



Student Engagement Leader

With Safeguarding Caseload Responsibilities

Application Pack

Welcome to INOVA Multi-Academy Trust and thank you for your interest in joining our organisation. I am the Chief Executive Officer, and I feel incredibly proud to lead such a wonderfully diverse group of schools, that have people at their heart.

We were established in 2011 (originally as Tapton School Academy Trust) and operate a family of schools across Sheffield, offering education from early years to sixth form.

We employ nearly 1000 staff, and those people are incredibly important to us. One of our key strategic priorities is to attract and develop capable people with great character, so that our young people thrive. If you work with us, you will receive best-in class talent management opportunities through our Institute of Talent, to develop yourself and open doors to a wealth of career opportunities within (and outside) of our Trust.

We are mindful of the workload challenge currently facing the sector, so we are focused on reducing workload and creating conditions where our colleagues have a fair work/life balance. To do so, we are investing in technology (such as iPads and AI) and aligning our systems, to save our staff time so they can focus more on the things that really matter.

We are at an exciting crossroads in our journey as a Multi-Academy Trust. If you are passionate about working with young people, and love working collaboratively within a team environment, then we'd love to hear from you. If you want to help shape the future of a modern, transformative group of schools, where innovation, collaboration and excellence thrive, you will find a like-minded group of people at INOVA Multi-Academy Trust.

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

Lee Barber
CEO



About INOVA Multi-Academy Trust

Since forming in 2011 we have grown to 9 schools - 5 primary and 4 secondary - providing learning to over 7,500 learners from 2 - 18.

Collaboration is systematic to our Trust. We give our leaders license to operate and empower them to do the right thing for our organisation.

Our Vision: Transforming lives through the power of learning.

Our Mission: To equip young people with the knowledge, skills and character to thrive in a rapidly changing world. From nursery to destination, our pathways will embed a culture of innovation, collaboration and excellence delivered through high quality, inclusive and enjoyable educational experiences.

Our Values: Innovation : Collaboration : Excellence



Our Values

Innovation

- We embrace forward thinking solutions
- We experiment, learning from our success and failures
- We champion the use of cutting-edge resources
- We are agile in our approach.



Collaboration

- We ensure a safe and transparent culture
- We are proactively involved in our communities
- We apply resilience and adaptability
- We promote teamwork and inclusivity.



Excellence

- We have high standards and expectations
- We continually evaluate, seeking improvement
- We insist on equity for all
- We foster a culture of ownership and responsibility.



Our Offer

Each of our schools has its own distinctive character, reflecting the local community it serves. Children joining us 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, leaving our schools fully prepared for successful lives.

Primary Education

Each of our primary schools are Ofsted graded 'Good' giving our children an excellent start to their education and preparing them fully for their secondary transition.

Secondary Education

Our secondary schools work in close collaboration to further develop our curriculum and outcomes. Our sixth form provision is Ofsted graded 'Good' or 'Outstanding.'

Central Services

Our support staff are highly valued, and we offer a range of central services to our schools to enable them to concentrate on outstanding teaching, high quality learning and effective support for individual needs. Services include:

- Catering
- Communications and Marketing
- Facilities and Estates
- Finance
- Governance
- HR
- IT
- School Improvement.

Welcome from Chaucer School Headteacher

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. 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.

Our OFSTED journey has been swift and transformational. Our recent inspection in March 2025 clearly shows we are far from the very Special Measures school of June 2022. Every single aspect of school has changed completely. 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 paying back with a cultural shift into bigger and better beliefs in real futures for and from our students. Our Relationships and Behaviour policy and 'The Chaucer Way' renewed high expectations work with students and families to encourage, build, and maintain positive behaviour in school. Our three school values of Respect, Responsibility and Kindness are at the heart of our drive for improvement from and for students. Our expertise and impact with safeguarding for our community is something we're extremely proud of.

We are also in the late stages of rebrokering from Inova to a different Trust, and expect to transfer during the academic year 2025-26. Although the 'deal' is not yet signed and sealed, we've already started a strong working relationship with this new Trust who we know have the expertise and capacity to support our next stage of development, into excellence in all areas. As a staff body we are genuinely very positive about this move to a Trust that we feel have shared valued with us, about providing a first class experience for all children, no matter their background.

I hope the following information gives you something of an insight into what makes Chaucer School different to many other schools, and how exciting we know our future is. 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 59% of all students.

Safeguarding needs have increased significantly as children returned after lockdown, with typically 10% of children open to social care over an academic year; although there is a large safeguarding team, safeguarding is a high priority for all staff. Attendance is an ongoing focus area as we strive to embed aspiration and a belief in the importance of education, with big increases over the last 2 years to get closer to national averages. 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 engage students with learning.

Quality of Education

The Chaucer Way for lessons uses an evidence informed approach to teaching, learning and assessment. We believe that strong teaching and learning which works to overcome barriers to learning can lead to all students maximising their academic progress. Every choice a school makes must be deliberately aimed at Disrupting Disadvantage and allowing everyone to flourish. This includes a commitment to securing the best outcomes for the most able. With the use of consistent routines and a collective language, we increasingly employ an Engage – Learn – Apply – Review structure to lessons, although these cycles may be completed a few times or just once in a lesson.

OFSTED recognised our 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. 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. A key thread through lessons and tutor time is embedding reading and oracy confidence for each child.

Our growing cohort of EAL learners are also supported by these strategies, with additional tools and strategies used across all lessons to further support EAL students' swift acquisition of English.

Year 7, 8 and 9 are taught in mixed ability tutor groups for most subjects. Behaviour and achievement data, staff and student voice all suggest this has been a positive development for the school, and continue to show benefits for engagement and progress.

Quality of Support

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. There has been a focus on relationship and behaviour training for staff, including sessions around trauma informed practice . The Chaucer Way gives exceptionally clear expectations for the majority of practices and routines in school; from how students enter and leave a classroom, to how they travel around school, to how they speak to staff and each other. As much as possible is codified to ensure expectations are clear for students and for staff.

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.

SEND students at Chaucer School benefit from a strategy of quality first wave teaching as the most effective and inclusive way to ensure success for SEND students. However, interventions and social interactions can and do take place in different SEND hubs around school, with NEST catering for Autistic and ASD students, The Sanctuary supporting Mental Health and Wellbeing Needs, Oasis as a base for Cognitive, Reading and EAL support, and a range of provisions working from The Lodge, Including Stepping Stone for children who have been severely absent from school, and Cornerstone as an on-site alternative provision for a small amount of KS4 students.

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 larger than average 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 significantly strengthened, with a range of context specific learning opportunities alongside the national requirements through the Chaucer Pillars of Personal Development. 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. Potential NEET figures are always a focus, 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

Chaucer School are seeking to appoint a committed and dedicated Student Engagement Leader.

At Chaucer School, you'll have the opportunity to work within an environment that is supportive, ambitious, rewarding, and challenging, all within each day.

Chaucer School is a school that makes a difference, where the drive for a first class education goes hand in hand with first class support. We work hard together as a whole staff team to make the difference to the life chances and dreams of all the children in our care.

We're fiercely proud of our school, the opportunities we have on offer, and the service we provide to our community.

The successful candidate will need to demonstrate exceptional interpersonal skills as interaction with parents, students and staff will be a daily part of the role. The ability to remain calm, professional and empathetic is also important as there will be occasions when you deal with distressing and emotional issues.

Salary Range	Grade 6, Scale Point 21 to 26 (currently £32,115 to £36,124 per annum)
Hours of Work	37 hours per week, 41 weeks per annum
Responsible To	Year Leader
Benefits	<ul style="list-style-type: none">• Local Government Pension Scheme.• Salary Sacrifice Car Scheme.• Cycle to Work Scheme.• Discounted membership for Westfield Health.• Occupational Health.• Wellbeing Programme.• Continuous CPD and Training.

The postholder must at all times carry out their duties and responsibilities within the spirit of Chaucer School and Inova Multi Academy Trust 's policies and procedures.

Responsibilities

The postholder must at all times carry out his/her duties and responsibilities within the spirit of School & Trust Policies and within the framework of the Education Act 2002, and School Standards and Framework Act 1998 with particular regard to the statutory responsibilities of the Governing Bodies of Schools.

To work primarily within a year group:

- To support students on a daily basis, proactively collaborating with relevant staff focussing on reengagement with learning in order to improve student outcomes.
- To work with students on their aims, aspirations and motivations to bring about improvement in behaviour, attendance and engagement.
- To use data to proactively identify and challenge barriers to learning for students and families.
- To be a key worker in coordinating the care, guidance and support of students across a specified cohort liaising with parents, staff and external agencies as appropriate.

Key areas and accountabilities

Support for students in the Year Group

- Establish productive working relationships with students, acting as a role model.
- Provide information, feedback and advice to enable students to make positive choices about their own learning, progression, behaviour and attendance.
- Challenge and motivate students, promote and reinforce self-esteem.
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, behaviour and learning and supporting home to school and community links.
- Arrange and facilitate parental meetings regarding behaviour, attendance and progress.
- Support students identified through the school SFS and R Room processes and systems, challenging behaviours, mediating between staff and students, and facilitating restorative conversations between students.
- Liaise with Subject Leaders, Year leaders, SEN team and SLT in regards to concerns around student engagement and attendance.
- Support student management strategies and policies of the school and undertake additional duties (when no student has been referred) eg. On call, in-class behaviour support, student mentoring.
- Support students' reintegration back into lessons through the procedures and processes in place in school
- Provide a safe place for students to talk about issues that concern them and to provide appropriate advice and guidance.

- Provide support for vulnerable students, liaising with other professionals in order to meet the diverse needs of young people.
- Attend to students' personal needs and provide advice to assist in their social, health and hygiene development.
- Take a role in managing the smooth and effective transfer of students across phases and in supporting the integration of those who have been absent or are mid-term admissions.
- Coordinate the delivery and implementation of mediation where relationships are strained.

Support for identified cohorts

- Work with Year Leaders and Senior Leaders using the data available to identify key cohorts for additional support. To then ensure that the additional support/support plan is implemented.
- Attend Year Team referral meetings to discuss identified cohorts ensuring all necessary information is available to support next steps.
- Act as the school lead for identified students liaising regularly with other lead professionals and external agencies engaging with them through early help and intervention.
- Attend meetings with other lead professionals and external agencies in relation to identified students representing the school and student interests
- Maintain professional standard of record keeping and action plans
- Contribute to the development of specialist plans and resources to support students and work with colleagues to adapt timetables in response to those needs.
- Liaise closely with the SEN team and other colleagues to assist with the development and implementation of support/ mentoring plans for identified students in order to improve behaviour, engagement and learning.

Support for the school

- Take a lead role in the systems and processes that promote the principles of child protection, health, safety and security, confidentiality and data protection, reporting all concerns to appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Maintain high professional standards of integrity, honesty and discretion with parents/carers and other professionals and agencies.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others. Provide appropriate guidance and assist in the training and development of other staff as appropriate.
- Support students to access off site placements.
- Supervise students on visits, trips and out of school activities as required.
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.

- Undertake planned supervision of pupils during lunch and other breaks as part of duty teams.
- Any other related duties as they may arise.

Safeguarding

- Be fully aware of, understand and apply the school's Child Protection Policy appropriately.
- Attend Child Protection Core Group meetings, Statutory Reviews and Conferences, Child In Need Meetings and any other statutory meetings and complete and submit reports in advance when required.
- Complete paperwork regarding safeguarding requested by relevant bodies, when required.
- Act as a source of support, advice and expertise for staff within the school for Child Protection and safeguarding.
- Assist the Designated Safeguarding Lead & Safeguarding Manager with raising awareness of the school's Child Protection policies as appropriate in line with relevant government statutory guidance including Keeping Children Safe In Education, as amended from time to time, ensuring they are understood and used appropriately.
- Meet with students and parents/carers to establish and improve communication with vulnerable groups when required.
- Refer cases (or support staff making referrals) to our safeguarding partners social care or the police through Sheffield Children's Safeguarding Partnership.
- Be available for staff during school hours to discuss any safeguarding concerns in line with the school's safeguarding arrangements.
- Undertake and regularly update safeguarding training (at least every year) to ensure the appropriate level of knowledge and skill is maintained.
- Keep up to date with developments relevant to the role in line with Keeping Children Safe In Education, as amended from time to time.
- Provide cover for the Designated Safeguarding Lead/Safeguarding Manager as required.
- Undertake administrative support for identified target groups of pupils e.g. Track the progress, attainment and attendance of Adopted students and LAC within the school.
- To undertake administrative duties, as required.
- To undertake invigilation for both public and internal examinations.
- To undertake any training commensurate to the post.
- Aid teaching and support staff relating to safeguarding matters and enquiries/support relating to the Sanctuary.
- During the absence of the Designated Safeguarding Lead and/or Safeguarding Manager ensuring the continuation of routine scheduled duties.
- Manage Safeguarding caseloads as allocated by DSL or DSD.

The job description is neither prescriptive nor exhaustive but is intended to reflect the level and nature of the tasks required. Additional tasks may be added following negotiations between the postholder and relevant manager.

The Person

The successful candidate will demonstrate the following:

Skills, Ability and Knowledge	<ul style="list-style-type: none">• Strong listening/intervention skills• Ability to remain positive under challenging circumstances• Ability to manage emotional demands of working with young people with a wide range of behavioural, social and emotional problems• An ability to communicate effectively with teachers, students and parents• An ability to work independently and as part of a team• Good organisation, time management, communication and interpersonal skills• The ability to liaise with and gain the confidence of all school staff• A clear understanding of the factors which lead to educational disaffection• Knowledge and understanding of strategies to remove barriers to learning• Knowledge of the range of additional support available for students in school• Good ICT skills• The ability to work flexibly• Patience, resilience, tolerance and a genuine understanding of the difficulties that students may encounter with their school and home life• The ability to find creative and imaginative solutions to problems
Experience	<ul style="list-style-type: none">• Has a proven ability to work under pressure• Proven track record of successfully working with disaffected young people• Experience of assisting students with their learning• Experience of assisting students in crisis
Attitudes	<ul style="list-style-type: none">• An eagerness to gain experience, expertise and professional development through this position• A commitment to and an enthusiasm for the post• Adaptability and a professional approach to the responsibilities of the post

<p>Work Related Circumstances (including working conditions)</p>	<ul style="list-style-type: none"> • The role will be based at Chaucer School but can involve travel across school sites, therefore a current and clean driving license and transport is desirable. • We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment.
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Fluency Duty: The ability to converse at ease with members of the public and pupils, and provide advice in spoken English, is essential for this post.

How to Apply

Applications for this role are via Tes.

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

The closing date for applications is Wednesday 4th June 2025. Interviews will be held week commencing 9th June 2025.

Safeguarding

INOVA Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. We will ensure that all of our recruitment and selection practices reflect this commitment. All candidates will be subject to the following employment checks:

Shortlisted Candidates:

- References will be requested before interview
- A Criminal Convictions Disclosure Form will be requested at interview
- Evidence of right to work in the UK will be requested at interview
- Qualification certificates will be requested at interview
- Disclosures concerning child protection investigations, relationships with pupils, employees, governors or trustees, prohibition orders and section 128 directions (where applicable) will be requested at interview
- We may conduct online searches for shortlisted candidates prior to making our final decision. If any information obtained from the online searches raises concerns around someone's suitability for the role, or to working with children, then this may be raised with the candidate at interview and/or we may take advice from the local authority children's service.

Successful Candidates:

- Successful candidates will be required to undertake a DBS Enhanced Disclosure (with barred list) check
- Successful candidates will be required to complete a Childcare Disqualification under the Childcare Act 2006 Declaration (for applicable posts)
- Pre-employment medical screening.

Please Note: Canvassing of any employee, Trustee or member of the Local Governing Board, directly or indirectly, and your application will be disqualified.

Policies: Our approach to safeguarding and school safeguarding policies can be found on the Trust website:

<https://www.taptontrust.org.uk/page/?title=Safeguarding&pid=69>

Equality and Diversity

We are committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair and that applicants are not discriminated against on the grounds of race, nationality, gender religion, age, disability, marital status or sexual orientation.

Data Protection

As part of the recruitment process, we need to collect your personal data. For more information about what we do with your personal data, please see our Recruitment Privacy Notice on the [policies](#) page of our website.



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