

Generations Multi Academy Trust Goffs Academy



Deputy Head of Geography

To start September 2025

Information for Applicants





Deputy Head of Geography

REQUIRED FOR SEPTEMBER 2025

This is a full-time role, although flexibility regarding the number of working days will be considered.

The successful candidate for this post:

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

In return, Goffs can offer you:

- A thriving, successful and hugely popular department
- A new £20million school building, opened in January 2017, with additional new facilities for the Humanities department 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, highly personalised professional development opportunities
- Outstanding career development including dedicated leadership development and coaching in a national “Leadership” school
- A forward looking, innovative and oversubscribed working environment

Please contact the HR department on 01992 624375, or by email at recruitment@generationsmat.herts.sch.uk for further details.

Closing date for applications: 9.00am, Friday 2nd May 2025

Interviews: Week beginning 5th May 2025, or sooner for the right candidate

The Trust is committed to safeguarding children and young people.

All post-holders are subject to a satisfactory enhanced DBS check.

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 is 'exempt' from the Rehabilitation of Offenders Act 1974 and therefore, you are required to declare any convictions, cautions, reprimands and final warnings that are not 'protected' (i.e. filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013). Further information is available on the school's website.



WELCOME LETTER FROM THE 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 about our wonderful school.



Goffs is the lead school in 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 this, 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.

Prospective candidates are welcome and encouraged to arrange a tour of the school (or telephone conversation) with me. To do so, please contact my PA, Nina Ward, on 01992 661456 extension 201.

We look forward to meeting you.

Mark Ellis
Principal



JOB DESCRIPTION



JOB DESCRIPTION

JOB TITLE:	Deputy Head of Geography
GRADE:	MPS or UPS TLR 2B - £5,832
PURPOSE:	To be the Second in Department in Geography, deputising for the Head of Department as required (including leading the department when the Head of Department is not in school), and lead on the delivery of and outcomes in a designated Key Stage.
REPORTING TO:	Head of Geography
LIAISING WITH:	Principal, Vice Principals, Assistant Principals, Heads of Department, relevant staff, and parents. Staff from external organisations as required.
MAIN TASKS & RESPONSIBILITIES	<p>Operational / Strategic Planning:</p> <ul style="list-style-type: none"> • To be the Deputy Head of Geography • To assist the Head of Department in developing and enhancing the teaching practice of other teachers, ECTs and student teachers in the subject area • To be accountable for student progress and achievement within a designated Key Stage • To lead on monitoring and analysing student tracking data across a designated Key Stage and on subsequent personally tailored intervention plans for students • To attend relevant VENN meetings; monitor and analyse key groups, highlighting any underperformance and putting into place necessary strategies • To assist the Head of Department in developing and enhancing the teaching practice of other teachers in Geography • In conjunction with the Head of Department, to be accountable for leading, managing and developing curriculum plans, resources and assessments • To proactively research best practice in Geography teaching and to ensure this is fed back to the department at least termly • To collaborate with the department to ensure appropriate intervention is provided for any underachieving students/groups of students • To support the Head of Department with writing and implanting the DIP as necessary

- To support the planning and delivery of a varied and ambitious programme of extra-curricular activities linked to Geography

Curriculum Provision and Development:

- To take responsibility for the development of resources, schemes of work, marking policies, assessment, and teaching and learning strategies in a specific Key Stage, in line with the school and Department Improvement Plans.
- To keep up-to-date with national developments linked to Geography teaching practice and methodology

Staff Development and Recruitment / Deployment of Staff:

- As the Deputy Head of Geography, to assist the HOD with the day-to-day management of staff within the subject area and to act as a positive role model
- To work with the Head of Department to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs
- To assist in undertaking Appraisal Review(s) and to act as reviewer for a group of staff within the subject area
- To help the Head of Geography make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the subject area and liaising with the cover supervisor/ relevant staff to secure appropriate cover for Geography
- To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with school procedures
- To participate in the school's ITT programme

Quality Assurance:

- To ensure the effective operation of quality control systems, including leading on maintaining high standards through regular, systematic work scrutiny
- To implement school quality assurance procedures and to ensure adherence to those within Geography
- To seek/ implement modification and improvement where required

Communications:

- As the Deputy Head of Geography, ensure that all members of the subject area are familiar with its aims and objectives
- To ensure effective communication/ consultation as appropriate with the parents of students
- To liaise with partner school and other relevant external bodies
- To represent the subject area's views and interests

	<p>Marketing and Liaison:</p> <ul style="list-style-type: none"> • As the Deputy Head of Geography, you will contribute to the school liaison and marketing activities • To lead development of effective subject links with partner schools and the community to attend liaison events in partner schools as required and to effectively promote the subjects at Open Evenings and other events • To actively promote the development of effective subject links with external agencies <p>Management of Resources:</p> <ul style="list-style-type: none"> • The Second in Charge of Geography will work with the Head of Geography to ensure that the subject area’s teaching commitments are effectively and efficiently time-tabled and roomed • To help the HOD complete a Business Plan and actively monitor spending throughout the year <p>Pastoral System:</p> <ul style="list-style-type: none"> • To monitor and support the overall progress and development of students • To monitor students’ progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary • To contribute to and implement the school policy on rewards and support, taking responsibility for student behaviour • To ensure the Behaviour Management system is implemented in the subject area so that effective learning can take place • To evaluate and monitor the progress of students and keep up-to-date student records as may be required • To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved • 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>Teaching:</p>	<p>To demonstrate outstanding learning and teaching in own practice and be willing to share ideas and resources with all other staff</p> <p>To be regularly observed by other staff in the department to facilitate the spread of best practice</p> <p>To regularly observe other teaching staff in the department to suggest areas of improvement</p>

Additional Duties:	<ul style="list-style-type: none">• To attend all appropriate meetings• To plan and prepare courses and lessons• To contribute to the whole school's planning activities• To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere• To assess, record and report on the progress, development, and attainment of students and to keep such records as are required• To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students• To ensure that ICT, Literacy, Numeracy, and school subject specialism(s) are reflected in the teaching/learning experience of students• To undertake a designated programme of teaching• To ensure a high quality learning experience for students which meets internal and external quality standards• To prepare and update subject materials• To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus• To maintain discipline in accordance with the school's procedures and to encourage good practice regarding punctuality, behaviour, standards of work and homework• To undertake assessment of students as requested by external examination bodies, subject area, and school procedures and to mark, grade and give written/verbal and diagnostic feedback as required
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	<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>
Knowledge and Experience:	<ul style="list-style-type: none"> • A degree in a relevant subject • Teaching qualification
Other Specific Duties:	
<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 endeavor 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



PERSON SPECIFICATION
DEPUTY HEAD OF GEOGRAPHY

Essential:	Desirable:
Qualifications <ul style="list-style-type: none">• Qualified Teacher Status• Degree relevant to area of responsibility	<ul style="list-style-type: none">• Higher degree e.g. MEd
Experience <ul style="list-style-type: none">• To have successfully taught Geography across KS3 – KS4 (including within training)	<ul style="list-style-type: none">• To have successfully taught Geography at KS5
Professional expertise <ul style="list-style-type: none">• Outstanding teacher• 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• Effective use of ICT	<ul style="list-style-type: none">• Able to teach Geography to KS5
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• A clear communicator• A ambitious leader	<ul style="list-style-type: none">• A desire to lead extra-curricular clubs and activities, and to be fully involved in the wider life of the school



INFORMATION ABOUT THE GEOGRAPHY DEPARTMENT

THE GEOGRAPHY DEPARTMENT AT GOFFS ACADEMY



The Geography Department at Goffs Academy is a dynamic, friendly department staffed by well qualified specialist teachers.

Geography is a popular subject across the school; we currently have four Year 11 classes and two A-Level classes. Students currently complete a three year Key Stage 3 course. Within Key Stage 3 we currently have three, hour-long lessons per fortnight. Our curriculum is designed to be interesting and imaginative and importantly provides sound preparation for future learning, including GCSE and A level courses. Topics currently studied at KS3 include, 'Where is the most dangerous place to live on the planet?', 'Investigating how safe the local area is from crime', and conducting a 'Microclimate' fieldwork project around the school site.

At both GCSE and A-Level, we currently study the AQA specification. The department has consistently secured positive outcomes at both GCSE and A-level, reflective of both our dedicated staff and hard-working students.

The department passionately believes in the power of fieldwork to facilitate geographical learning. Opportunities for students to complete fieldwork are provided in every year group. Current fieldtrips include Year 7 Coastal Fieldwork to Clacton-on-Sea, Year 8 Crime survey, Year 9 River Infiltration study, Year 10 Coastal Fieldwork at Walton-on-the-Naze and Human Fieldwork at Stratford, London. At A-Level, students complete their NEA focus in East London choosing their individual topic. We have previously taken students to Iceland, which was a fantastic trip that we intend to repeat in the near future.





**INFORMATION ABOUT GOFFS
ACADEMY AND THE
GENERATIONS MULTI
ACADEMY TRUST**



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 1,600 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. On intake our students are of a level of prior attainment 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 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. 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.

The Generations Multi Academy Trust

GMAT is a cross-phase Multi Academy Trust based in Cheshunt, currently comprising two secondaries and two primaries - Goffs Academy, Goffs-Churchgate Academy, Flamstead End School and Andrews Lane School. Across the piece, GMAT currently has just under 3,000 students in its care and employs just under 400 staff. In Spring 2023, the MAT opened nursery provision on the Goffs-Churchgate site, with subsidised and term-time only places for staff. The nursery is run by Ashbourne Nurseries - <https://ashbournedaynurseries.com/>

All of the schools are within close proximity of each other and share many activities, including CPD for staff. One of the Trust's fundamental principles is that no one school is in any way more important or successful than the other. As such, CPD and other events are rotated through all schools in the Trust, with everyone learning from and sharing with each other. This collegiate and collaborative approach permeates our Trust.

The MAT is extremely clear about its daily purpose, reflected in its motto of "No Set Destiny for Any Child." All of our schools, leaders and staff fiercely believe in the life-changing nature of education and work tirelessly to that end, day in and day out. There is no set destiny for any of the children in our care; rather, our daily work across the piece allows children to forge new futures and destinies.

The MAT is financially secure. Finances are overseen by a Chief Finance Officer with considerable financial expertise in the private sector, plus a highly experienced Finance Manager. The Trust deliberately created an Income Generation function, and extensive lettings and business development work now takes place across all sites in the MAT. This additional income – now yielding around £600k per annum – underpins generous levels of staffing at both schools, plus many "extras" that would otherwise be unaffordable in the current funding climate. As one example, all teacher loadings were reduced from 19/20 as a direct result of the additional monies coming into the Trust via this income generation work. Further information about GMAT can be found here: <https://generationsmat.com/>.



Andrews Lane School is a warm and welcoming primary school in Cheshunt with approximately 170 children on roll. It has lots of space, including a field and a forest. It is a one-form entry school. In EYFS, 30 hours provision is available. As a 'Herts Therapeutic Thinking' school, the school is committed to understanding and supporting children with their learning and achievement, within a context of deep-rooted mutual respect. The school is committed to supporting its children and their families, and as such provides adult learning classes throughout the year. Staff are committed, dedicated professionals who want to do their very best for every pupil.



Flamstead End School is a thriving primary school in Cheshunt with approximately 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 is a mixed 11-18 comprehensive academy with approximately 1,600 students on roll, including a thriving and successful sixth form. The school is also extremely popular in the local area, with an average of over 800 applications annually for the 240 places available, and significant waiting lists for places across the year groups.



Goffs-Churchgate is a fully mixed comprehensive school for 11-16 year olds, with just over 600 students on roll. The school has rightly established a very strong reputation for both its academic outcomes and its close-knit, nurturing community, receiving over 600 applications for just 120 places for 2024 admission. The decision to cap student numbers at 600 is entirely deliberate, enabling us to maintain a strong sense of community where everybody knows everybody else.

Finances are overseen by a Chief Financial Officer with considerable financial expertise in the private sector, plus a highly experienced Finance Manager, and the MAT is financially secure. The Trust deliberately created an Income Generation function, and extensive lettings and business development work now takes place across all sites in the MAT. This additional income – now yielding around £600k per annum – underpins generous levels of staffing at both schools, plus many “extras” that would otherwise be unaffordable in the current funding climate.



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

Further information about GMAT can be found

here: <https://generationsmat.com/>

Outcomes

Exam results in 2024 reflected another year of huge success for Goffs. The results reflect a 3 year upward trend and an impressive improvement on the excellent outcomes achieved across the headline measures last year.

GCSE highlights include:

- Extremely strong progress scores across the headline measures with results considerably above the national average (progress 8 score: 0.22)
- Particularly impressive outcomes in English and Maths; both subjects achieved a progress score significantly above the national average. English language performed particularly strongly at grade 4+ and grade 5+ exceeding the national average of students achieving these grades by 20%. Maths performed



particularly strongly at the top end with 28% of students achieving grade 7+. This is very comfortably above the national average of 17%

- 72% of students achieved grade 4 or above in English and maths (7% above the national average)
- 52% of students achieved grade 5 or above in English and maths (6% above the national average)
- 21% of the GCSE grades were at grade 7 or above
- The percentage of students entering the full Ebacc was 64% which is significantly above the national average of 40.04%, and the Hertfordshire average of 46%

At A-level, continuing the upward trend of recent years, students achieved another excellent set of exam results, including an overall 100% pass rate. 64% of Year 13 students secured a university or college place to start in Autumn 2024. The wide range of university or further education courses onto which students have progressed include law, history, geography, maths, finance, physics and biomedical science, other students have gained places on fiercely competitive apprenticeships in areas such as civil engineering and within the NHS. Our Sixth Form has an excellent reputation in the local area; over the past three years the numbers of students applying to join has continued to increase, such that we now have approximately 400 Sixth Form students within our school community.

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.



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 Broxbourne Partnership. The school building is used for evening, weekend, and holiday classes, 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
- Community and Charity Leaders
- House Leaders
- Sports Leaders
- Top Team

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 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.

Staff Development

Goffs has an extremely strong reputation for staff development, across 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.

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, built into protected time within the fortnightly timetable, 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 ECTs 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.

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, as well as supporting colleagues to undertake various NPQs (National Professional Qualifications). 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, potential to work across more than one school to develop career enhancing skills and knowledge
- Supported nursery provision with Ashbourne at any of their nurseries in the **Buckinghamshire, Essex, Hertfordshire, Northamptonshire, and Bedfordshire area:**
 - 15% discount for all Trust staff
 - Term time only places are available
 - A school day would be 9.00am – 3.00pm
 - “sundries” would be applied to a child taking up a funded only space (e.g., 30 hours funding only). This covers the cost of: meals, snacks, nursery resources
- All staff have access to a wide range of health and wellbeing resources which includes an **Employee Assistance Programme via Spectrum.Life** who offer a wide range of health and wellbeing resources, plus access to counselling for staff and their immediate family. **The EAP service is accessible 24/7, 365 days a year and is a completely free and confidential service**
- The MAT adheres to the STPCD for its teaching staff
- Cycle to work scheme
- Onsite car valeting at a reduced price for Trust staff
- Substantially discounted membership to Lifestyle Fitness’s state-of-the-art purpose-built gym at Goffs academy

Additional financial incentives and tax efficient benefits, including:

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

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

- Professional, and fit for purpose working environments
- Free use of a range of sports and leisure facilities including a fully equipped gym and swimming pool
- Occupational health & counselling support
- Free flu jabs
- Subsidised social events
- Free tea, coffee, and milk for staff

**Mark Ellis
Principal**