



Head of Science
Required for September 2026

Head of Science Lead Overview

The successful candidate for this post:

- has the vision, drive, and expertise necessary to lead a successful department at Goffs,
- has a record of successful leadership in Science, with demonstrable impact of how their leadership has led to improved quality of education and outcomes for students
- has excellent interpersonal skills, and the gravitas to ensure their vision is put into action
- is an outstanding classroom teacher, with the energy to inspire and motivate colleagues and students
- believes in the right of every student to fulfil their potential

In return, Goffs and the Generations Trust can offer you:

- A highly successful, popular and ambitious Trust and Department
- The opportunity to take on Trust-wide leadership work, leading on best practice in Science education
- A £20million school building, opened in January 2017, with additional new facilities which opened in April 2022
- A school described by Ofsted as being one where “students work together exceptionally well,” and where “students are overwhelmingly enthusiastic about school”
- Outstanding career development including overt senior leadership experience, development and coaching

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, 16th March 2026

Interviews will be held: week commencing 16th March 2026

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 Mark Ellis, Principal

Thank you for your interest in working at Goffs Academy. I hope that this information pack and the school website will give you a flavour of what it is like to work and to learn at our wonderful school.

Goffs is part of the Generations Multi Academy Trust. We have around 1,600 students on roll, including 400 students in the Sixth Form. The school has earned an excellent reputation within the local community, and as such is heavily oversubscribed, regularly receiving over 800 applications for 240 places available in Year 7. Our students want to be here.

Our daily work with young people is based on our firm belief that every student deserves access to the highest quality of education. Through our curriculum, we provide a rich range of learning opportunities and experiences, therefore enabling students to develop a powerful range of knowledge, vocabulary and skills.

Academic success is important to us, and we have unashamedly high expectations of our students in this regard. However, we also seek to support our students' wider personal development, helping them to grow as confident, responsible, and articulate learners and citizens. Staff help students to reveal and develop their inner strengths, and to thrive at school and beyond; we are immensely proud of our alumni, and are always delighted when they keep in touch with us after leaving.

We have very clear expectations of behaviour, as the foundation of a calm, purposeful and focused learning environment.

These expectations are underpinned by our school values – Respect, Resilience, and Responsibility – which we encourage students to develop and demonstrate within school.

Lessons at Goffs are based around 5 key consistencies (known as The Goffs Way), developed by colleagues and underpinned by research into what contributes to highly effective learning. We are dedicated to a philosophy of continual improvement and 'being the best we can be'. As one example of how staff are supported in continually developing their practice, the school has a unique timetable arrangement in which students leave school early one day each fortnight, to provide dedicated time for professional development.

Most importantly, if joining Goffs you will be joining a team of enthusiastic, optimistic and committed professionals, who are immensely supportive of one another. If you enjoy working with young people, and have the curiosity, optimism and drive to do your best each day, I would be delighted to hear from you.



Mark Ellis
Principal

Job Description

Job Title	Head of Science
Salary/Grade:	MPS/UPS + TLR 1B
Location	Goffs Academy
Hours	Standard Teaching Hours 32.5 Hours Per Week
Reporting to	Associate Principal and Principal
Staff Reporting to Job Holder	Science Teachers Science Technicians
Contacts Within and Outside School	Principal SLT Relevant staff with whole-school responsibilities Relevant support staff and parents Staff from external organisations as required
Role Purpose	<p>To lead on and implement an aspirational and ambitious vision for Science education at Goffs</p> <p>To ensure the provision of a carefully sequenced, ambitious, and engaging Science curriculum, across all Key Stages and qualifications</p> <p>To be fully accountable for improving and maintaining the highest standards of student progress and attainment within Science, ensuring every child achieves to their full potential</p> <p>To develop, coach and enhance the teaching practice of other teachers in Science</p> <p>To act as a model of best practice in learning and teaching and in leadership</p> <p>To effectively manage and deploy teaching/support staff, and financial and physical resources within Science</p>

Main Tasks and Responsibilities

Operation & Strategic Planning:

- To lead the development of appropriate curriculum, assessment, and learning and teaching resources in Science
- To work with colleagues to formulate and implement the strategic development plan for Science education
- Clear and effective line management of all other leaders in the Science department
- The day-to-day leadership, oversight and operation of course provision within Science, including effective deployment of staff and physical resources
- To attend (and in some cases, lead) all appropriate meetings
- To actively monitor and follow up any issues with student progress, based on strategic analysis of performance data
- To ensure consistently high standards of setting of home learning, and assessment practices, within Science
- To arrange and oversee details for internal and external examinations
- To lead and manage the business planning process for the Science department
- To implement school policies and procedures e.g. Equal Opportunities, Health and Safety etc

Curriculum Provision & Development:

- To lead and develop a rigorous and inspirational, knowledge rich curriculum, which meets the needs of all students, including SEND
- Pursue an evidence and research-based approach to curriculum development that puts Science at the forefront of innovative curriculum design
- Ensure consistently high quality curriculum plans and resources for Science teaching at Goffs
- Ensure that GCSE and exam courses are planned in line with exam specifications
- To liaise with the Vice Principal and Exams Officer to maintain accreditation with the relevant examination and validating bodies

Staff Development & Recruitment:

- Identify staff development needs for all colleagues in the Science department at Goffs, and ensure appropriate programmes are designed to meet such needs
- To undertake Appraisal Review(s) for all leaders in the Science department at Goffs, and have oversight of appraisal arrangements for all colleagues in the department
- To participate in/support the school's ITT programme
- To be responsible for the day-to-day leadership of staff within Science and to act as a positive role model at all times
- To promote teamwork and to motivate staff to ensure effective working relations
- In liaison with Key Stage leaders, make appropriate arrangements for classes when staff are absent, and liaising with the Cover Manager/relevant staff to secure appropriate cover work

Main Tasks and Responsibilities

To participate in the interview process for teaching posts as required and to ensure the highly effective induction of new staff in line with school procedures

Quality Assurance:

- Monitor the work of the Science department through rigorous and regular lesson observations, curriculum reviews, and book checks, and provide detailed, constructive feedback
- To establish common standards of practice within Science and develop the effectiveness of learning and teaching across the department
- To lead on supporting and ensuring improvements as required

Management Information:

- Ensure robust assessments, used consistently across the department, to enable effective monitoring of student progress
- Be accountable for student progress in Science at all key stages, ensuring that outcomes are in line with, or better than, national expectations
- Track student progress and make intelligent use of data to identify underperformance, plan appropriate support and achieve excellent outcomes in Science, with a focus on eradicating progress gaps for vulnerable groups of students
- Ensure a range of intervention strategies are in place to respond to underachievement and to promote best possible outcomes for students
- To ensure that all department reports are completed on time and to a high standard, providing personalised feedback for students

Management of Resources:

- To manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the subject area budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records
- To work with the Vice Principal in order to ensure that the subject area's teaching commitments are effectively and efficiently time-tabled and roomed

Pastoral Systems:

- To contribute to and implement the Academy policy on rewards and support, taking responsibility for student behaviour for learning in Science
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff

<p>Main Tasks and Responsibilities</p>	<p>Teaching:</p> <ul style="list-style-type: none"> - To undertake an appropriate programme of teaching, modelling best practice - Set high expectations so that all students are inspired, motivated and challenged to reach their full potential, and in doing so meet their progress targets - Plan and teach well-structured, adapted lessons that cultivate every student's intellectual curiosity of Science - Use data to inform teaching and learning, identify areas for intervention and provide feedback to students, staff and families in order to promote progress and outcomes - Manage behaviour effectively to create a safe, respectful and nurturing environment so that students can focus on learning
<p>General</p>	<ul style="list-style-type: none"> - To continue personal development as agreed at appraisal reviews - To engage actively in the appraisal review process - To address the appraisal targets set by the line manager each Autumn Term - To play a full part in the life of the school and Trust community, to support its distinctive aim and ethos and to encourage staff and students to follow this example - To promote actively the school and Trust's corporate policies - To comply with the school's Health and Safety policy and undertake risk assessments as appropriate - To show a record of excellent attendance and punctuality - To adhere to the school's Dress Code - To undertake any other reasonable duty delegated by the Principal/Vice Principal

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

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

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

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by Governors to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Person Specification

Job Title

Head of Science

Education and Qualifications

- Qualified Teacher Status (E)
- A degree in a related subject (E)
- Higher Degree e.g. MA, Med (D)

Experience

- A proven track record of leadership resulting in sustained excellent outcomes at KS4 and KS5 (E)
- Experience of teaching to a high standard in secondary education (E)
- Evidence of effective curriculum development for Science (E)
- Evidence of managing and leading change at departmental and/or whole school level (E)

Personal Expertise

- Outstanding practitioner and a model of best practice
- Robust understanding of what a highly effective Science Department looks like and how to develop this
- Robust understanding of best practice in Science teaching
- Ability to coach, develop, improve and enhance teacher performance
- Able to secure outstanding outcomes
- Able to interpret student performance data and use that to guide subject improvement
- Excellent knowledge of learning, teaching and assessment strategies
- Strong understanding of local and national pedagogy in Science
- Excellent organisational skills and time management
- Effective use of ICT

Skills and Knowledge

- Enthusiastic and inspiring leader
- Can demonstrate strategic thinking and planning to realise the vision and aims of the department/school
- The ability to process, analyse and use data to inform decisions
- A commitment to the aims and ethos of the Trust
- Solution-focused attitude
- Ongoing commitment to professional development
- Strong interpersonal, written and oral communication skills
- A desire to be fully involved in the wider life of the school

Information about Goffs Academy



Information about Goffs Academy and the Generations Multi Academy Trust

Welcome to our information pack about Goffs and the Generations Multi Academy Trust. We are a mixed 11-18 comprehensive Academy with approximately 1,600 students on roll, including a thriving and successful Sixth Form. Our Academy is extremely popular in the local area, with an average of over 800 applications annually for the 240 places available, and significant waiting lists for places across the year groups.

The school has been awarded the International Schools Award twice, Investors in People status three times, and has Sportsmark Gold and Artsmark Silver. We also hold the Secondary Geography Quality Mark, as well as being a designated Leading Edge School, and play a central role in the Leadership Partner School network.



Professional Working and Learning Environment

Our school was among those named as part of a £2billion Government scheme, the Priority Schools Building Programme. As a result, Goffs received a completely new build and facilities, and moved into them in January 2017. The school has further invested in an additional new building, which opened in April 2022, which includes 8 brand-new classrooms, as well as a state-of-the-art fitness centre run by Lifestyle Fitness, with whom we work in close partnership.

This significant investment of funds by the Department for Education is a further recognition of the outstanding work being undertaken by the school, and represents another fantastic opportunity for our community. Our school building provides a light, modern, professional and fit for purpose working environment for all.



Outcomes

Exam results in 2025 reflected another year of huge success for Goffs. The results reflect a consistent trend of excellent performance, with students consistently achieving outcomes which significantly exceed national averages.

GCSE highlights include:

- **Attainment across all headline measures which significantly exceeded national averages**
- **Particularly impressive outcomes in English and Maths. English language performed particularly strongly, with 82% of grades at grade 4+, and 65% at 5+. In Maths, 75% of grades were 4+, with 59% at 5+**
- **70% of students achieved grade 4 or above in English and Maths**
- **48% of students achieved grade 5 or above in English and Maths**
- **24% of the GCSE grades were at grade 7 or above, and the percentage of grades awarded grade 9 (the highest grade available at GCSE level) greatly exceeded the national average**
- **The percentage of students entering the full EBacc was 67%, which is significantly above the national average of 39%**

At A-level, students achieved an exceptional set of exam results, with highlights including:

- **22% of grades were awarded A*/A**
- **Students achieved a 100% pass rate across all qualifications**
- **67% of students have progressed onto degree-level study, either at university or across a range of highly competitive and prestigious degree apprenticeship programmes**

These outcomes have helped to further establish the excellent reputation of our Sixth Form within 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.

Community

Goffs prides itself on its sense of community – both within the school itself, and in the wider locality.

Visitors to our school unfailingly comment on a very real sense of community, coupled with warmth and pride.

We are members of Cheshunt Extended Services (ChExS), offering a variety of extended school and community-based activities for both students and parents. Our students actively support local charity work such as the Isabel Hospice and the Rainbow Trust, and maintain strong links with our local primary schools.

In addition, our young Sports Leaders regularly work in primary schools. Goffs runs a 'G-Involved' Volunteering programme, where every Sixth Form student completes 20 hours volunteering during the course of the academic year. Students are rewarded through our annual Pride of Goffs Awards evening.

We firmly believe in every student feeling a strong sense of community and on entering the school, each student is placed in one of four Houses: **Eagle, Falcon, Hawk and Phoenix**. Each House is led by a team of student House Captains and has a clear sense of identity. Regular competitions and assemblies strengthen this sense of community. Each year the House Captains decide on a possible group of charities to support; students in every year then vote on their chosen school charity.

Students within each House then arrange a variety of fund-raising events throughout the school year.

The House which raises the most money in the year for our school charity is awarded the Charity House Shield. Such work is indicative of Goffs students' ability to empathise with the needs of others, and further develops their capacity to work successfully in a variety of social settings.

The Goffs Student Leadership Academy actively encourages leadership development through a series of student led groups. We currently have students enrolled in the Leadership Academy from Year 7 to Year 13, with groups including:

- **Student Parliament**
- **Community and Charity Leaders**
- **House Leaders**
- **Sports Leaders**
- **Sixth Form Top Team**

A variety of annual school trips give students the opportunities to sample different cultures, whilst an extensive programme of off-site visits provides opportunities for students to experience the diversity that exists within the UK including theatre, galleries and museum visits. Our overseas trips have included Italy, Spain, USA, Czech Republic, Paris, Berlin and Reykjavik, in addition to a student exchange with a school in Beijing, and annual ski trips to countries such as Italy, Andorra or Austria.

Care, Guidance and Support

Successful learning takes place when students feel safe, confident, respected and valued, and are engaged. Goffs believes in supporting and nurturing all students in their quest to become successful learners. As such, we place a high value on pastoral care as an integral part of the life of the school.

We promote positive attitudes towards learning and provide a caring and supportive environment within our community. We were delighted to see Ofsted's comments that "students' behaviour and attitudes are outstanding" and that "students feel very safe, because bullying is extremely rare and they are very confident that any incidents that concern them will be dealt with swiftly and effectively." Continuously nurturing, supporting and developing our students is hugely important to us and significant investment is made in the school's pastoral structures, including our investing in dedicated Learning Mentors for the school.



Information about Generations Multi Academy Trust



Information about Generations Multi Academy Trust (GMAT)

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 Oakview Primary School. Across the piece, GMAT currently has just under 3,000 students in its care and employs just under 400 staff.

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

All of the schools are situated within close proximity of each other in Cheshunt, and share many activities, including CPD for staff. One of the Trust's fundamental principles is that no one school or phase 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's finances are overseen by a highly skilled Chief Finance Officer with considerable financial expertise in the private sector, plus a highly experienced Finance Manager.

The Trust deliberately created an innovative 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.

GMAT is a fully centralised MAT, with all of our schools able to access dedicated, expert advice and support from centralised functions in HR, Finance, Income Generation, Data/Business Analysis, ICT and Estates.

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, we are each very clear that our daily work across the piece allows children to forge new futures and destinies.

Schools within Generations Multi Academy Trust (GMAT)

Flamstead End School

Flamstead End School is a thriving primary school 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 Academy

Goffs Academy 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 Academy

Goffs-Churchgate Academy is a fully mixed 11-16 comprehensive school, with approximately 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 an average of over 600 applications for just 120 available places. 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.

Oakview Primary School

Oakview Primary School is a one-form entry warm and welcoming primary school with currently approximately 170 children on roll. In September 2025, Andrews Lane Primary was relaunched as Oakview Primary, marking the beginning of a significant transformation under the leadership of the Generations Multi Academy Trust. This was far more than a rebrand. The change of name signaled a new identity, reflecting the ambition to deliver a higher quality of education, stronger community links, and continuously improving outcomes for all children. The school benefits from significant space, including a field and a forest. 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. One of the features of Oakview is its commitment to supporting its children and their families, and as such the school provides adult learning classes throughout the year. Staff are committed, dedicated professionals who want to do their very best for every pupil.

Overview

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 nationalities, faiths and cultures 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/>



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.

Taking advantage of the many opportunities inherent in being a cross-phase MAT, the MAT runs a calendared programme of networking meetings where leads across both phases can come together to discuss and share best practice in areas including safeguarding, behaviour and teacher training.

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:

- What makes a good leader? - Communicating vision and values
- Leadership and staff motivation - Building a high performing team
- Leading and managing change - Developing your leadership approach
- Being a Lead Practitioner - Quality assuring effective teaching

- Strategic pastoral leadership - being a Director of Learning
- Strategic curriculum leadership - being a Head of Department
- Coaching and mentoring - Observation for improvement
- Using data in leadership for impact
- Resilience in leadership, including effective communication with key stakeholders
- How to make your applications stand out
- Fostering positive behaviour for learning
- Leading and managing innovation and change

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
- The MAT adheres to the STPCD for its teaching staff

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

Trust Staff Benefits

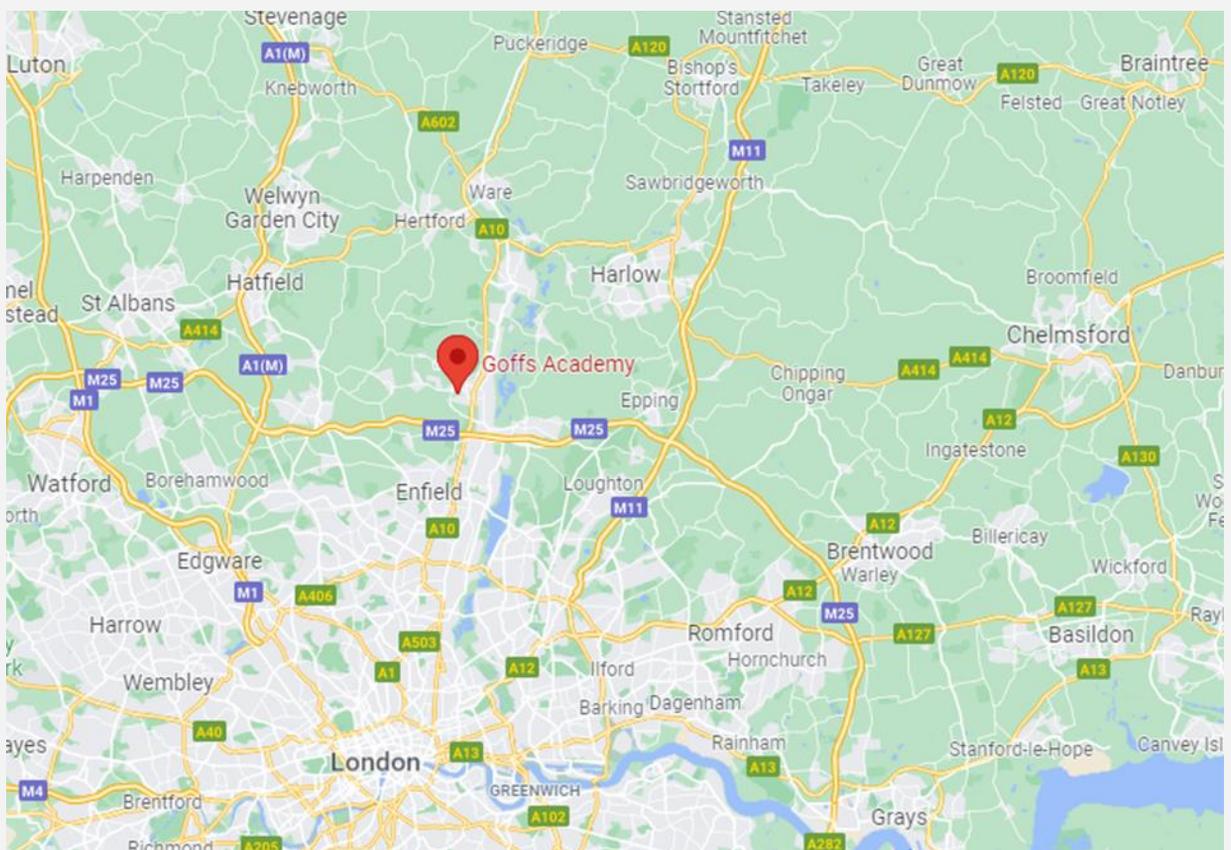
Access to a wide range of health and well-being resources including:

- Employee Assistance Programme via Spectrum Life which offers access to:
 - An in-the-moment advisory helpline on a wide range of personal, work-related or financial issues
 - Further counselling support (subject to a referral)
 - Shopping discounts portal
 - Healthy eating ideas
 - Fitness programmes
 - A wealth of wellbeing resources such as podcasts and mindfulness techniques
 - Fully trained Mental Health First Aiders at all Trust sites
 - Eligible staff may join the Teachers' Pension Scheme or the Local Government Pension Scheme
 - Support Staff annual leave increases in line with service at 5 and 10 years' service
 - Enhanced annual leave for full year support staff
 - Paid time off for:
 - Interviews
 - Moving house
 - Study/exam leave
 - Medical appointments
 - "Special" leave
 - Compassionate Leave
 - Generous sick pay allowances
 - Two-week autumn half term
 - Cycle to work scheme
 - Free on-site parking at all sites
 - Modern, professional and fit for purpose working environments
 - Free use of a range of sports and leisure facilities, including a fully equipped gym
 - Substantially discounted membership to a new professionally run, externally let, Lifestyle Fitness Gym
 - Free flu jabs
 - Subsidised social events
 - Discounted car valeting service on site at Trust schools
 - Ad hoc rewards such as ice cream van visits, fruit, doughnuts, chocolates, Easter eggs and many more
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Our Local Area

Goffs Academy 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.



No Set Destiny for Any Child



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www.goffs.herts.sch.uk

Part Of:



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