



Generations Multi Academy Trust

SENCO – Maternity Cover 0.6

Start Date: November 2024





SENCO - Maternity

Flamstead End School

0.6

Unqualified/Main Pay Scale + Fringe (no TLR) + SEN Allowance

Flamstead End School is looking for an excellent and enthusiastic SENCO to cover a maternity leave at Flamstead End school.

We are looking to find a dynamic SENCO to cover this interim period, at our wonderfully inclusive setting. The position is part time, but we are willing to be flexible with days and working patterns for the right candidate.

Outstanding candidates will have a genuine desire to do their best for the education of children and will believe in the school's core values of compassion, curiosity and courage.

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

Closing date for applications: 4th October 2024

Interviews: Week commencing 7th October 2024

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.



JOB DESCRIPTION



JOB DESCRIPTION:

POST: Special Educational Needs Co-ordinator (SENCO)

RESPONSIBLE TO: Headteacher

SALARY LEVEL: MPS/UPS plus SEN allowance

CORE PURPOSE:

Strategic development of the school's Special Educational Needs (SEN) provision and oversight of the day-to-day operation of that policy with the aim of raising SEN pupil achievement.

JOB DESCRIPTION:

The duties outlined in this job description are in addition to those covered by the school's teacher job description. The job description will be reviewed regularly to reflect or anticipate changes on the job, commensurate with the salary and areas of responsibility.

Areas of responsibility and key tasks:

- Put provision in place to ensure that progress of pupils with SEN improves relative to those without SEN.
- Ensure that the school carries out its statutory responsibilities regarding all students with a Statement of Special Educational Needs.
- Support all staff in understanding the needs of SEN pupils.
- Support departmental developments of SEN provision.
- Monitor progress towards targets for pupils with SEN.
- Analyse and interpret relevant school, local and national data.
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision. Teaching and Learning
- Support the identification of and disseminate the most effective teaching approaches for individual pupils with SEN.
- Work with staff to develop effective ways of bridging barriers to learning through: - assessment of needs - monitoring of teaching quality and pupil achievement - target setting – Barrier Maps, or Provision Maps, PLT's - keeping accurate records.
- Collect and interpret specialist assessment data to inform practice.
- Undertake day-to-day co-ordination of SEN pupils' provisions through close liaison with staff, parents and external agencies.
- Have strategic oversight of the schools Early Years SEND provision, Forest Room
- Work with the Headteacher and Senior Leadership team as well as pastoral staff to ensure all pupils learning is of equal importance and that there are high and realistic expectations of pupils.
- Provide professional guidance to staff to secure good teaching for SEN pupils, through both written guidance and meetings; advise on and contribute to the professional development



of staff, including whole school INSET provision; provide regular information to the Headteacher and LAB on the evaluation of SEN provision.

Effective deployment of staff and resources

- Advise the Headteacher of priorities for deployment of staff, and utilise resources with maximum efficiency; maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEN policies; work with external agencies to maximise resources made available.

Other professional requirements

- Co-ordinate all Annual EHCP Reviews and/or PLTs where appropriate and attend / chair when necessary.
- Attend Annual Reviews for pupils with EHCP's to help facilitate continuity and progression through the development of a transition programme.
- Provide additional transition support for Year 6 SEND students to support their transition
- Exercise a key role in assisting the Headteacher and LAB with the strategic development of SEN policy / provision.



PERSON SPECIFICATION



FLAMSTEAD END SCHOOL

PERSON SPECIFICATION: CLASS TEACHER

Selection decisions will be based on the criteria outlined below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met.

When completing your application form and supporting statement you should ensure that you address each of the selection criteria and provide supporting evidence of how you meet the criteria, through reference to work or other relevant experience.

Newly qualified teachers will need to demonstrate consistently good teaching from their teaching practices (with outstanding elements) and career entry profile.

Educational qualifications & training
<ul style="list-style-type: none">▪ Qualified teacher status▪ Evidence of continuing professional development
Experience
<ul style="list-style-type: none">▪ Evidence of good to outstanding teaching skills and subject knowledge▪ Varied teaching across a range of pupils, age, ability, need and background▪ Curriculum planning, implementation, assessing and recording▪ Made a significant contribution to the implementation of whole school initiatives▪ Have had effective involvement with parents and governors▪ Of taking a responsibility for dealing with safeguarding issues
Knowledge, Skills & Abilities
<ul style="list-style-type: none">▪ Understanding of the whole curriculum for the Primary age range, including Early Years▪ Thorough grasp of current educational issues▪ Understanding and commitment to the extended services agenda▪ Skills to monitor and evaluate provision in a subject area (except NQT's)▪ Consistently good or better classroom practice, behaviour management, confident use of ICT and inclusion of special educational needs, gifted and talented and dyslexia friendly▪ Have the ability to inspire, lead and motivate children and support staff working with those children▪ Impact the quality of teaching and learning▪ Input, analyse, understand and interpret pupil and school performance data▪ Work as part of an effective team of staff▪ Communicate effectively and sensitively with a wide variety of children, parents, the local community, governors, staff, Local Authority representatives and other agencies
Personal Qualities



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| <ul style="list-style-type: none">▪ Good communication and inter-personal skills▪ Good organisational and time management skills▪ Ability to maintain confidentiality and develop constructive professional relationships |
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Suitability to work with children
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| <ul style="list-style-type: none">▪ Has up to date knowledge of relevant legislation and guidance in relation to working with and the protection of children and young people▪ Displays commitment to protection and safeguarding of children and young people |
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**INFORMATION ABOUT
FLAMSTEAD END SCHOOL**



As you enter Flamstead End school you will see happy children who are welcoming and polite and are very well behaved. We have a fantastic staff who go “over and above” to support one another. They know each other and our families extremely well, providing a supportive and harmonious atmosphere for everyone.

Flamstead End School has high expectations of pupils and children. We pride ourselves on academic aspiration and achievement and exceptional behaviour.

The atmosphere at Flamstead End is welcoming for all; we aim to work in partnership with our local community and families. Parents are invited at every appropriate opportunity to share and celebrate their children’s experience at school. We have a full-time Pupil Support Worker who works with families and children who may need support for a variety of pastoral reasons. We believe that children learn best when they are happy and secure. We have a school minibus which we use to take the children into the local community to enrich the learning about the local area.

We have consistent high expectations for children in both their learning and behaviour.



Children are constantly praised when they are doing the right thing and are taught when they are not. We have a very clear behaviour policy rooted in our core values and believe in rewarding the children often and sharing this with parents. Every Friday we have a celebration assembly where children are celebrated for demonstrating any of the school’s core values; Compassion, Curiosity, Courage. An email is sent to parents and carers to say how impressed we are with their child and why. Our core values feature highly in all that we do.

Within school, children are represented through the smart school council programme. This involves many more children than the traditional school council model and centres around a lead “Communications team”. Children are also able to become anti-bullying ambassadors, well-being ambassadors and playground buddies.

Enrichment activities are a priority for the children here at Flamstead End School and we are making sure that our children get a wide variety of experiences that enrich their curriculum. We aim for at least two enrichment activities for each class per term. These need not be expensive and make use of the local area as well as volunteer visits to school. In Year 6, the children have a residential visit where they experience team building and risk-taking adventurous activities.



Flamstead End School believes that all teachers are leaders. We aim to facilitate each teacher to take the lead in their chosen subject area and support them with the time and CPD that they need to do this. Opportunities are available to grow leadership skills and the next generation of leaders within our staff. Staff are encouraged to undertake a variety of National Professional Qualifications which not only develop their leadership skills but also benefit the school. Staff are provided with specific training they may need to facilitate the best outcomes for individuals in their cohorts. Since joining the Generations MAT we are also able to utilise skills, training and development across the Trust.



As well as the personalised training for individual staff members, we also value the INSET days in our school calendar. We use these days to provide training relevant to the whole school and often get outside speakers into school. We value our staff and survey them regularly to ascertain their well-being and workload issues. Wherever possible we support all staff to be the best that they can for the children in our care both mentally and physically.



**INFORMATION ABOUT THE
GENERATIONS MULTI
ACADEMY TRUST**



Information about the Generations Multi Academy Trust (GMAT)

Welcome to our information pack about the Generations Multi Academy Trust. GMAT is a cross-phase Multi Academy Trust based in Cheshunt, currently comprising two secondaries and one primary - Goffs, Goffs-Churchgate and Flamstead End School. It is our hope that a further primary, Andrews Lane School, will join our partnership from November 2024. Across the piece, GMAT currently has just under 3,000 students in its care and employs just under 400 staff. From 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.

Flamstead End School is a thriving primary school in Cheshunt with approximately 485 children on roll. It has a Preschool, 60-place nursery offering 30 hours provision and two classes per year group from Reception to Year 6. Flamstead End is a '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-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 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.





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.



All of our schools enjoy extremely high levels of applications and are over-subscribed. 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 schools in the Trust, with everyone learning from and sharing with each other. This collegiate and collaborative approach permeates our Trust.

Staff and students work in modern, professional environments, with all schools benefitting from recent building projects including a full, £20million rebuild at Goffs. The facilities provide light, modern, professional and a fit for purpose working environment for all.

Notwithstanding a highly challenging funding situation for schools generally, the MAT remains financially secure. Finances are overseen by a Chief Finance Officer with considerable financial expertise in the private sector. 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 our schools, plus many “extras” that would otherwise be unaffordable in the current funding climate.

Our schools pride themselves on their sense of community – both within the school itself, and in the wider locality. Visitors to our schools unfailingly comment on a very real sense of community, coupled with warmth and pride. Our schools are members of Cheshunt Extended Services (ChExS), offering a variety of extended school and community-based activities for both students and parents. Our students actively support local charity work such as the Isabel Hospice and maintain strong links with our local primary schools.



Our schools are proud to be truly community-based schools, with students and staff from different 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.

We are looking forward to further widening our Trust and to working in partnership with both primary schools and further secondaries. Further information about GMAT can be found here: <https://generationsmat.com/>

Outcomes

Goffs Academy

Exam results in 2024 reflect 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 (Estimated progress 8 score: 0.24)
- 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 (6% 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 39%, and the Hertfordshire average of 47%.

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 our Sixth Form has continued to increase, such that we now have approximately 400 Sixth Formers within our school community.

Goffs-Churchgate Academy

Exam results in 2024 have once again produced an overall estimated progress score significantly above the national average and reflect the continued success the school has achieved since joining the Trust in 2017.

Highlights include:

- Exceptionally strong progress scores across the headline measures, with the overall progress 8 score significantly above the national average for a third year in a row. (Estimated progress 8 score: 0.38).
- Excellent outcomes were achieved in Maths and the performance in English was phenomenally strong (Estimated Maths progress score: 0.33. Estimated English progress score: 0.63).
- The outcomes at the top end were particularly impressive with the progress score for the students with high prior attainment very significantly above the national average.
- There was a 12% increase in the percentage of students entering the full Ebacc to bring the overall entry figure to 67% which is significantly above the national average of 39%, and the Hertfordshire average of 47%.





Flamstead End School

Extremely strong outcomes were achieved across the school in 2024. The improvements in this year's outcomes are reflective of the rapid whole school improvement that has taken place in Flamstead End School since joining the Trust in January 2023.

Highlights include:

- The percentage of students achieving Good Level of Development in Early Years, at 72% remains above the national average of 68%.
- Very strong Phonics outcomes in Year 1 with a 90% pass rate. This is 9% above the national average and reflects an 8% increase from last year.
- Outcomes in the Multiplications Tables Check were particularly strong at the top end with 50% of the cohort achieving 24 or 25 marks.
- Key Stage 2 SATs results across the board are extremely strong and comfortably above both the national and Hertfordshire averages: There was particularly impressive performance in Key Stage 2 Writing with 80% achieving the expected standard (National average: 72%), and 32% achieving greater depth, which is considerably above the national average of 13%.
- Key Stage 2 Maths outcomes at the higher standard were excellent with 40% of the cohort achieved the higher standard, which is 26% above the national average.



Staff Development

The Trust has an extremely strong reputation for staff development, for both teaching and support staff. Developing the next generation of school leaders, both middle and senior, plus future Headteachers for those who wish to pursue this, is 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.



In addition to whole staff training days, we disaggregate a number of hours for training every year. This allows staff development to be highly personalised as staff can opt for the training which best meets their needs, including the opportunity to do a research project in partnership with Cambridge University. Many use their disaggregated time to coach others or to receive



coaching. Moreover, there are specific training sessions for ECTs and other interested staff which run each week after school.

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

Leadership Development

The Trust's Leadership Academy encompasses both staff and student leadership development through a series of student led groups and staff leadership pathways. The staff programme specifically provides opportunities for:

- Aspiring Middle Leaders
- Aspiring Senior Leaders

All pathways are personalised for the individual and staff receive one to one support from a mentor alongside working on a whole school project. Both support staff and teaching staff are welcome to join the Leadership Academy at any point in their career.

A full suite of leadership training is offered with a range of sessions including:

- Communicating vision and values
- Developing your leadership approach
- Building a high performing team
- Supporting your team
- Leading your team day to day
- Quality assuring effective teaching
- Observation for improvement
- Using data for impact
- Fostering positive behaviour for learning
- Leading and managing innovation and change

Attendance to all training sessions leads to certification by the SSAT. 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 Trust's commitment to developing future leaders, a number of the existing Senior Leadership Team across both secondary schools gained experience through an 'Associate' SLT position before gaining substantive leadership posts.

Trust Staff Benefits



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

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

- High quality, personalised CPD
- Bespoke leadership development programmes
- Subsidies for Masters and Degree courses
- Secondment and shadowing opportunities
- As part of our Multi Academy Trust, “Generations”, 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 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 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

Alison Garner
Chief Executive Officer
September 2024