Trust, and their commitment to our children and families is the reason our schools continue to thrive. Our people are our greatest asset and are nurtured and developed as such; we share a common determination to ensure the very best life chances for young people, and work hard to create an environment where staff and young people alike can flourish.

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. During my tenure, I have been particularly proud of three things: the quality and dedication of our staff and leaders, and the collaborative spirit that exists across our schools; the strength and expertise of our MAT central services and the support they provide for each of our schools; and, crucially, the MAT's relentless drive to be the absolute best that it can be.

Generations is an organisation that knows itself well. It is clear about its values, confident in its systems, and ambitious for the future. As we look ahead, the MAT is extremely well placed to go on the next stage of its journey with its next CEO. In GMAT you would find significant exciting opportunities for the future, working with an ambitious, dedicated group of people.

I very much hope you will consider applying for this role, and that you will take the opportunity to visit us. You will find a Trust full of talented colleagues, engaged families, and wonderful young people.

With warmest wishes,



Alison Garner
Chief Executive Officer
Generations Multi Academy Trust



About the Trust

Generations Multi Academy Trust is a cross-phase family of four schools and a nursery serving the Cheshunt area of Hertfordshire. The Trust was established with a clear moral purpose: a belief that a student's background or starting point should not limit their ambitions. This principle continues to shape our work and defines our identity across all phases.

The Trust brings together two secondary schools, two primary schools and nursery provision, all located within a small geographic area. This close proximity enables genuine collaboration: staff work together frequently, share expertise, and take collective responsibility for the students and communities we serve. Our schools are diverse, inclusive and community-focused, reflecting the varied strengths and aspirations of our young people.

Our fully centralised MAT services provide consistent, professional support to schools, enabling leaders to focus on teaching and learning. Finance, HR, Data and Business Analysis, ICT, Estates and Income Generation form a highly skilled central team that understands the needs of each academy and provides strong operational capacity. Income generated centrally is reinvested directly into enhancing provision and supporting staff.

People are central to our success. The Trust places a strong emphasis on professional development, with leadership pathways, personalised CPD, research opportunities and structured support for staff at all stages of their careers. This investment underpins a culture where colleagues feel valued, supported and able to contribute fully to the Trust's improvement journey.



Governance across the Trust is mature and well established, with a skilled Board of Trustees and active Local Academy Boards providing strategic oversight and professional challenge.

The Trust is now preparing for its next stage of development as the current CEO retires. The Trust is committed to ensuring a fully open, rigorous and competitive selection process. This creates a significant opportunity for a new leader to help shape the future direction of Generations Multi Academy Trust

Looking ahead, the Trust is ambitious to grow in ways that benefit children, families and the wider community. This may include further strengthening our existing schools, developing new provision where there is local need, exploring partnerships and traded services, and considering opportunities for new schools to join the Trust where this aligns with our values and capacity. The new CEO will help shape what this next phase of growth looks like.

With strong foundations in place, Generations Multi Academy Trust is well positioned for the next stage of its development, building on the strengths of its schools and the communities they serve.



Our Schools

 Goffs - Churchgate
Academy

 Goffs
Academy

 FLAMSTEAD
END
SCHOOL

 Oakview
Primary
School

Vision and Values

Our Vision

At Generations Multi Academy Trust, our vision is shaped by a clear and enduring belief: there is no set destiny for any child. We are committed to ensuring that every student, regardless of their starting point, has access to an ambitious education that enables them to achieve, grow and thrive.

Our vision places equal importance on academic success, personal development and strong relationships. We want our schools to be places where students feel safe, respected and able to take pride in their learning; where staff are valued for their expertise; and where families work in partnership with us for the benefit of every young person.

As a cross-phase Trust, we see great value in supporting students throughout their educational journey. Our shared purpose and collaborative culture underpin this work, creating an environment where expectations are high, individuality is respected, and the whole community contributes to positive outcomes.



Vision and Values

Our Values

Across our Trust, a shared set of values guides how we work and the decisions we take:

Ambition – high expectations, academic rigour and a commitment to securing the best possible outcomes for every student.

Inclusion – nurturing the whole child through strong pastoral care and environments that support confidence and wellbeing.

Collaboration – working together across schools through shared expertise, mutual challenge and collective responsibility.

Autonomy with alignment – each school retains its identity while aligning to common expectations, systems and policies that maintain consistency and quality.

Professional learning – investment in personalised CPD, leadership development and research-informed practice to sustain a highly skilled workforce.

These values shape daily life across the Trust and reflect our shared commitment to helping every student realise their potential.



Improvement Strategy

Our Approach to School Improvement

At Generations Multi Academy Trust, school improvement is built on strong partnership working across all of our schools and a shared belief in the potential of every student. Our approach brings together high ambition for all, a commitment to excellent teaching, and a focus on developing strong leadership at every level.



We operate a school-led improvement model, supporting each academy to strengthen its own capacity while contributing to the success of the wider Trust. Leaders and staff work closely together, drawing on shared expertise and a strong sense of collective responsibility, ensuring that students gain from the strengths and practice that exist across the Trust. This is paired with clear alignment around expectations, systems and professional standards.

The Trust provides a coherent strategic framework for improvement, including an annual performance review for every academy, robust governance oversight, and high-quality professional development for staff and leaders. Support and challenge are carefully matched to each school's context, enabling sustained improvement while preserving the individuality of each academy.

Our improvement strategy is designed to secure long-term, self-sustaining excellence. Through collaboration, shared practice and targeted support, we work to ensure that every student receives an ambitious education and every school is equipped to deliver consistently strong outcomes.



Improvement Strategy

Key Features of Our Improvement Strategy

- **School-led model** supported by shared responsibility, expertise and practice.
- **Clear alignment of expectations** across curriculum, behaviour, leadership and pastoral systems.
- **Annual performance review cycle**, evaluating outcomes, curriculum, safeguarding and leadership.
- **Tailored support and challenge**, with earned autonomy where appropriate.
- **Collaborative practice across schools**, including joint learning walks, departmental reviews and peer learning conversations.
- **Robust use of data** to inform planning, monitor progress and identify need.
- **Strong professional development culture**, with tailored CPD, leadership pathways, coaching and research engagement.
- **High standards of governance**, reinforced through consistent reporting to Local Boards and the Trust Board.
- **Central services that enable improvement**, including finance, HR, data, ICT and estates.



Together, these elements form a coherent and mature improvement strategy focused on securing strong outcomes for students and continuous development for staff and leaders.



Key Information

The Trust was established in 2017 when Goffs Academy and Goffs-Churchgate Academy, previously Cheshunt School, came together to create Generations Multi Academy Trust.

Number and type of schools in the Trust: two secondary schools and two primary schools

Age range: 2 - 18

Number of students on roll: 2,854

Trust student profile: EAL: 22%; SEND 17%; Pupil Premium: 24%

Trust website: www.generationsmat.com

	<p>Goffs is highly respected in the local area and consistently heavily oversubscribed. It is a large, mixed 11-18 comprehensive academy with approximately 1,600 students. EAL: 21%; SEND: 10%; FSM6: 19% A short Ofsted inspection in 2023 judged that it continues to be Good.</p>
	<p>Goffs-Churchgate has built a strong reputation for academic success and its close-knit, nurturing culture. It is also heavily oversubscribed. It is a mixed 11-16 comprehensive school, with approximately 600 students on roll. EAL:19%; SEND: 33%; FSM6: 34%. Ofsted (2022) judged it Outstanding in Personal Development and Good in all other areas.</p>
	<p>A thriving primary school with approximately 467 children. The school joined the Trust in 2023, and it includes a preschool and a 60-place nursery offering 30 hours provision. Flamstead End is a Herts Therapeutic Thinking school. EAL:18%; SEND: 18%; FSM6: 21%. Ofsted (April 2025) judged it Outstanding in Personal Development and Early Years and Good in all other areas.</p>
	<p>A warm and welcoming primary school with approximately 170 children. The school was relaunched as Oakview Primary in September 2025, marking the start of a significant transformation under the Trust's leadership. This change of name reflects a refreshed identity, stronger community links and the ambition to secure continuously improving outcomes for all children. EAL:48%; SEND: 20%; FSM6: 46%. Oakview has not yet been inspected.</p>

Chief Executive Officer – Job Description

Job title:	Chief Executive Officer
Contract:	Permanent, full-time
Reporting to:	Board of Trustees
Line management:	Principals and senior members of the Trust's executive team
Salary:	L39 - L43 (London Fringe £133,006 to £145,217)

Role Purpose

The Chief Executive Officer (CEO) provides values-led, inspiring and compassionate leadership across Generations Multi Academy Trust. The CEO shapes and communicates the strategic vision, creating conditions in which every child is known, valued and able to flourish, with no predetermined limit on their future potential.

The CEO leads a family of schools united by shared values and common purpose, promoting a culture of love, ambition and service, while enabling each academy to retain its unique character. The CEO ensures that Trust Leaders, Local Academy Boards and Principals work within a coherent framework that supports autonomy, strengthens alignment and secures continuous improvement

The CEO is accountable to the Board of Trustees for the educational performance, strategic development, financial sustainability and organisational effectiveness of the Trust. The CEO ensures that trustees receive high-quality advice, timely information and appropriate assurance to fulfil their governance responsibilities, and fosters the continuing engagement of members in advancing the Trust's vision and aims.

Strategic Leadership & Vision

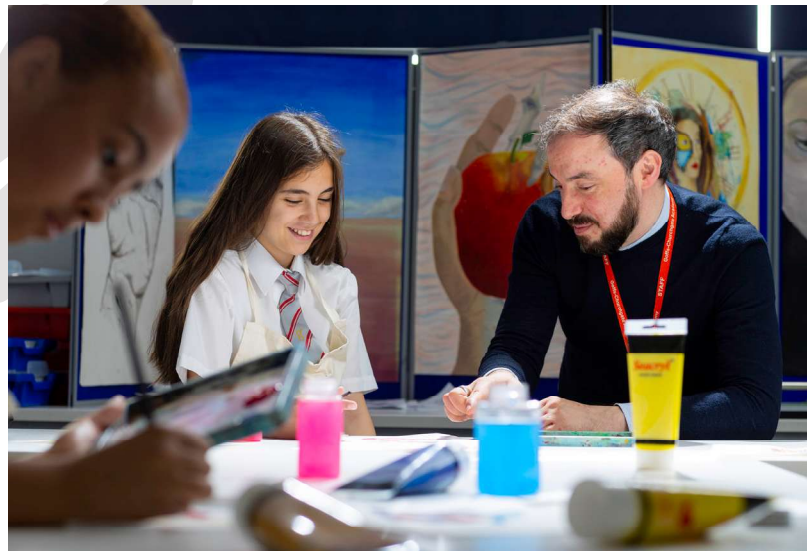
- Lead the development, communication and implementation of a compelling vision for the Trust, grounded in its values and ethos.
- Create strategic priorities and long-term plans that ensure sustainability, carefully managed growth and excellence across all schools.
- Build and model a culture of compassion, integrity, high expectations and inclusivity across the Trust and its academies.
- Ensure organisational design, operational systems and leadership structures support the Trust's strategic aims.
- Lead change with clarity, transparency and empathy, ensuring staff and stakeholders remain engaged and motivated.



- Lead a measured, values-aligned approach to Trust growth, including the careful assessment of opportunities for new schools to join the MAT and the sustainable development of existing academies, ensuring reputation, demand and capacity are strengthened over time.
- Champion a culture in which every child is supported to fulfil their potential and aspirations, irrespective of background or starting point.

Quality of Education

- Ensure high-quality education across all academies, characterised by ambitious curricula, expert teaching and effective assessment.
- Provide strategic oversight of school improvement, supporting Principals and senior leaders to deliver evidence-informed practice.
- Promote a culture of aspiration, achievement and continuous improvement for all students, and particularly those experiencing disadvantage and those with SEND.
- Ensure that approaches to behaviour, pastoral support and personal development reflect the Trust's ethos of compassion, support and high expectations.
- Ensure that improvement priorities are identified through robust self-evaluation and high-quality data analysis.
- Build internal and external networks that support the sharing of best practice and professional learning and development.



Safeguarding, Inclusion and Student Welfare

- Promote a culture that celebrates diversity, challenges discrimination and nurtures a sense of belonging for every child.
- Build strong partnerships with families, agencies and local services to support children's wellbeing and personal development.
- Provide strategic leadership of safeguarding across the Trust, ensuring robust systems, culture and governance.
- Ensure that all schools comply with Keeping Children Safe in Education and maintain consistently strong and visible safeguarding practice.
- Ensure that strategic planning takes account of the diversity, strengths and lived experience of each school and its local community.
- Ensure the Trust's approach to SEND and inclusion meets statutory requirements and reflects its ethos of care and ambition for all children.

Governance, Accountability & Regulatory Assurance

- Promote a culture of constructive accountability that is understood and accepted at all levels as essential to continuous improvement across the Trust.
- Work closely with the Board of Trustees, providing clear professional advice, high-quality reports and strategic insight.

- Support trustees to fulfil their responsibilities under company, charity and education law.
- Model and uphold effective governance, recognising that Trustees are ultimately responsible and accountable for the Trust's work.
- Ensure high-quality reporting that enables effective challenge, scrutiny and decision making.
- Uphold the principles of public life, ensuring high standards of probity, transparency and ethical conduct.
- Develop and maintain effective relationships with the trustees, members and Local Academy Boards.
- Act as a trusted adviser to the Board, ensuring compliance with all statutory requirements and supporting effective internal scrutiny, and carry out any reasonable duties delegated by the Board of Trustees.



Finance, Risk, Resources and Compliance

- Undertake the duties of Accounting Officer, ensuring regularity, propriety, value for money and full compliance with the Funding Agreement.
- Maintain rigorous systems for identifying, managing and mitigating organisational risk.
- Oversee the development of the Trust's estate and facilities, securing capital investment and strengthening provision to meet community need and support the long-term ambitions of the Trust.
- Ensure strong financial planning, budgeting and reporting processes that support long-term sustainability.
- Deliver the efficient, effective use of public funds and ensure transparent stewardship of all Trust assets.
- Oversee robust digital, ICT and data security systems, ensuring high standards of cyber security and information governance across the Trust.
- Lead the Trust's estates strategy, health and safety arrangements and wider compliance frameworks.
- Ensure that external audits, internal scrutiny and risk assessments are well supported and acted upon promptly and appropriately.

People and Culture Strategy

- Lead and motivate the Trust's executive team, promoting a culture of professionalism, collaboration and accountability.
- Oversee a Trust-wide people strategy that strengthens recruitment and retention, identifies and nurtures talent, supports and develops all staff, and sustains a culture of wellbeing and high professional standards.
- Promote values-led, compassionate leadership across all schools.
- Ensure the Trust has high-quality employment practices that uphold equality, diversity, and inclusion, including ethical approaches to recruitment and retention.

- Ensure staff have access to high-quality professional development aligned to organisational priorities and individual needs.
- Ensure the Trust has proactive, robust talent management and succession planning across all levels of leadership within the Trust.

External Relations, Partnerships, System Leadership and Civic Responsibility

- Represent the Trust with credibility, warmth and integrity to students, families, partners and the wider public.
- Develop strong partnerships with civic, community, regional and national organisations, ensuring the Trust contributes positively to local and national priorities.
- Ensure the Trust is outward facing, engaging in mutual challenge and collaboration with other schools, MATs and local systems to address disadvantage and improve educational outcomes for all students.
- Exert influence on behalf of the Trust through active engagement with sector organisations, regulators, policymakers, local and national government, industry partners, and other stakeholders.
- Develop strategic partnerships with other MATs, the local authority, teacher training providers and regional organisations, exploring opportunities for collaborative and traded services that enhance the Trust's influence, strengthen system leadership and support long-term sustainability.
- Promote the Trust's reputation and values through effective strategic communications.



Person Specification

	CRITERIA	ESSENTIAL (E) DESIRABLE (D)	WHERE ASSESSED
A	EDUCATION & QUALIFICATIONS		
1	Honours degree, or equivalent	E	A
2	Qualified Teacher Status	D	A
3	Evidence of sustained professional learning in education and leadership.	E	A
4	Master's Level qualification or equivalent professional qualification	D	A
B	EXPERIENCE		
5	Extensive and recent experience of strategic and organisational leadership in an inclusive educational setting, including significant involvement in leading teams to achieve high standards and improving outcomes.	E	A, R
6	Experience of leading workforce strategy, including robust performance management and effective approaches to staff development, recruitment, retention and wellbeing.	E	R, I
7	Experience of successfully leading and managing change, translating organisational ambitions into real and measurable achievements.	E	A, R, I
8	Experience of contributing to and implementing financial strategy, overseeing significant budgets and ensuring long-term organisational sustainability.	E	A, R, I
9	Experience of creating, developing, and maintaining effective working relationships with a broad range of stakeholders including local authorities, regional/national bodies, partner organisations and leaders across the education sector.	E	A, R, I
C	KNOWLEDGE		
10	Knowledge of current primary and secondary practice, including the National Curriculum, educational developments and accountability frameworks.	E	A, R
11	Knowledge of legislation and practice in the field of education and Special Educational Needs and proven ability to lead inclusive practice across an organisation.	E	A, R, I

	CRITERIA	ESSENTIAL (E) DESIRABLE (D)	WHERE ASSESSED
12	Knowledge and understanding of governance, organisational leadership, people management and financial systems within a large school/academy or complex organisation.	E	A, R, I
13	Understanding of and commitment to effective governance, statutory compliance and risk management across a multi-academy trust.	E	I
14	Strong understanding of statutory safeguarding responsibilities and ability to lead a safeguarding culture across the trust.	E	I
15	Awareness of estates compliance, health and safety, and capital planning within a trust.	E	I
16	Understanding of how digital technologies support both organisational efficiency and educational improvement.	E	I
D	LEADERSHIP COMPETENCIES		
17	Strategic personal effectiveness: Able to prioritise effectively, plan and organise self and others, and work accurately under pressure to deliver to tight deadlines.	E	R, I
18	High-quality communication: Strong verbal and written communication skills, including the ability to convey complex information with clarity and produce high-quality reports, and engage diverse audiences with credibility and presence.	E	A, R, I
19	Relationship-building and emotional intelligence: Excellent interpersonal skills and emotional intelligence, with the ability to build productive relationships with trustees, principals/headteachers and wider stakeholders while modelling an approachable and empathetic leadership style.	E	A, R, I
20	Integrity, professionalism and moral purpose: Demonstrates the highest levels of integrity and a strong moral purpose, acting with compassion, fairness and professionalism in all interactions.	E	R, I
21	Leadership under pressure: Calm, balanced and credible in demanding or complex situations, showing sound judgement, resilience and tenacity.	E	R, I
22	Building and leading high-performing teams: Skilled in developing a high-performance culture, empowering teams, improving teaching, learning and behaviour, and establishing effective succession planning.	E	A, R, I
23	Developing talent and capacity: Able to identify, nurture and develop leadership talent, building organisational capability and ensuring sustainable improvement.	E	R, I

	CRITERIA	ESSENTIAL (E) DESIRABLE (D)	WHERE ASSESSED
24	Motivating, inspiring and holding others to account: Able to motivate and inspire others, setting high expectations with warmth and empathy while delivering robust, supportive accountability and dealing effectively with underperformance.	E	A, R, I
25	Analytical and evidence-informed decision-making: Able to collate, analyse and interpret complex data to inform improvement and strategic development across the trust.	E	R, I
26	Creative, solutions-focused thinking: A forward-looking, innovative thinker who anticipates issues, approaches challenges with clarity, and develops creative and practical solutions.	E	R, I
27	Commitment to inclusion and equity: Committed to leading inclusive practice and promoting equitable outcomes for all students and staff.	E	R, I
28	Digital and organisational literacy: Strong IT skills and understanding of how digital systems and communications support organisational effectiveness, enhance learning, and promote the Trust's reputation, including the effective and appropriate use of digital platforms and social media to support communication and engagement.	E	I

Assessment Key

A – Application Form

R – Reference

I – Interview (including all selection tasks)



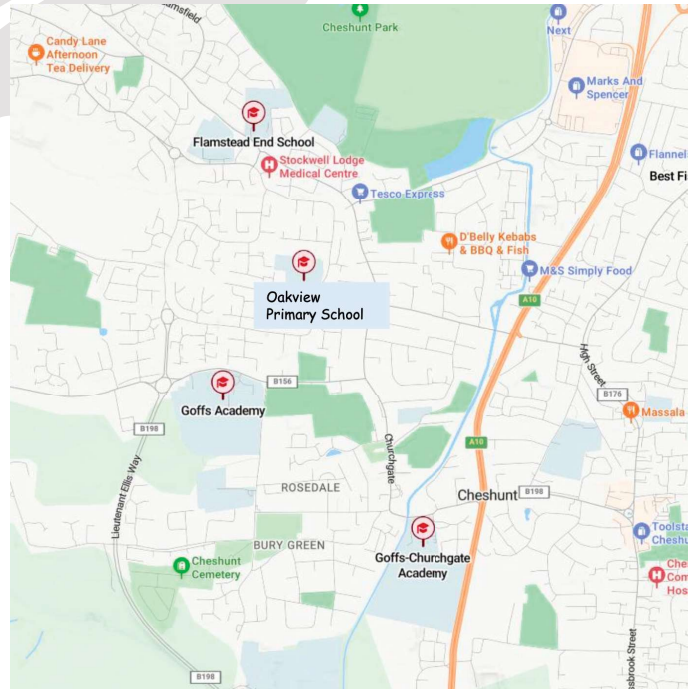
Our Local Area

Generations Multi Academy Trust is located in the Cheshunt area of Hertfordshire, benefiting from a balance of green open spaces and good transport links. Our schools are close to the Lee Valley Regional Park, with its walking and cycling routes, water sports, and the Olympic White Water Centre.

The area offers a strong sense of community, with a mix of residential neighbourhoods, local amenities, and easy access to the wider Hertfordshire countryside. Nearby towns such as Hertford, Broxbourne and Epping provide further cultural, leisure and retail options, while central London is within easy reach.

Cheshunt is well connected. Trains to central London typically take 20–30 minutes and the Trust is close to both the A10 and the M25, making it easily accessible from across Hertfordshire, north London and Essex. Many colleagues live locally, while others commute from further afield.

Our schools are within a short distance of one another, supporting collaborative working.



Getting Here

Rail:	Liverpool Street → Cheshunt: 20 mins
	Tottenham Hale → Cheshunt: 10 mins
	London Overground via Theobalds Grove
Road:	Immediate access to the A10 and M25
Air:	Stansted: 35 mins
	Luton: 40 mins
	Heathrow: 50–60 mins



How To Apply

Submitting your application

Applications should be submitted using the Trust's application form. Applications will be managed by Sam White, of ASCL's Leadership Appointment Service, who is supporting the Trust throughout this appointment process.

www.generationsmat.com/vacancies

As part of the application, candidates must also provide a personal statement of up to 1,250 words, demonstrating how they meet the criteria in the Person Specification. CVs, covering letters or additional documents will not be accepted.

All enquiries about the application process, and anyone wishing to have an informal conversation about the role, please contact sam.white@ascl.org.uk.

CLOSING DATE	Monday 19 January 2026 at midday
SHORTLISTING COMPLETED BY	Friday 23 January 2026
CANDIDATES NOTIFIED BY	Monday 26 January 2026 (References will be requested at this point)
FINAL SELECTION PROCESS	Tuesday 3 and Wednesday 4 February 2026

A pre-interview written assessment will be sent to shortlisted candidates ahead of the final selection process.

Opportunities to find out more

We warmly encourage prospective candidates to engage with the Trust before applying. There are three ways to do so:

- **An informal conversation with the Chair of Trustees**, Andrew Clarke
- **An informal conversation with the current CEO**, Alison Garner
- **A visit to the Trust**, hosted by the CEO. Available dates: **Wednesday 10 December 2025, Tuesday 6 and Thursday 8 January 2026**

To arrange any of the above, please contact Nina Ward, Executive Assistant, at NWR@goffs.herts.sch.uk.

Safeguarding and equality

We welcome applications from candidates of all backgrounds, regardless of age, disability, gender, ethnicity or religion.

Generations Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people. The successful candidate will be required to undertake an Enhanced DBS check. Online searches will be conducted as part of pre-employment checks.