

Tapton
SCHOOL

ACADEMY TRUST

Realising the life chances and dreams of every child

CHAUCER SCHOOL

Assistant Subject Leader of English Responsible for Key Stage 3

Application Pack



Registered address: Tapton School Academy Trust, Darwin Lane, Sheffield, S10 5RG
Tel: 0114 267 1414 Email: enquiries@taptonttrust.org.uk Web: www.taptonttrust.org.uk

Charitable Limited Company Registration Number: 07697171.
Registered office: England and Wales. VAT Number: 134392225.

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A Message from our CEO



David Dennis
Chief Executive
Officer

Thank you for your interest in joining Tapton School Academy Trust.

Through clear leadership and governance we plan to support and improve outcomes across all of our schools, transforming all our learners and becoming an outstanding Trust.

Engagement with every family is the touch stone for our work, ensuring a culture of high trust, common values, low threat and a shared moral compass. At the heart of all our endeavours is outstanding teaching, high quality learning and effective support for individual needs.

We employ over 900 staff and work hard to foster the right conditions to make the Trust a great place to work. We know that our staff are our greatest resource, and put in place support and opportunity to enable colleagues to progress within the Trust and reach their full potential.

Thank you again for your interest in joining us and the best of luck with your application.

About Tapton School Academy Trust

Tapton School Academy Trust was formed in 2011 and has grown to 9 schools, 5 primary and 4 secondary, providing learning to over 7,500 learners from 2 – 18 and employing over 900 staff.

Children joining the Trust have a broad range of abilities and social backgrounds. We recognise and celebrate different aptitudes and interests and believe that everyone can develop through dedication and hard work, and leave our schools fully prepared for successful lives.

Our Vision

To realise the life chances and dreams of every child.

Our Mission

To provide a safe place to be; provide great teaching and learning; create an environment where all opportunities are in reach.

Our Values

- A culture of professionalism
- A focus on nurture as well as achievement
- Involvement of the family and wider community in everything we do
- Make visible those who feel invisible through disability, poverty, ethnic or cultural disadvantage
- Mutual support and development
- The health, well-being and safety of all our people.

Our ways of working

- Schools sign up to our 'Mission, Vision and Values' and collaborative ways of working
- Schools collaborate 'in partnership for excellence with TSAT'
- Each has something to bring to the table and can lead on this
- Schools retain their identity and are part of something special
- Differentiated solutions according to support needs
- Mentoring, coaching, directing
- A clear scheme of delegation and decision making to ensure that all our children get the best educational experience.

Our Strategy

The Trust Board are responsible for the schools within the Trust and determine the mission, vision and MAT improvement strategy. Local context and community links are provided by Local Governing Boards.

Our strategic objectives sit within 4 key aims:

Aims	Objectives
Effective Schools	<ul style="list-style-type: none">• Securing high levels of attendance and low levels of persistent absence• Ensure safeguarding policies and practices operate effectively• Build relationships further between schools and vulnerable families• Further focus on vulnerable learners to reduce suspensions and exclusions• Close the attainment gap between disadvantaged learners and other learners.
Outstanding Outcomes	<ul style="list-style-type: none">• Improving the quality of education in each school• Provide learning in every classroom for every learner that is at least good and addresses each learners need• Continue to develop a Trust in which learners achieve high rates of progress.
Sustainable Trust	<ul style="list-style-type: none">• Actively communicate and engage with all stakeholder groups• Continue to ensure best value and use of all resources• Develop revenue raising opportunities• Future proofing buildings and facilities.
A Great Place to Work	<ul style="list-style-type: none">• Continue to build capacity through cross Trust collaboration and support. With an emphasis on improving workload and subject level collaboration to further develop common approaches• Develop a Trust talent management plan. Continue to create opportunities for staff to develop and gain further experience• Develop a succession plan with an emphasis on executive leadership• Further develop our approach to staff wellbeing.

Further information about the Trust, including full governance structure and current performance, is available in our [Annual Report and Accounts](#).

Welcome from the Headteacher at Chaucer School

Thank you for considering becoming part of Chaucer School.

Chaucer School is genuinely at an exciting stage of development. We're under no illusions that this is a school in a challenging context, in a community significantly hit by the ravages of Covid. However, we also know that working in a school like ours brings rewards like no other. We are looking for other like-minded colleagues to join us in our drive for first class education hand in hand with first class support.

With significantly strengthened capacity since the OFSTED inspection in June 2022, we have taken ambitious action to bring our school a long way down the road to improvement in a short amount of time. In short, Chaucer School is stepping up to the plate. Our expertise and impact with safeguarding for our community is something we're extremely proud of. Our work on the quality of education allows for innovation and creativity to support all our learners. Our work on personal development, and in particular work on careers and aspirations, is starting to pay back with a cultural shift into bigger and better beliefs in real futures for and from our students. Our Relationships and Behaviour policy and renewed high expectations aim to work with students and families to find a way to encourage, build, and maintain positive behaviour in school.

Our three core values of Respect, Responsibility and Kindness are at the heart of our drive for improvement from and for students. With support from our Trust colleagues across Tapton School Academy Trust, both primary and secondary, and our extremely supportive and involved governing body, we know we are 'better together' to realise the life chances and dreams of every child in the Trust.

I hope the following information gives you something of an insight into what makes Chaucer School different to many other schools. If you would like to visit to see if Chaucer School is the place for you, please do get in touch to make an appointment.



Joanna Crewe

Headteacher

Our Context

The IDACI deprivation index of 2019 places our students as living in one of the most deprived wards in the country – the top 1% - 246th out of 32,844 wards in England. This position had worsened since 2015 and we can see that position having been exacerbated again through COVID impact, and the cost of living crisis. The 7 domains of deprivation such as income, employment, health, crime, all place our students under significant risk, with some factors rating at the most disadvantaged scores. Pupil Premium funding is registered for 65% of all students, rising to 72% for KS3 students.

Covid recovery in a disadvantaged community can be slower than in other parts of the country in terms of returning to learning habits, routines, punctuality and attendance. Safeguarding needs have increased significantly as children returned after lockdown, with regularly 50+ students at Child in Need/Child Protection, 30+ open CYT cases, and 20+ open MAST cases. Attendance is an ongoing focus area as we strive to embed aspiration and a belief in the importance of education. This context informs each of our strategies to support, safeguard and guide students to success, but significantly impacts on trust, engagement and aspiration to be socially mobile. Our inclusive practice and trauma informed, ACE aware relational approach to work WITH students and families is therefore crucial in order to reengage students into learning.

Quality of Education

With the Trust, we have co-constructed and continue to align a curriculum that is ambitious and designed to give all students, particularly disadvantaged, the best possible opportunities for success. We continue to address the challenge of knowledge, communication and cultural capital with disciplined innovation through delivery, experience and intervention for students to close any gaps that have emerged. The end points of the curriculum are for all students to have been nurtured to realise their life chances and dreams as successful learners, confident individuals and responsible citizens with the best possible qualification outcomes for employment readiness.

The curriculum and supporting structures have been redeveloped so a broad range of subjects are available to enhance further the effective delivery of knowledge and skills for all students including those with special educational needs. We are also at the next stage of curriculum alignment across the trust, with broad KS3 alignment in Core and EBACC since Autumn 2022. In addition, our commitment to genuinely alternative curriculum offers at KS3 and KS4 mean that we invest in both internal and external provision experiences in horticulture, bike maintenance, construction, furniture restoration, bee keeping, and hair and beauty.

With lower literacy levels than average, every teacher is a teacher of literacy at Chaucer School. In terms of supporting literacy and reading, all teachers are aware of the importance of supporting literacy needs into each lesson, and clear guidance is regularly shared on each child's decoding skill levels. In addition, a key thread through lessons and tutor time is developing and embedding oracy confidence for each child.

A teaching, learning and assessment trust wide cycle has introduced standardised Trust assessment points and then deep analysis leads to next steps being specified. Qualifications have been aligned across TSAT to ensure that the best possible support can be deployed, as well as best practice on sharing of assessments, resources and planning. Our trust relationships continue to grow and develop as we learn as much from our differences as our similarities – but always ‘better together’

Quality of Support

Safeguarding in school is of the highest standard. A high volume of safeguarding cases from our community means our staff are experts in their field, and processes are watertight to effectively manage and maintain the safeguarding needs of the children of Chaucer School. No stone is left unturned in seeking strategies to support children through our trauma informed ACE aware relational approach.

We have a very strong culture of inclusive practice/impact developing its curriculum to support students with adverse childhood experiences (ACEs) and ensuring trauma informed pedagogy is at the forefront of delivery. This means that a core strand of staff CPD is focused on trauma informed, relational practice in the classroom. The Social Discipline Window of working WITH students and families, rather than doing ‘to’ or ‘for’ them, is at the heart of our approach. There is a focus on relationship and behaviour training for staff, including sessions around trauma informed practice and the ‘window of tolerance;’ PACE training to further enhance our effectiveness at dealing with students who find themselves unable to regulate their own behaviours; and further CPD around EMR (establish, maintain, restore) method of building positive relationship to teaching staff. We also set great store in all staff use of the behaviour database enabling subject leaders in particular to have an acute understanding of the behaviour data within their own areas, and teacher/student relationships.

Year 7, 8 and 9 are taught in mixed ability tutor groups, which students stay in for the majority of their lessons. Behaviour data, staff voice and student voice all suggest this has been a positive development for the school, and continue to show benefits for engagement and progress.

In a context of traditionally poor attendance, both within the city and in the immediate environment, the school pursues all avenues to tackle the aspiration to attend and achieve. The attendance team are relentless in their pursuit of improvements to attendance under the lens of safeguarding, supported by the team of tutors, Engagement Leaders and Year Leaders. Attendance is everyone's business, and we all see attendance as high priority.

Our Personal Development programme is strengthening at pace, with a range of context specific learning opportunities alongside the national requirements. Learning is tracked through LIFE lessons, subject curriculum development plans and also year group to ensure opportunities are not missed for any aspect of SMSC, PHSE and RSE. Our LIFE programme is interleaved with the curriculum to provide learning strategies, interpersonal skills, financial awareness and emotional intelligence. We have a rich programme of external professionals coming into school to educate large and bespoke groups not just on career and academic pathways, but also, regarding the dangers of gang culture, knife crime, CCE/CSE, in order to match our community context and need. These opportunities support student confidence, resilience and independence.

Careers provision further enhances the practical work of raising of aspirations all students with high quality careers activities and interventions. The LIFE curriculum includes a careers curriculum element in Years 7-11, including local labour market information, different sectors of work, and the difference between a job and a career. This is moving towards driving links to careers through curriculum subject choices. NEET figures are low, and engagement with aspirational sixth form provision is increasing significantly, as well as a cultural shift towards a real belief in aspirational careers, courses and futures to be proud of.

The Role: Assistant Subject Leader of English – Responsible for Key Stage 3

Core Purpose

To inspire, manage and lead staff - and students - to achieve their very best in Key Stage 3 in English

To support the subject leader in the establishment of a positive identity and ethos in Key Stage 3 English

To support the implementation of policies and procedures to ensure best practice in Key Stage 3 English

To establish and maintain a culture within Key Stage 3 English that celebrates and promotes academic and wider achievement

To support the subject leader in ensuring that all teaching within Key Stage 3 English is good or better

To support the subject leader in ensuring all students within Key Stage 3 English make outstanding progress and achieve challenging targets

To support the subject leader in the Line Management and professional development of members of the English department

Salary Range:	Main Pay and Upper Pay Scale
Responsible To:	Subject Leader
Responsible For:	N/A
Hours of Work:	32 hours / week
Holidays:	N/A
Benefits:	<ul style="list-style-type: none">• Salary Sacrifice Car Scheme• Cycle to Work Scheme• Discounted membership for Westfield Health• Occupational Health• Wellbeing Programme• Continuous CPD and Training.

Responsibilities

Strategic Development and Operation

- To lead – develop and implement – a clear strategic vision for Key Stage 3 English which supports the school and department’s development priorities
- To motivate - and provide support and challenge for - members of the English department, to ensure the vision is enacted
- To provide support in developing an innovative curriculum for Key Stage 3 English, which meets individual and collective student need
- To ensure appropriately detailed and sequenced long, medium- and short-term planning is securely in place for Key Stage 3 English
- To ensure quality first teaching is in place across Key Stage 3 English through the school’s standard operating procedures.

Learning and Teaching

- To support the subject leader in ensuring the quality of provision is monitored and evaluated
- Model excellent practice

Leading and Managing Staff

- To support the subject leader in exercising effective staff management, lead and motivate others and generate effective working relationships at all levels
- Through mentoring and coaching maximise the contribution of staff to improve the quality of education provided and standards achieved

Efficient and effective use of staff resource

- Work with the Subject Leader to deploy all staff effectively within their area in order to improve the quality of education provided.
- Support the Subject Leader in managing and organising accommodation within their school efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety requirements.

Standards

- To support the subject leader in the establishment and maintenance of clear improvement plans, milestones, targets and expectations in relation to standards, quality and achievement
- To support the subject leader in managing and reviewing the use of student tracking systems within Key Stage 3 English

Assistant Subject Leader of English – Responsible for Key Stage 3

The job description should be read alongside the range of professional duties of teachers as set out in Part XII of the Teachers' Pay and Conditions Document, sections 48 to 50. The post-holder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England. There may be specific areas of responsibility agreed between the successful candidate and the subject leader.

Person Specification

Category	Method of Assessment	Essential/Desirable (E/D)
Skills/Knowledge	A = Application I = Interview LO = Lesson observation R = References	
Exemplary classroom practitioner	A/LO/R	E
Ability to ensure curriculum coverage continuity and progression in the subject, for all students.	A/I	E
Ability to set targets in the subject area.	A/I	E
Ability to provide subject leadership across the key stages.	A/I	E
Ability to conduct an audit and identify priorities for development and training needs within the subject area.	A/I	E
Well-developed interpersonal and personnel management skills	A/I	E
Ability to contribute information to ensure that the Headteacher, senior managers and governors are well informed about subject policies	A/I	E
Ability to maintain existing resources and to plan for opportunities for further development.	A/I/R	E
Ability to use physical resources to create an effective and stimulating environment.	A/I	E
A thorough understanding of Assessment for Learning	A/I/LO/R	E

Experience		
Developing and implementing some whole school policies within the subject area	A/I/R	E
Using a range of information and evidence to raise student achievement	A/I	E
Strategically planning a subject area	A/I	E
Developing and successfully delivering inclusive practice to ensure equal opportunities for all	A/I/R	E
Identifying realistic and challenging targets for improvement in the subject area	A/I/R	E
Ensuring that those involved in the delivery of the subject are confident to do so	A/I/R	E
Experience of providing support, advice and guidance to colleagues on teaching and learning	A/I/R	E
Directing, supporting and monitoring the work of staff within the delivery of the subject	A/I/R	E
Ensuring that the learning environment is safe and that risks are adequately assessed	A/I/R	E
Evidence of involvement with governors, and working in partnership with parents	A/I/R	D
Extending the subject curriculum to develop effective links with the local community	A/I/R	D
Evidence of involvement with working in partnership with local primary schools	A/I/R	D
Personal Qualities – a range of personal qualities relevant to becoming a Subject Leader including:		
Ability to demonstrate enthusiasm and sensitivity while working with others	I/R	E
Being enterprising	I/R	E
Ability to initiate and manage change	A/I/R	E

Caring attitude towards staff, students and parents	I/R	E
An excellent health and attendance record	R	E
Evidence of being able to build and sustain effective working relationships with staff, Governors, parents and the wider community	I/R	E
A well-reasoned educational philosophy in tune with the School ethos	A/I/R	E
Resilience and tenacity	I/R	E
Creativity, flexibility and innovation	A/I/R	E
Reliability under pressure	A/I/R	E
Pride in work	I/R	E
Hard working	I/R	E
Flexible approach to people and situations	A/I/R	E
Able to work as part of a team	A/I/R	E
A sense of humour.	I/R	E
Are enthusiastic and always positive	I/R	E
Believe they can improve on their previous best	A/I/R	E
Ability to work with minimum supervision	A/I/R	E
Able to work effectively on own initiative	A/I/R	E
Qualifications and Training		
Qualified teacher status	A	E
Evidence of recent and appropriate professional development	A/R	E
Understanding of the role of the professional portfolio as part of CPD	A/I	D

How to apply

For further information and an application pack please contact the Headteacher's PA, Chelsea Clarke via email cclarke@chaucer.sheffield.sch.uk

Closing date for applications: Thursday 23rd March 2023 at 9.00am

Shortlisting: Friday 24th March 2023

Interviews will be held: week commencing 27th March 2023

Please note:

- References for short-listed candidates will be requested before the interview.
- Successful applicants will be required to undertake a DBS Enhanced Disclosure check.