

Generations Multi Academy Trust Goffs Academy



Teacher of Science

To start September 2021

Information for Applicants





TEACHER OF SCIENCE

REQUIRED FOR SEPTEMBER 2021

The Science department at Goffs Academy is seeking to recruit a new colleague for September 2021. The successful candidate for this position:

- Will have a passion for learning and teaching
- Believes in the right of every student to fulfil their potential
- Is or has the potential to be an outstanding practitioner, with the energy to inspire, motivate and challenge students

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

- A thriving, successful and hugely popular Department
- Opportunities to work in a range of settings and schools through the Generations Multi Academy Trust
- A school described by Ofsted as being one where “students work together exceptionally well,” and where “students are overwhelmingly enthusiastic about school”
- Outstanding, highly personalised professional development opportunities, including the opportunity to coach and be coached by others in the area’s School Direct hub school
- Outstanding career development including dedicated leadership development and coaching in a national “Leadership” school
- A forward looking, innovative and oversubscribed working environment

Please contact Tracey Backman, HR Manager, at recruitment@generationsmat.herts.sch.uk for further details.

Closing date for applications: 9.00am, Friday 7th May 2021

Interviews will be held: Week beginning 10th May 2021, although may be held sooner for a strong applicant(s)

The Trust is committed to safeguarding children and young people.

All postholders are subject to a satisfactory enhanced DBS check.



JOB DESCRIPTION



JOB DESCRIPTION

<u>Job Title:</u>	Teacher of Science
<u>Salary:</u>	MPS/UPS Full Time
<u>Purpose:</u>	To deliver to students a balanced, relevant and differentiated curriculum in your taught subject; to support subject developments; to monitor, assess and report upon student progress, and to contribute to raising subject standards.
<u>Responsible to:</u>	Head of Science
<u>Dimensions:</u>	<p><i>Students:</i></p> <ul style="list-style-type: none"> (i) To ensure that students' prior attainment data is used to inform planning and teaching of assigned classes (ii) To maintain records and monitor and report upon student progress and attainment in assigned classes (iii) To contribute to the development of effective teaching and learning styles as this relates to your taught subject(s) (iv) To ensure that the a good 'climate for learning' is in place in the assigned classes <p><i>Staff:</i></p> <ul style="list-style-type: none"> (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 (ii) To participate in staff development activities provided within the department and whole school
<u>Principal Accountabilities:</u>	<ul style="list-style-type: none"> (i) To deliver, as directed, syllabuses, resources, schemes of work, assessment and marking policies and teaching strategies so that student need can be met (ii) To report student progress in your subject to the Head of Department and to parents/carers (iii) To contribute to the department improvement plans so that the quality of teaching and learning in your subject can be continuously improved
<u>Competencies:</u>	<p><i>Passion for learning:</i> creating a learning environment that supports students in their learning and encourages them to become confident, independent learners</p> <p><i>Challenge and support:</i> caring for the students and expressing positive expectations</p>

	<p>Managing students: directing, enthusing and motivating students so that effective learning takes place in an orderly learning environment.</p> <p>Confidence: show confidence and a willingness to take on challenges</p> <p>Team working: work with others in the department to achieve shared goals</p>
<u>Knowledge and Experience:</u>	<ul style="list-style-type: none"> • A degree in a relevant subject eg. Biology, Chemistry or Physics • Teaching qualification
<p><u>Other Specific Duties:</u></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 community, to support its distinctive aim and ethos and to encourage staff and students to follow this example • To support the school in meeting its legal requirements for worship • To promote actively the school'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 	

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.

AGREED BY: _____ **(Job Holder)** **DATE:**

AGREED BY: _____ **(Line Manager)** **DATE:**



PERSON SPECIFICATION



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TEACHER OF SCIENCE

Essential:	Desirable:
Qualifications <ul style="list-style-type: none">• Qualified Teacher Status, or working towards this• A degree in a related subject	<ul style="list-style-type: none">• Higher degree e.g. MEd
Experience <ul style="list-style-type: none">• To have successfully taught KS4 Science in at least two disciplines (any combination of Biology, Chemistry, Physics is acceptable)• Effective use of Assessment for Learning to engage students as partners in their learning	<ul style="list-style-type: none">• Experience teaching A-Level Science (Biology, Chemistry or Physics), or BTEC Applied Science
Professional Expertise <ul style="list-style-type: none">• Excellent teacher• Able to work effectively as a Learning Manager• Behaviour for learning skills that engage and enthuse students and create a positive learning environment• Able to secure outstanding outcomes• Excellent organisational skills and time management• Understanding of how to make a positive contribution to a department	<ul style="list-style-type: none">• Experience or desire to lead extra-curricular activities or clubs
Personal Qualities: <ul style="list-style-type: none">• A commitment to the aims and ethos of the school• Relentless desire to raise student achievement at all levels• Solution focused attitude• Enthusiastic and inspiring teacher• Ongoing commitment to professional development	<ul style="list-style-type: none">• A desire to lead extra-curricular clubs and activities, educational visits/out of hours learning, and to be fully involved in the wider life of the school



INFORMATION ABOUT THE DEPARTMENT



THE SCIENCE DEPARTMENT AT GOFFS ACADEMY



This post offers an exciting chance for a Science teacher to join our committed team.

The Science department at Goffs is a large, vibrant team, comprising thirteen members of teaching staff. The department is extremely well resourced, benefiting from eleven newly built Science laboratories. Staff also benefit from three specialist technicians to support them.

At Key Stage 3 students study topics across all three disciplines; the department has a standardised set of resources available for every teacher to use and adapt to suit the needs of their own classes. We have deliberately adopted a collaborative approach to planning to ensure that staff within the department have time to personalise their lessons and provide feedback to students. There is an active KS3 Science Club, which runs weekly, and we also run the CREST Award programme. Year nine forms a bridging year between KS3 and KS4, when we start to teach GCSE content.

We operate a two-year KS4 with approximately 60 students taking Triple Science each year, following the AQA Combined Trilogy and Separate Science specifications. We were delighted with our students' Science results in 2019, with Triple Science outcomes being significantly above national average.

A-Level Science is extremely popular; we currently run two A-Level Biology classes, one Chemistry, and one Physics class. We also offer BTEC Applied Science for students who achieved a grade 6 in GCSE Science and would like to pursue a Science-based career in the future.

In line with the whole school, the department has dedicated pedagogy and subject knowledge development time, which provides an invaluable opportunity for the department to come together and discuss research relating to our subject area, share learning and teaching ideas and genuinely work collaboratively to develop our practice as professionals.

The department is keen to continue to build on our fantastic set of results in 2019 and our popularity at A-Level. We are open to applications for Science teachers with specialisms in any of the three disciplines and encourage any interested applicant to come for a tour of the department to see first-hand what a fantastic environment Goffs provides.



INFORMATION ABOUT GOFFS 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 1,500 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. On intake our students are of an ability level (KS2 APS) significantly above that of the national average. We are, though, a true comprehensive school and welcome a mix of students of all levels of prior attainment.

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 specialist Language College, a designated Leading Edge School, and chairing the national 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. 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 new building provides a light, modern, professional and fit for purpose working environment for all.

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 2016, 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 takes place across all sites in the MAT. This additional income – soon to reach c.£500k per annum – underpins generous levels of staffing at both schools, plus many “extras” that would otherwise be unaffordable in the current funding climate. As one example, all teacher loadings were reduced for 19/20 as a direct result of the additional monies coming into the Trust via this income generation work, an initiative that is

being continued for 20/21.

Our plans include establishing nursery provision with subsidised staff places, currently on track to open from September 2021, as well as welcoming other schools to our Trust. 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

Our strategy for continuous school improvement has had huge success and we are actively committed to ensuring that our very popular and successful school, plus the wider MAT, continues as a centre of excellence in the community. Exam results in 2019 were another year of huge success for Goffs. GCSE highlights include:

- Progress 8: +0.27 (significantly above national average)
- 71% of students achieved grade 4 or more in English and Maths and 50% achieved 5 or more in both
- English grade 4/5 or more: 89%/67%
- Maths grade 4/5 or more: 76%/55%
- Percentage of grade 7 or more in all subjects: 25%

Despite the disruption to exams in 2020, we were very pleased to celebrate the success of our students, and to support them in progressing on to a range of exciting destinations.

At A Level, continuing the upward trend of recent years, students achieved another excellent set of exam results, including an overall 100% pass rate. Approximately three quarters of the year group progressed to university or further education courses including exciting and wide-ranging courses as Law, History, Geography, Maths, Finance, Physics and Astrophysics, and Project Management for Construction, whilst the other students progressed directly into employment or apprenticeships. Our Sixth Form has an excellent reputation in the local area, over the past three years the numbers of students applying to join our Sixth Form has increased and is now in excess of 150 per year.



We are, of course, very proud of these outcomes. Equally, we are clear that they reflect the start of our journey, not the end. As such, we target set in the top 10% of all schools nationally and strive at all times to meet ambitious targets. We are committed to a cycle of continuous improvement and aspiration and are keen to appoint a colleague who shares that vision, determination and a restless quest for even higher outcomes. All of these factors combine to make Goffs a very exciting and rewarding community to be a part of.

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 maintain strong links with our local primary schools particularly through our MFL Specialism. 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.

We regularly bring visitors from the community into school to work with students, and maintain strong links with our local secondary schools as a partner school in the South Broxbourne Partnership. The school building is used for evening, weekend and holiday classes through the Broxbourne partnership, providing opportunities for a diverse range of users including the Greek School, and local dance and sports groups.

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
- Digital Leaders
- Community and Charity Leaders
- House Leaders
- Sports Leaders
- Learning Leaders

The student groups each have a member of Student Parliament who is responsible for coordinating the group and their projects. Students regularly report back on their work and the impact that it is having both in and outside our school community.

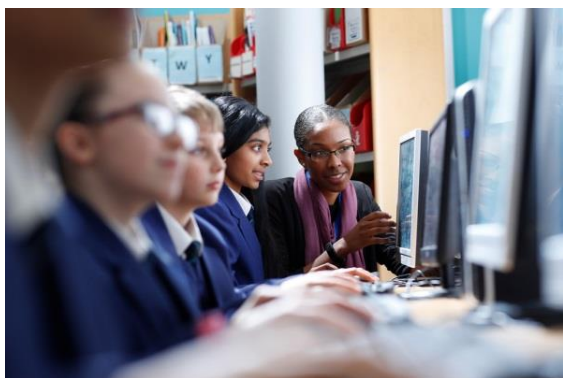
A variety of annual school trips give students the opportunities to sample different cultures, whilst an extensive programme of off-site visits provides opportunities for students to experience the diversity that exists within the UK including theatre, galleries and museum visits. Our overseas trips have included Germany, 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. In addition, we regularly host students from Spain as part of our specialism work.



Goffs is proud to be a truly comprehensive school, with students and staff from different religions and a number of 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 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 recent 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 Youth Workers for the school.

Goffs School Dog



Goffs 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

Goffs 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, whilst Alison Garner, Executive Principal of the Generations Trust, chairs the national Leadership Partner School network, a group that brings together schools dedicated to developing outstanding leadership skills throughout their communities, and which allows us to visit other network schools, to attend national conferences and to share best practice.

During our most recent inspection, the team described our whole staff CPD programme as “outstanding” and “the best they had seen”. 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, including the opportunity to do a research project in partnership with Cambridge University. All staff complete peer observations to observe best practice, and use our Iris camera technology as part of evaluating and improving their own teaching. 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 of course be booked if, on very rare occasions, we cannot cater for a particular training need in house.

Leadership Development

Goffs Leadership Academy encompasses both staff and student leadership development through a series of student led groups and staff leadership pathways. The staff programme is made up of three levels of entry: Bronze, Silver and Gold:

- Bronze: Aspirant Strategic Leaders
- Silver: Leading Strategically from the Middle
- Gold: Aspirant Strategic 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?
- Leadership and staff motivation
- Leading and managing change
- Being a Lead Practitioner
- Strategic pastoral leadership – being a Director of Learning
- Strategic curriculum leadership – being a Head of Department
- Coaching and mentoring
- Using data in leadership
- Resilience in leadership

- How to make your applications stand out

In addition, we encourage aspirant Senior Leaders to take part in the SSAT 'Stepping Up to Senior Leadership' training programme, which includes four external sessions throughout the year. As part of the school's commitment to develop future leaders, a number of the existing Senior Leadership Team gained experience through an 'Associate' SLT position before gaining substantive leadership posts.

Staff Benefits

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

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

- High quality, personalised CPD
- Bespoke leadership development programmes
- Subsidies for Masters and Degree courses
- Secondment and shadowing opportunities
- As part of our Multi Academy Trust, "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 (1st 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 well-being resources including:

- New, professional and fit for purpose £20million working environment
- Free use of gym
- Occupational Health & counselling support
- Free flu jabs
- Subsidised social events
- 100% attendance reward – day in lieu, taken at the school's discretion
- Free tea, coffee and milk for staff

**Mark Ellis
Principal
April 2021**



GENERATIONS MULTI ACADEMY TRUST REFERENCE REQUEST FORM

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

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

<p>Please comment, if you can, on the candidate's suitability for the post above:</p>	
<p>Please comment, if you can, on the candidate's ability to manage difficult behaviour of children and young people:</p>	
<p>Your signature:</p>	<p>Date of this reference:</p>
<p>Your name:</p>	
<p>Your position in your organisation:</p>	

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

1	Teaching Ability	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.
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2	Preparation of Lessons	First class, always attends to fine detail.	Sound, sets well-focused and realistic objectives.	Satisfactory but lacking imagination.	Needs support on occasions.
3	Assessment/Marking of Work	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	Learning Environments	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	Relationships with Students	Students respond extremely positively.	Students are usually well motivated	Acceptable but at times there are common difficulties.	Needs support and further training.
6	Work as a Tutor	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	Enthusiasm, Drive and Energy	Works very hard and with great interest. An example to others.	Works well.	Levels fluctuate.	Needs regular support and encouragement
8	Organisation	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	Initiative and Reliability	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	Attendance	Excellent.	Good attendance.	Some days off every year.	Has had attendance problems.
11	Punctuality	Excellent.	Very occasionally unpunctual.	Punctuality generally satisfactory	Has had problems with punctuality.
12	Relationships with Colleagues	Highly respected and liked by all.	Respected and well liked within own circle.	Prefers to work alone.	Somewhat isolated amongst colleagues.
13	Extra Curricular Activities	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	Leadership	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	Co-operation	Very supportive and co-operative team member.	Works well in a team.	Reluctant team member.	Prefers to work independently.
16	Responsibility	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	Flexibility and Responds to Change	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	ICT Capability	Excellent.	Good.	Poor.	Weak.
19	Recommendation for this post	Recommended without reservation.	Recommend strongly.	Recommend for consideration.	Unable to recommend.



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Candidate's Name:			
Post:			
Name of Referee:			
School/Company			
Referee's Tel No:			
How long have you known the candidate and in what capacity?			
What is (or was) the candidate's job?			
What is his/her current salary (or salary when leaving your post)?			
When did the candidate work for your organisation?	From:	To:	
If the candidate has left your employment, please state the reason:			
How many days was the candidate off work sick over the last 2 years?			
How many periods of sickness over the last two years?			
Please comment on the candidate's performance history and conduct as your employee:			
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 comment, if you can, on the candidate's suitability for the post above:	
Please comment, if you can, on the candidate's ability to manage difficult behaviour of children and young people:	
Your signature:	Date of this reference:
Your name:	
Your position in your organisation:	

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

1	Teaching Ability	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	Preparation of Lessons	First class, always attends to fine detail.	Sound, sets well-focused and realistic objectives.	Satisfactory but lacking imagination.	Needs support on occasions.
3	Assessment/Marking of Work	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	Learning Environments	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	Relationships with Students	Students respond extremely positively.	Students are usually well motivated	Acceptable but at times there are common difficulties.	Needs support and further training.
6	Work as a Tutor	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	Enthusiasm, Drive and Energy	Works very hard and with great interest. An example to others.	Works well.	Levels fluctuate.	Needs regular support and encouragement

8	Organisation	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.
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12	Relationships with Colleagues	Highly respected and liked by all.	Respected and well liked within own circle.	Prefers to work alone.	Somewhat isolated amongst colleagues.
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14	Leadership	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	Co-operation	Very supportive and co-operative team member.	Works well in a team.	Reluctant team member.	Prefers to work independently.
16	Responsibility	Always eager to accept responsibility to extend	Accepts responsibility but does not	Does not usually enjoy taking responsibility.	Avoids taking responsibility.

		knowledge and experience.	always realise implications.		
17	Flexibility and Responds to Change	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	ICT Capability	Excellent.	Good.	Poor.	Weak.
19	Recommendation for this post	Recommended without reservation.	Recommend strongly.	Recommend for consideration.	Unable to recommend.