

**Generations Multi Academy Trust**  
**Goffs-Churchgate Academy**



**Teacher of Humanities**  
**(Geography or RS preferred but not**  
**essential)**

September 2021

Information for Applicants



**TEACHER OF HUMANITIES**  
**(Geography or RS preferred but not essential)**

**REQUIRED FOR SEPTEMBER 2021**

**The successful candidate for this post:**

- is an outstanding practitioner, with the energy to inspire, motivate and challenge students
- has a passion for learning and teaching Humanities
- ideally be able to teach multiple disciplines of Humanities, including Religious Studies and Geography. Teachers with specialisms in other disciplines such as Health and Social Care or Sociology considered
- has a commitment to extra-curricular activities
- has a positive, can do attitude with colleagues and students
- believes in the right of every student to fulfil their potential
- has excellent interpersonal skills and is a real team player

**In return, Goffs-Churchgate can offer you:**

- The opportunity to be part of a popular, growing school, which has an excellent reputation in the local community
- New teaching facilities and a highly professional working environment
- A truly collaborative working environment
- A highly aspirant school, with students and staff equally committed to that agenda
- Outstanding career development, including opportunities across the Generations Multi Academy Trust

The successful candidate will have the opportunity to gain access to an exclusive range of benefits, including discounted nursery places, priority student admission to schools in the Trust for your child after 2 years' service, and a cash incentive employer referral scheme.

**Please contact Tracey Backman, HR Manager, at [recruitment@generationsmat.herts.sch.uk](mailto:recruitment@generationsmat.herts.sch.uk) for further details.**

**Closing date for applications: Friday 23<sup>rd</sup> April at 9 am**  
**Interviews will be held w/c 26<sup>th</sup> April 2021**

**The Trust reserves the right to interview and appoint applicants prior to the formal closing date.**

**The school is committed to safeguarding children and young people. All postholders are subject to a satisfactory enhanced DBS check**



# **JOB DESCRIPTION**

## JOB DESCRIPTION

<b><u>Job Title:</u></b>	Teacher of Humanities
<b><u>Salary:</u></b>	MPS/UPS Full Time
<b><u>Purpose:</u></b>	To ensure high-quality curriculum delivery to students in Humanities; to support subject developments; provide a range of extra-curricular opportunities for students; monitor, assess, and report upon student progress; and contribute to raising subject standards.
<b><u>Responsible to:</u></b>	Head of Humanities and MFL
<b><u>Dimensions:</u></b>	<p><b><i>Students:</i></b></p> <ul style="list-style-type: none"> <li>(i) To ensure that students' prior attainment data is used to inform the planning and teaching of assigned classes</li> <li>(ii) To maintain records and monitor and report upon student progress and attainment in assigned classes</li> <li>(iii) To contribute to the development of effective teaching and learning practice</li> <li>(iv) To ensure high standards of behaviour for learning with your teaching groups</li> <li>(v) To contribute to the extra-curricular programme delivered within Humanities</li> <li>(vi) To plan and implement a range of extra-curricular activities in Humanities</li> </ul> <p><b><i>Staff:</i></b></p> <ul style="list-style-type: none"> <li>(i) To assist the Head of Department in ensuring that teaching in your subject is of high quality and contributes to the department's improvement plan</li> <li>(ii) To participate in staff development activities provided within the department and the whole school</li> </ul>
<b><u>Principal Accountabilities:</u></b>	<ul style="list-style-type: none"> <li>(i) To deliver, as directed, syllabuses, resources, schemes of work, assessment and marking policies, and teaching strategies so that student needs can be met</li> <li>(ii) To report student progress in your subject to the Head(s) of Department and to parents/carers</li> <li>(iii) To contribute to the department improvement plans so that the quality of teaching and learning in your subject can be continuously improved</li> </ul>
<b><u>Competencies:</u></b>	<p><b><i>Passion for learning:</i></b> Creating a learning environment that supports students in their learning and encourages them to become confident, independent learners</p> <p><b><i>Challenge and support:</i></b> Caring for the students and expressing positive expectations</p>

	<p><b>Managing students:</b> Directing, enthusing, and motivating students so that effective learning takes place in an orderly learning environment.</p> <p><b>Confidence:</b> Show confidence and a willingness to take on challenges</p> <p><b>Team working:</b> Work with others in the department to achieve shared goals</p>
<b><u>Knowledge and Experience:</u></b>	<ul style="list-style-type: none"> <li>• Degree in a relevant subject</li> <li>• Teaching qualification</li> </ul>
<p><b><u>Other Specific Duties:</u></b></p> <ul style="list-style-type: none"> <li>• To continue personal development as agreed at appraisal reviews</li> <li>• To engage actively in the appraisal review process</li> <li>• To address the appraisal targets set by the line manager each Autumn Term</li> <li>• To play a full part in the life of the school community, to support its distinctive aim and ethos, and to encourage staff and students to follow this example</li> <li>• To support the school in meeting its legal requirements for worship</li> <li>• To promote the school's corporate policies actively</li> <li>• To comply with the school's Health and Safety policy and undertake risk assessments as appropriate</li> <li>• To show a record of excellent attendance and punctuality</li> <li>• To adhere to the school's Dress Code</li> <li>• To undertake any other reasonable duty delegated by the Principal</li> </ul>	

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.

**AGREED BY:** \_\_\_\_\_ **(Job Holder)**      **DATE:**

**AGREED BY:** \_\_\_\_\_ **(Line Manager)**      **DATE:**

***\*NB: In most cases, the line manager is the Head of Department for your main teaching subject***



# **PERSON SPECIFICATION**



## PERSON SPECIFICATION

### TEACHER OF HUMANITIES

Essential:	Desirable:
<b>Qualifications</b> <ul style="list-style-type: none"><li>• Qualified Teacher Status</li><li>• Degree relevant to the area of responsibility</li></ul>	
<b>Experience</b> <ul style="list-style-type: none"><li>• To have experience of successfully teaching Humanities in a secondary school setting</li></ul>	<ul style="list-style-type: none"><li>• The ability to teach a range of subjects would be desirable, such as Religious Studies, Geography, Health and Social Care, or Sociology</li></ul>
<b>Professional expertise</b> <ul style="list-style-type: none"><li>• Outstanding teacher, or the potential to develop into one</li><li>• Able to secure excellent progress for all students</li><li>• Behaviour for learning skills that engage and enthuse students and create a positive learning environment</li><li>• Excellent organisational skills and time management</li><li>• Effective use of ICT</li></ul>	
<b>Personal Qualities:</b> <ul style="list-style-type: none"><li>• A commitment to the aims and ethos of the Trust</li><li>• Commitment to supporting all students to reach their potential</li><li>• Ongoing commitment to professional development</li></ul>	<ul style="list-style-type: none"><li>• A desire to lead extra-curricular Humanities clubs and activities, and to be fully involved in the wider life of the Trust</li></ul>



# **INFORMATION ABOUT THE DEPARTMENT**





### **Would you like to join an energetic, ambitious, and highly supportive Humanities Faculty?**

We have an exciting opportunity to welcome a new member to our Humanities team at Goffs-Churchgate Academy.

We are passionate about helping students to reach their potential, and our exam success within the school reflects this. At Goffs-Churchgate, a rapid improvement in students' progress in Humanities has contributed to a remarkable 175% increase in the overall Progress 8 scores since the school's opening.

This role provides an exciting opportunity for a colleague to enhance and grow the school's Humanities provision.

Our Humanities Faculty is led by a highly experienced colleague who has outstanding expertise in Teaching and Learning, and developing staff. The Faculty has a well-balanced mix of experience covering History, Geography, and RS. At Key Stage 4, the department also leads on the delivery of Health and Social Care and Sociology. Due to the school's expansion, we are seeking a colleague who would be able to deliver multiple facets of these subjects to students across Key Stage 3 and 4.

In Geography, we teach the essential skills and knowledge to provide a foundation for progression into Key Stage 4. We teach the WJEC Geography specification, which is popular with students and has a high take-up at Key Stage 4. We undertake a range of Geography field trips, including Walton on the Naze.

In History, students learn critical skills including, reliability of the source, causation, and inference, as they learn about local and National History at Key Stage 3. At Key Stage 4, we undertake the Edexcel History GCSE. The History Trip to Berlin is a popular trip amongst our students.

For RS, our students learn about a range of faiths, and this knowledge is used to inform critical debate about a range of ethical topics. At Key Stage 4, students undertake Edexcel Religious Studies, which is a hugely popular course.

For more details on the our school's Learning Journeys and to see detailed curriculum maps showing our curriculum at Key Stage 3 and 4, please visit our website at <https://www.goffschurchgate.herts.sch.uk/319/overview-2020-2021>

The school is committed to ensuring that all students receive a balanced curriculum, including Humanities, and are committed to devoting ample curriculum time to the subject. We recognise the power that Humanities can have both in students' academic success.

We aim to inspire all colleagues to continue their professional development and offer excellent opportunities to do so. The Trust is known for its very high quality and personalised CPD, which includes a Leadership Academy, supporting and actively developing staff leadership skills at all levels of experience.

We are looking for a Teacher of Humanities who enjoys highly collaborative working in a friendly and positive environment, has a passion for learning and teaching, and who would relish the opportunity to develop new teaching ideas and resources. The Trust has a strong track record of nurturing and supporting new entrants to the profession and those at the start of their career, coupled with an equally

strong track record of offering new opportunities and promotion. As such, this post would be equally suited to someone at the start of their career, or someone looking for future further opportunities.

If you are a committed and passionate colleague who shares our vision, we would very much like to hear from you.



# **INFORMATION ABOUT GOFFS-CHURCHGATE ACADEMY**





## **Information about Goffs-Churchgate and the Generations Multi Academy Trust**

Welcome to our information pack about Goffs-Churchgate and the Generations Multi Academy Trust. Goffs-Churchgate Academy is the first school to join the Goffs Generations Multi Academy Trust. The school is now in its fourth year of operation and continues to go from strength to strength

The school is a fully mixed comprehensive school from 11-16 years of age, with 470 on the roll; it is intended to rapidly expand this number to 120 per year group, making a school of 600. Over the past 3 years, the school has grown in its reputation, with the school receiving 600 applications for 120 places for 2021. This reflects the very high level of local interest in the school. Local estate agents report significant interest in parents moving to the locality with a view to being near Goffs-Churchgate: a very successful future is predicted for the school.

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



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

### **Professional Working and Learning Environment**

The school has benefited from brand new facilities, opened in October 2016. These include brand new teaching and learning facilities for all subjects. The school also benefits from a recently installed 3G playing surface for PE, a gym with a professional sprung floor, a Dance studio, and an indoor swimming pool. The new facilities provide light, modern, professional, and a fit for purpose working environment for all. The Trust has also invested significantly in modernising additional teaching spaces, providing a fantastic environment for our students.

### **The Generations Multi Academy Trust**

In early 2016, Goffs Academy received a direct approach from the DfE asking that they consider establishing a Multi Academy Trust and work in partnership with other schools. As a result, the Generations MAT was established from 1st September 2017, with Goffs as the lead school within the Trust. Goffs-Churchgate was born from that vision. The two schools are within walking distance of each other and already 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 financially secure. Finances are overseen by a Chief Finance Officer with considerable financial expertise in the private sector. The Trust created a dedicated Director of Income Generation position, and extensive lettings and business development work now occur across all sites in the MAT. This additional income – projected to reach c.£500k per annum – underpins generous staffing levels at both schools, plus many "extras" that would otherwise be unaffordable in the current funding climate.

Our future plans include establishing a nursery provision with subsidised staff places and looking at the opportunity to establish or join with a primary school, thus effectively creating an all-through education structure. The MAT offers extremely exciting opportunities for staff, students, and the local area and we are all very much looking forward to its growth.

### **Outcomes**

Goffs-Churchgate secured an impressive set of GCSE outcomes in 2019. Our Progress 8 was a record result for the school and put the school in the top 20% of all schools nationally. In just two years, the school's performance at GCSE has improved significantly. GCSE highlights include:

- A remarkable 175% improvement in the overall Progress 8 scores since the opening of the school
- The proportion of students who achieved Maths and English at grade 4+ was 58%, an increase over nearly 20% in the past two years
- The proportion of students who achieved English and Maths at grade 5+ was 36%, a 24% increase in the last two years
- Overall Progress 8 is +0.47, with Maths, English, and Science all performing in line with National Averages. Our SEND students' performance was particularly impressive, with every progress measure being significantly above the National Average. Also, our disadvantaged students outperformed their non-disadvantaged peers
- Due to Covid-19, 2020 outcomes were calculated as a result of Centre Assessed Grades. The Trust ran a forensic data process and were both pleased with the outcomes. It was satisfied that these outcomes were in line with what students were expected to get, with no undue grade inflation

### **Community**

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

We firmly believe in every student feeling a strong sense of community, and on entering the school, each student is placed in one of four Houses: Curie, Edison, Faraday, and Rubik. Each House is led by a team of student House Captains and has a clear sense of identity. Regular competitions and assemblies strengthen this sense of community. Students within each House arrange a variety of fundraising events throughout the school year. The House raising the most money in the year for our school charity will be awarded the annual Charity House Shield.

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

- Student Executive
- Community Captains
- Wellbeing Champions

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



Goffs-Churchgate is proud to be a genuinely comprehensive school, with students and staff from different religions and several languages spoken in the school. We recognise and celebrate what makes us unique and different and acknowledge that we are also part of one community. Our aim is for everybody to feel valued and respected, and we strive hard to ensure we create a positive culture within the school to enable this to happen.

### **Care, Guidance, and Support**

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

### **Generations Trust Dog**

The Generations Trust has a school dog – a 4 year old cocker spaniel called Huxley.



Huxley belongs to the Executive Principal and is based in her office at Goffs. He spends time with students at break and lunchtime, undertakes the odd learning walk (ie romp), is available at the start of exams to help keep anxiety low, and also spends time in Learning + with our more needy students. Huxley has developed an obsession with pepperoni pizza, courtesy of his student partners in crime, and has also proved himself to be adept at playing Frisbee and football, although less adept at giving the Frisbee and football back....He is also available for staff cuddles as desired, and is very happy indeed to oblige, particularly if you'll play with him. Staff who do not want any contact with Huxley of course do not have to have any. Full risk assessments and insurance are in place for Huxley.



### **Staff Development**

Through the Generations Multi Academy Trust, the successful candidate will be able to access a range of staff development opportunities. The Trust has an extremely strong reputation for staff development, both teaching and support staff. Developing the next generation of school leaders, both middle and senior, and future Headteachers for those who wish to pursue this is a responsibility that we take very seriously.

We have a full suite of staff leadership development which staff can join, be they an NQT or highly experienced colleague.

In addition to innovative whole staff training days, we disaggregate a number of hours for training every year. This allows staff development to be highly personalised as staff can opt for the training which best meets their needs. All staff complete peer observations to observe best practices. Many use their disaggregated time to coach others or to receive coaching. Moreover, there are specific training sessions for NQTs and other interested staff which run every Wednesday 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 be booked if, on rare occasions, we cannot cater to a particular training need in House.

### **Staff Benefits**

Alongside our very strong focus on outstanding professional development and promotion opportunities, we also offer a range of benefits, including:

#### **Competitive base salary with a tailor-made development plan aimed at enhancing your future [earnings] potential through:**

- High quality, personalised CPD
- Bespoke leadership development programmes
- Subsidies for Masters and Degree courses
- Secondment and shadowing opportunities
- As part of our Multi Academy Trust, "Generations", potential to work across more than one school to develop career-enhancing skills and knowledge
- Supported Nursery provision with All About Children at any of their nurseries in the Hertfordshire, Bedfordshire, Berkshire and Surrey area:
  - 10% discount off advertised rates for one child.
  - 15 % discount off advertised rates for a 2nd child from the same family (T&C s apply)
  - All year round and term time (38 weeks) places available
  - Nursery grant funded places available
  - Dedicated person from our parent team to handle all enquiries and placements

#### **Additional financial incentives and tax-efficient benefits, including:**

- Exam marker payment of £400 plus 2 days paid leave to do the marking (1<sup>st</sup> year)
- Childcare voucher scheme
- Payments for staff taking weekend sporting fixtures: staff paid £200 for leading a minimum of six Saturday fixtures plus 6 weekly training sessions
- A daily allowance of £50 for school trips taken over a weekend or any school holiday:
- A £1,000 Employee Referral Scheme (i.e., finder's fee) for any qualifying positions that you refer the successful candidate for: £500 on the person starting, and £500 if the person is still at the school 12 months later

#### **Access to a wide range of health and wellbeing resources, including:**

- New, professional, and fit for purpose working environments

- Free use of a range of sports and leisure facilities, including a fully equipped gym and swimming pool.
- Occupational Health & counselling support
- Free flu jabs
- Subsidised social events
- 100% attendance reward – day in lieu, taken at each school's discretion
- Complimentary tea, coffee, and milk for staff

**Thomas Sparks**  
**Principal**  
**March 2021**





# **GENERATIONS MULTI ACADEMY TRUST REFERENCE REQUEST FORM**



<b>Candidate's Name:</b>			
<b>Post:</b>			
<b>Name of Referee:</b>			
<b>School/Company</b>			
<b>Referee's Tel No:</b>			
<b>How long have you known the candidate and in what capacity?</b>			
<b>What is (or was) the candidate's job?</b>			
<b>What is his/her current salary (or salary when leaving your post)?</b>			
<b>When did the candidate work for your organisation?</b>	<b>From:</b>	<b>To:</b>	
<b>If the candidate has left your employment, please state the reason:</b>			
<b>How many days was the candidate off work sick over the last 2 years?</b>			
<b>How many periods of sickness over the last two years?</b>			
<b>Please comment on the candidate's performance history and conduct as your employee:</b>			

**Has the candidate had any current disciplinary warnings, or time-expired warnings that concern the welfare or safety of children, if so please give details here:**

**Do you have any concerns about the candidate's suitability for working with children and young people, then please give details here:**

Please tick one statement against each heading to best describe the candidate.

1	<b>Teaching Ability</b>	Students learn very effectively in his/her classes. Teaching is purposeful.	Most students learn effectively in his/her classes.	Students occasionally have difficulties. Teaching sometimes lacks focus.	Support and further training needed.
2	<b>Preparation of Lessons</b>	First class, always attends to fine detail.	Sound, sets well-focused and realistic objectives.	Satisfactory but lacking imagination.	Needs support on occasions.
3	<b>Assessment/Marking of Work</b>	Always detailed, thorough and positive. Support further learning through target setting.	Conscientious and thorough. Some target setting.	Acceptable but lacking detail.	Has needed prompting on occasions.
4	<b>Learning Environments</b>	Makes extensive use of students work and displays, keeps area tidy and attractive.	Makes use of display, keeps area tidy.	Display produced but changes infrequently.	Has needed prompting on occasions
5	<b>Relationships with Students</b>	Students respond extremely positively.	Students are usually well motivated	Acceptable but at times there are common difficulties.	Needs support and further training.
6	<b>Work as a Tutor</b>	Caring, well informed and effective. Reviews progress with students.	Carries out agreed tasks reliably.	Carries out agreed tasks reluctantly.	Needs support and further training.
7	<b>Enthusiasm, Drive and Energy</b>	Works very hard and with great interest. An example to others.	Works well.	Levels fluctuate.	Needs regular support and encouragement
8	<b>Organisation</b>	First class organiser. Efficient. Always meets deadlines.	Sound organiser, has a good idea of aims and objectives.	Acceptable, but tends to be 'last minute'.	Needs support and further training.
9	<b>Initiative and Reliability</b>	Can always be relied on to execute duties beyond the call of duty.	Carried out agreed tasks without prompting.	Follows instructions.	Needs regular support and encouragement.

10	<b>Attendance</b>	Excellent.	Good attendance.	Some days off every year.	Has had attendance problems.
11	<b>Punctuality</b>	Excellent.	Very occasionally unpunctual.	Punctuality generally satisfactory	Has had problems with punctuality.
12	<b>Relationships with Colleagues</b>	Highly respected and liked by all.	Respected and well liked within own circle.	Prefers to work alone.	Somewhat isolated amongst colleagues.
13	<b>Extra Curricular Activities</b>	Frequently attends school functions and involved in extra-curricular activities.	Occasionally attends school functions and some involvement in extra-curricular activities.	Some infrequent involvement	No involvement at all.
14	<b>Leadership</b>	A natural team leader. Has demonstrated this on many occasions	Has potential leadership qualities.	Prefers not to take the lead.	Unwilling to lead others.
15	<b>Co-operation</b>	Very supportive and co-operative team member.	Works well in a team.	Reluctant team member.	Prefers to work independently.
16	<b>Responsibility</b>	Always eager to accept responsibility to extend knowledge and experience.	Accepts responsibility but does not always realise implications.	Does not usually enjoy taking responsibility.	Avoids taking responsibility.
17	<b>Flexibility and Responds to Change</b>	Receptive to new ideas. Considers them in a positive but balanced way. Enjoys new challenges.	Generally responds constructively to change and new ideas.	Somewhat inflexible and views changes with suspicion.	Embraces every new idea without due thought or stubbornly resists change.
18	<b>ICT Capability</b>	Excellent.	Good.	Poor.	Weak.
19	<b>Recommendation for this post</b>	Recommended without reservation.	Recommend strongly.	Recommend for consideration.	Unable to recommend.

