

Generations Multi Academy Trust Goffs-Churchgate Academy



ASSISTANT PRINCIPAL

To start April or September 2019

Information for Applicants





ASSISTANT PRINCIPAL

L8-12 + FRINGE ALLOWANCE

EXCITING OPPORTUNITY TO WORK IN THE GENERATIONS MAT AT THE GOFFS-CHURCHGATE ACADEMY

REQUIRED FOR APRIL or SEPTEMBER 2019

Following the successful launch of our new school in September 2017, and its rapid growth in popularity and size, we are pleased to have the opportunity to welcome a colleague to our community and senior leadership team. We are looking to appoint an inspiring and highly capable Assistant Principal from April or September 2019. The successful candidate will already have proven ability as a leader, and will have the skills and abilities to enable them to secure incremental improvements in a high-performing and extremely aspirational environment. You will be an outstanding classroom practitioner who consistently demonstrates the highest standards of delivery; someone who is committed to a cycle of continuous improvement across all key stages, and who has a robust understanding of the strategies required to achieve this. The successful candidates must be able to lead and inspire staff and students alike.

The exact job description and areas of responsibility for this role will be confirmed once the successful applicant has been appointed, and we therefore welcome applications from all areas of school leadership.

The successful candidates will:

- have a passion for learning and teaching in a comprehensive school
- be innovative and strategic thinkers
- be an outstanding practitioner
- lead by example and act as a strong role model
- have an unfailingly positive, can do attitude with staff and students
- be able to demonstrate exceptional leadership and management skills
- have a proven track record of achieving outstanding student achievement both through their own practice and by leading other staff
- be an effective team player and value every aspect of the life of the school
- have outstanding interpersonal skills with the ability to inspire students and staff
- be active learners, who constantly strive to improve, with the desire to progress

In return Goffs-Churchgate can offer you:

- The opportunity to lead on the strategic development, growth and success of a new school, which has already generated significant local interest and excitement
- A genuinely collaborative and supportive senior team, who are passionate about their work and very much enjoy working together
- An innovative, financially secure Multi Academy Trust
- Brand new teaching facilities and a highly professional working environment
- A highly aspirant school, with students and staff equally committed to that agenda

- Outstanding career development, including opportunities to lead projects in a range of settings and schools through the Generations Multi Academy Trust
- Personalised CPD considered best practice within Hertfordshire, including dedicated leadership development and bespoke coaching in a national “Leadership” school

Please contact Harriet Muxlow, HR Director, on 01992 624375, or by email at hmu@generationsmat.herts.sch.uk for further details.

Closing date for applications: Monday 28th January 2019 at 9:00am

Interviews will be held w/c 28th January 2019

The school is committed to safeguarding children and young people

All postholders are subject to a satisfactory enhanced DBS check



JOB DESCRIPTION



JOB DESCRIPTION

Job Title:	Assistant Principal
Grade:	L8-12 + Fringe Allowance
Reports to:	Principal
Responsible for:	<i>We have deliberately not advertised for a specific job description in SLT. We are looking to recruit an ambitious, high performing colleague to join our SLT; the exact job description will be confirmed once the successful candidate has been appointed, and based on the successful candidate's skill set and career aspirations.</i>
Main Purposes of this Role:	<p>In addition to carrying out the professional duties of a teacher, the Assistant Principal will play a major role under the overall direction of the Principal in:</p> <ul style="list-style-type: none"> • formulating the aims and objectives of the school • establishing the policies through which they shall be achieved • managing staff and resources to that end; and • monitoring progress towards their achievement <p>In addition, the Assistant Principal will undertake any professional duties of the Principal reasonably delegated by the Principal.</p> <p>Leading Strategically – as an Assistant Principal you have a responsibility:</p> <ul style="list-style-type: none"> • to think strategically, analytically and creatively • to build capacity and achieve sustainability throughout the school structure • to inspire, motivate, challenge and empower others to achieve challenging outcomes • to actively build and develop the school's vision and ethos, communicating a clear and unified sense of purpose and direction to all stakeholders • for designated parts of the SDP, leading on specific whole school initiatives • to remain current with national research, using it to both support and challenge practice • to monitor, review and evaluate the work of teams and individuals in the context of school policies and plans • to implement and support behaviour for learning systems in line with school policies • to ensure that all policies and practices are inclusive • to support Trustees in their policy development and monitoring roles by servicing sub-committees and Trustee meetings as necessary

Leading Learning – as an Assistant Principal you have a responsibility:

- to achieve the best possible outcomes for all students, leading by example in developing a whole school culture of best practice in learning and teaching
- to consistently stimulate a positive learning environment in the school, where students receive effective, high quality learning experiences, leading to consistently high standards of achievement
- to effectively capitalise on appropriate sources of external support and expertise
- to actively engage home in each child's education
- to monitor the quality of learning and teaching through learning observation and follow up meetings
- to provide effective coaching as needed to team leaders and teachers to ensure effective learning and teaching practices
- to support colleagues in setting and monitoring high standards of conduct and behaviour
- with the SLT to review, develop and implement the curriculum in line with current educational legislation and good practice
- to demonstrate consistently high and strategic understanding of performance data, ensuring that year and curriculum teams understand student data and set relevant targets, monitoring progress against those targets at individual and team level

Leading People– as an Assistant Principal you have a responsibility:

- to create a culture which encourages ideas and contributions from others
- to motivate, develop, empower and sustain individuals and teams
- to hold people to account and challenge underperformance, listening, reflecting and communicating effectively
- to negotiate and manage disagreement, providing appropriate support
- to develop a culture of learning and continuous professional development
- to take a full and committed part in a rigorous and aspirational appraisal system, leading the same with all of your team members
- to advise the SLT of the performance of staff, ensuring that good practice is recognised and praised and that any potential underachievement is effectively managed
- to advise the Principal, SLT and Trustees on staffing appointments
- to establish, lead and chair, as necessary, meetings of groups of staff
- to provide advice and guidance for staff in terms of their development within the profession
- to assist with the effective induction of new staff, as required
- to undertake regular assemblies throughout the year

Leading the Organisation – as an Assistant Principal you have a responsibility:

- to have a visible and effective presence around the school during the day
- to effectively and competently manage the school's financial and human resources
- to monitor the management of physical accommodation and resources, in

	<p>order to promote the creation of a stimulating learning and teaching environment</p> <ul style="list-style-type: none"> • to manage others within a framework of accountability • create an environment which enables people to perform at their best and underpins effective relationships • to develop and sustain a safe, secure and healthy school environment • work with the Principal to create a working environment which takes account of workload and work-life balance • to monitor Health and Safety practice and report any issues to relevant staff • to manage budgets for your areas of responsibility <p>Leading in the Community – as an Assistant Principal you have a responsibility:</p> <ul style="list-style-type: none"> • to establish and engage in partnerships, including working in multi-agency teams • to collaborate and work within and across the community • to engage the community in systematic evaluation of the school’s work and to effectively act on outcomes • to take a leadership role within and across the community • to consult, engage and communicate with staff, students, parents and carers to enhance student learning • to engage in cross phase working and transition • to engage in school to school collaboration and actively contribute to leadership in the wider education system • to lead and contribute to our community’s cohesion
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This job description is subject to the Conditions of Employment contained within the School Teachers’ Pay and Conditions Document currently in force. It is reviewed at least annually and aspects may be amended in negotiation with the Associate Principal

AGREED BY: _____ (Job Holder) DATE:

AGREED BY: _____ (Line Manager) DATE:



PERSON SPECIFICATION



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ASSISTANT PRINCIPAL

	Essential Requirements	Desirable
Education and Qualifications CPD	<ul style="list-style-type: none"> • Qualified Teacher Status • Evidence of appropriate professional development • Good honours degree 	<ul style="list-style-type: none"> • Further qualifications • In-service training/development in leadership and management
Experience	<ul style="list-style-type: none"> • Proven track record of excellent classroom practice • Teaching experience in comprehensive schools and a commitment to comprehensive education • Evidence of successful leadership of a subject or key area of the school, e.g. a year group or key stage • Experience of contributing to effective professional development of staff 	
Knowledge and Understanding	<ul style="list-style-type: none"> • A clear educational philosophy • Involvement in whole school initiatives • Ability to see the big picture, think strategically and maintain a hands on approach • Understanding of educational developments 	
Learning and Teaching	<ul style="list-style-type: none"> • Commitment to and ability to raise achievement for all • A student centred, “can do”, inclusive and positive approach • Proven track record of raising academic standards, good examination results and delivery against targets • Role model as excellent classroom practitioner –delivering consistently good to outstanding lessons, using a range of learning and teaching and behaviour for learning strategies • Proven track record of improving teacher performance 	
Leadership	<ul style="list-style-type: none"> • Excellent leadership and management skills in line with national standards • Ability to lead and inspire, create a 	<ul style="list-style-type: none"> • Innovative approaches to leadership and management and

	<p>compelling vision of the strategic “big picture” and command respect</p> <ul style="list-style-type: none"> • Highly motivated and able also to motivate and inspire students, staff, parents and Trustees • Ability to lead, support, develop and motivate high performing teams • Ability to delegate responsibility, deploy staff effectively and provide a clear focus on key strategic improvements • Ability to innovate, manage change and evaluate its impact • Excellent problem solving skills • A role model for the community • Developed skills in self-evaluation and the ability to apply the Ofsted framework to improve performance • Ability to be an ambassador for the school, to present at local and national conferences and to work in partnership with other schools 	learning and teaching
Personal Qualities and Commitment	<ul style="list-style-type: none"> • Energy, enthusiasm and a positive “can do” approach • Tenacious and able to pursue matters to a close • High level oral, written, communication and evaluation skills • Excellent interpersonal skills, a person who enjoys working with young people • Ability to be reflective and evaluate own performance • Ability to remain calm, focused and effective under pressure and to meet deadlines • Flexibility in working practices and adaptability to change • Commitment and willingness to go the “extra mile” • Capacity to manage the demands of a senior leadership position • Commitment to collaborative working with other schools and FE • Sense of humour, common sense and the ability to maintain a sense of perspective 	<ul style="list-style-type: none"> • Range of interests • Potential for Headship
Suitability to work with children and young people	<ul style="list-style-type: none"> • Responsible for promoting and safeguarding the welfare of children and young people • Not barred from working with children 	



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



Information about Goffs-Churchgate and the Generations Multi Academy Trust



Welcome to our information pack about Goffs-Churchgate and the Generations Multi Academy Trust. The Goffs-Churchgate Academy is the first school to join the Generations Multi Academy Trust. The school is now in its second year of operation and has a new uniform, name, brand, leadership and curriculum, based on the hugely successful model in place at Goffs Academy.

The school is a fully mixed comprehensive school from 11-16 years of age, with 330 on roll; it is intended to rapidly expand this

number to 120 per year group, making a school of 600. Over the past year, the school has grown in its reputation, which has resulted in a record attendance at our open evening at the end of September. This reflects the very high level of local interest in the school. Local estate agents report significant interest in parents moving to the locality with a view to being near Goffs-Churchgate: a very successful future is predicted for the school. Reflecting this, the current Year 7 is already over-subscribed and applications for next year have increased dramatically from previous years.

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 which changes the lives of the young people who we care for.

Professional Working and Learning Environment

The school has benefited from brand new facilities, opened in October 2016. These include brand new teaching and learning facilities for all subjects. The school also benefits from high quality playing surfaces for PE, a gym with professional sprung floor, a Dance studio and an indoor swimming pool. The new facilities provide light, modern, professional and a fit for purpose working environment for all.

The 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. The Executive Principal has an office at Goffs-Churchgate and is in school each week, with the Trust's HR function already based at Goffs-Churchgate and the Finance function due to move over during this year. This collegiate and collaborative approach permeates our Trust.

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

Outcomes



We are delighted that our first set of outcomes as Goffs-Churchgate Academy show record improvements from the predecessor school. For the main measure of progress, our students achieved a 105% improvement from the previous year, an outcome that we are very proud of in just 9 months of teaching with Year 11. Equally, this represents just the start of our journey, one that we are very excited about. 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-Churchgate Academy a very exciting and rewarding community to be a part of.



Community

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

We firmly believe in every student feeling a strong sense of community and on entering the school, each student is placed in one of four Houses: Curie, Edison, Faraday, and Rubix. 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 fund raising events throughout



the school year. The House raising the most money in the year for our school charity will be awarded the annual Charity House Shield.

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

- Student Executive
- Community Captains
- Mental Health Champions

Across the Multi Academy Trust a large 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.

Goffs-Churchgate 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-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 life of the school. We have an extensive pastoral care system to support the welfare and progress of all our young people.

Staff Development

Through the Trust, the successful candidate will be able to access a range of staff development opportunities. 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.

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. 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

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 at 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 schools 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. For SLT, this includes the opportunity to have personalised leadership coaching from a highly experienced external leadership coach
- Planned SLT strategic time where colleagues can work on strategic projects offsite, individually or with a colleague
- Subsidies for Masters and Degree courses

- Secondment and shadowing opportunities
- As part of our Trust, “Generations”, potential to work across more than one school to develop career enhancing skills and knowledge

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: initial 1 year trial
- 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
- 100% attendance reward – day in lieu, taken at each school’s discretion
- Free tea, coffee and milk for staff

Alison J Garner
Executive Principal

January 2019



ASSISTANT PRINCIPAL

**GOFFS-CHURCHGATE
LEADERSHIP STRUCTURE
2018-2019**

	Vice Principal: Learning and Teaching and Pastoral	Assistant Principal: Student Achievement and Progress	Associate Assistant Principal: Aspiration and Ambition
Major Areas of Responsibility	<p>Support Principal with work on Admissions – including in year admissions/appeals</p> <p>BfL – promote the strategic leadership and operational management to promote and ensure a climate of outstanding behaviour throughout the school including rewards</p> <p>Safeguarding lead – whole school DSP</p> <p>To lead on ensuring that every lesson is a high quality consistent learning experience:</p> <ul style="list-style-type: none"> Quality First Delivery: whole school and teaching/CPD including a targeted mentoring programme School delivery/recruitment of all teacher training routes Home Learning Work Sampling and Quality of Marking across the school Developing the Learning Resource Centre as a central resource Whole school literacy and numeracy <p>To lead on effective systems for the smooth running of the school on a day to day basis:</p> <ul style="list-style-type: none"> Timetable – overall accountability Cover <p>CIAG including Work Experience Programme</p> <p>Overall leadership responsibility for Personal Development/Behaviour and Welfare</p> <ul style="list-style-type: none"> Attendance – ensure that attendance and punctuality of all groups of students is in line with or exceeds national averages Provide strategic & operational leadership of the school's safeguarding and Prevent duty ensuring absolute compliance Lead the HoD/DoL Team in partnership with AP Lead on all Pastoral matters including CLA students Line Manage and oversee the work of Student Support and the SENCO to ensure that all students achieve SENCo Champion <p>Manage the Lead Practitioner as she leads on:</p> <ul style="list-style-type: none"> Rewards Return to Learn Learning Walks Standards Audit <p>Attend GCSE results days</p> <p>As SLT Link, oversee the performance, behaviour for learning and interventions in:</p> <p>Subjects: English, History, Geography, RS, Psychology, SENCO/Learning +</p> <p>Year Group: 9 and 10</p>	<p>Safeguarding – whole school – DSP trained</p> <p>To have oversight and leadership of student achievement at KS4:</p> <ul style="list-style-type: none"> Researching and establishing innovation/best practice to further raise and ensure sustained high achievement across KS4 Accountability for all narrowing the gap work through all student groups Accountability for all Pupil Premium work Whole school target setting, data, assessment and reporting Stretch and Support Programme at KS4 Oversee all examination entries including all access arrangements Working in partnership with the Principal on all Key Stage 4 Raising Achievement Work Lead on data for intervention Researching and establishing innovation/best practice to further raise and ensure sustained high achievement across KS4 Target setting Lead the HoD/DoL Team in partnership with VP <p>BTEC Quality Nominee</p> <p>Trips and Visits Policies/Procedures Duties/Wet Weather Arrangements/rota</p> <p>Support AAP with Primary Transition Work</p> <p>Attend GCSE results days</p> <p>As SLT Link, oversee the performance, behaviour for learning and interventions in:</p> <p>Subjects: Science, Head of Creative Arts, PE, ICT, Business, Technology, Drama, Art/Photography, Dance, Media</p> <p>Year Group: 7 (supporting AAAP) and 11</p> <p>House: Curie/Faraday</p>	<p>Safeguarding – whole school – DSP trained</p> <p>To build on ensuring an inclusive community for all:</p> <ul style="list-style-type: none"> Student Leadership British Values Clubs/extra-curricular provision Enrichment House system Curriculum Enrichment Days including Music Enrichment Days Oversee PSHE delivery via a high quality, effective form time provision including work on anti-bullying/homophobic language E-safety <p>To have oversight and leadership of student achievement at KS3:</p> <p>Ensuring that KS3 are GCSE ready by the end of Year 8 including:</p> <ul style="list-style-type: none"> Establishing a programme of GCSE ready delivery & ensuring high impact outcomes for individual students Raising Achievement Strategies at KS3 including ISV and Venn meetings Oversight of KS3 curriculum development including planning for KS3 delivery Primary liaison and transition work <p>Attend GCSE results days</p> <p>As SLT Link, oversee the performance, behaviour for learning and interventions in:</p> <p>Subjects: Most able, supporting VP in line management of Hums/MFL</p> <p>Year Group: 7 and 8</p> <p>House: Rubik/Edison</p>