

# **Generations Multi Academy Trust**

## **Goffs-Churchgate Academy**



**Teacher of French**

**Required for September 2024**

**Information For Applicants**





**TEACHER OF French**

**Full-time or Part-time**

**REQUIRED FOR SEPTEMBER 2024**

**The successful candidate for this post:**

- is an outstanding practitioner, with the energy to inspire, motivate and challenge students
- could be in the early stages of their teaching career and would benefit from a first class training programme across the Trust
- has a passion for learning and teaching languages
- 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 already generated significant local interest and excitement
- Brand 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

***Please contact the HR department, on 01992 624375, or by email at [recruitment@generationsmat.herts.sch.uk](mailto:recruitment@generationsmat.herts.sch.uk) for further details.***

**Closing date for applications: 17<sup>th</sup> May 2024 at 9:00am**

**The Trust reserves the right to process applications as they are received, and early applications are encouraged. Previous applicants need not apply.**

Generations Multi Academy Trust is committed to the safeguarding and welfare of children and applicants must be willing to undergo child protection screening appropriate to this post, including checks with past employers and the Disclosure and Barring Service.

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



**WELCOME LETTER FROM THE  
PRINCIPAL**



# WELCOME LETTER FROM JULIE RICHARDSON, PRINCIPAL

It is a great honour to welcome you to Goffs-Churchgate Academy. We are a smaller than average secondary school, that provides a close, family atmosphere where students develop their confidence and forge new friendships quickly.

In addition, our size means that we are able to ensure that all of our students are known, feel valued and are supported. Our school has been recognised by OFSTED who graded the school as 'Good' with 'Outstanding' features.

It is my belief that a child's time at school leaves a significant impression on them and shapes them into the adults that they later become. This is a responsibility that we take seriously at Goffs-Churchgate. Our students typically arrive with a sharp mind, ambition and intellectual curiosity, which is complemented by our carefully planned curriculum and extra-curricular offer.



Academic success is incredibly important to us. Our success in GCSE and vocational courses speaks for itself. However, we also believe that the development of the whole person is vital to becoming a well-rounded individual that makes a positive difference in the world. Our mission is to grow good people, so that when they leave Goffs-Churchgate they make a positive contribution to society and make a difference in the world.

A child's time at Goffs-Churchgate Academy will help them to reach their potential, whilst developing empathy, inclusivity, creativity, confidence and self-esteem. We foster a number of positive moral attributes, that are underpinned by our core values of *Respect, Aspire, Nurture* and *Achieve*.

The Goffs-Churchgate experience encourages students to be true to themselves, to love themselves, to make positive contributions, to learn and grow, be happy and grateful and to contribute to something bigger than themselves. Our school is a happy and caring community, staffed by a team of highly committed teachers and support staff, working in partnership with Trustees and parents to provide the best possible education.

You are also warmly encouraged to visit and to see first-hand what makes us such an exciting and ambitious community to join. We look forward to meeting you.

**Julie Richardson**  
Principal



# JOB DESCRIPTION



## JOB DESCRIPTION

<b><u>Job Title:</u></b>	Teacher of MFL
<b><u>Salary:</u></b>	MPS/UPS
<b><u>Purpose:</u></b>	To ensure high-quality curriculum delivery to students in MFL; 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 Faculty
<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 MFL</li> <li>vi.To plan and implement a range of extra-curricular activities in MFL</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>Knowledge and Experience:</b>	<ul style="list-style-type: none"> <li>• Degree in a relevant subject</li> <li>• Teaching qualification</li> </ul>
<b>Other Specific Duties:</b>	
<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.



# PERSON SPECIFICATION







## PERSON SPECIFICATION

### TEACHER OF MODERN FOREIGN LANGUAGES

<b>Essential:</b>	<b>Desirable:</b>
<b>Qualifications</b> <ul style="list-style-type: none"><li>• Qualified Teacher Status</li><li>• A degree in given language, or in a related subject</li></ul>	<ul style="list-style-type: none"><li>• Higher degree e.g. MEd</li></ul>
<b>Experience</b> <ul style="list-style-type: none"><li>• To have successfully taught languages across KS3 – KS4, including within training</li><li>• Ability to teach German and/or French</li><li>• Effective use of Assessment for Learning to engage students as partners in their learning</li></ul>	<ul style="list-style-type: none"><li>• Ability to teach other languages other than German and/or French</li></ul>
<b>Professional Expertise</b> <ul style="list-style-type: none"><li>• Excellent teacher</li><li>• Able to work effectively as a Form Tutor</li><li>• Behaviour for learning skills that engage and enthuse students and create a positive learning environment</li><li>• Able to secure outstanding outcomes</li><li>• Excellent organisational skills and time management</li><li>• Understanding of how to make a positive contribution to a department</li></ul>	<ul style="list-style-type: none"><li>• Experience or desire to lead extra-curricular activities or clubs</li></ul>
<b>Personal Qualities:</b> <ul style="list-style-type: none"><li>• A commitment to the aims and ethos of the school</li><li>• Relentless desire to raise student achievement at all levels</li><li>• Solution focused attitude</li><li>• Enthusiastic and inspiring teacher</li><li>• Ongoing commitment to professional development</li></ul>	<ul style="list-style-type: none"><li>• 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</li></ul>



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



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

Goffs-Churchgate Academy was the first school to join the Generations Multi Academy Trust. The school is now in its sixth 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 605 on roll. The school has rapidly established a very strong reputation in the area, and is now

consistently oversubscribed. In addition, the school recently received its OFSTED report from May 2022, which graded the school as “good” with outstanding features.



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, including professional 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; recent refurbishment of additional classrooms and an indoor swimming pool. The new facilities provide a light, modern, professional, and 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 and staff.



## The Generations Multi Academy Trust

Generations MAT, GMAT, was established from 1st September 2016. Subsequently, the Trust took over the former Cheshunt School and established Goffs-Churchgate Academy, which is now a thriving secondary.

Recognising that not all children thrive in large secondary schools, the Trust made a deliberate decision to offer both a larger and much smaller secondary school for local parents to choose between. 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. Both secondaries enjoy extremely high levels of Year 6 applications, with both being fully over-subscribed.

Flamstead End Primary joined the MAT from 1st January 2023, and is another highly successful, thriving and nurturing community, rated “Outstanding” by Ofsted.

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.



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/>.

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 extremely 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 in excess of £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 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/>.

## **Outcomes**

Our strategy for continuous school improvement has had huge success and we are actively committed to ensuring that our very popular and successful schools continue as centres of excellence in the community.

Goffs-Churchgate secured an impressive set of GCSE outcomes in 2023. For the third successive year of published performance measures, the score achieved outstanding progress measures which are significantly above National Averages (2023 +0.32, 2022 +0.47, 2019 +0.47).

- The overall P8 of 0.32, remains significantly above the national average
- The outcomes across all the headline measures are comfortably above the national average
- English and Maths progress scores, continue to be comfortably above the national average
- The outcomes in the 'other' element are very strong, and significantly above the national average, with an overall P8 score of 0.62
- Male outcomes are significantly above the national average, and above female outcomes. This is in contrast to the national trend where an achievement gap of around 0.50 remains with Females outperforming Males
- SEND outcomes are significantly above the national average and comparable to non-SEN.
- The combined pass rate for English and Maths at grade 4+ was 62%
- The proportion of students who achieved English and Maths at grade 5+ was 45%, a 28% increase in the last three years

To achieve such fabulous progress in such a short period of time, is testament to the school's staff and students. We know that this success represents just the start of their journey, and that very exciting times lie ahead.

## **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: Attenborough, Rashford, Seacole, and Trott. 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 is awarded the annual Charity House Shield. Our new House names were introduced in September 2021. This was

part of a wider school project on diversity to ensure that our school community reflects the diverse culture that it serves. An example of this project, is the impact that it has had in English. As a result of the diversity project, there has been a complete overhaul of the Key Stage 3 curriculum, with students now studying books representing a very diverse range of authors.

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.

### **Staff Development**

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 ECT or highly experienced colleague, whilst I chair 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.

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. Many use their disaggregated time to coach others or to receive coaching. Moreover, there are specific training sessions for ECTs and other interested staff which run each week after school.

We also place a lot of emphasis on 'on the job' training and support. A thorough induction scheme is available to all new staff, and mentors/buddies are assigned to guide you through those new routines. Finally, external courses can of course be booked if, on very rare occasions, we cannot cater for a particular training need in house.

### **Staff Benefits**

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

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
- The potential to work across more than one school across the Trust to develop career- enhancing skills and knowledge

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

- **Employee Assistance Programme** via a market-leader offering a wide range of health and wellbeing resources plus access to counselling for staff and their immediate family
- Occupational Health service providing guidance on managing health conditions in the workplace
- New, professional and fit for purpose working environments
- Access to a range of sports and leisure facilities including a fully equipped gym and swimming pool
- Free flu jabs
- Subsidised social events
- 100% attendance reward – day in lieu, taken at each school's discretion

Further benefits:

- 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 and consumables
- Onsite car valeting at a reduced price
- Substantially discounted membership to Lifestyle Fitness’s state of the art purpose built gym at Goffs Academy
- Free tea and coffee for staff

Additional financial incentives including:

- Exam marker payment of £400 plus 2 days paid leave to do the marking (1<sup>st</sup> 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 you refer the successful candidate for: £500 on the person starting, and £500 if the person is still at the school 12 months later

**Julie Richardson**  
**Principal**