

Tapton
SCHOOL

ACADEMY TRUST

Realising the life chances and dreams of every child

CHAUCER TEACHER OF DT/TEXTILES/ART

Application Pack



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

Contents

1. A message from our CEO
2. About Tapton School Academy Trust
3. Our Schools
4. The Role
5. Responsibilities
6. The Person
7. How to apply

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

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 a range of new colleagues in place in 2021-22, including myself as newly appointed headteacher, we have a renewed sense of developing pride and ambition. 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 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 support for success behaviour system aims 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 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 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, working towards KS3 alignment in Core and EBACC by 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. We are proud of our LINCIS provision, and the access that all students can gain to 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; all have a literacy objective for the year in terms of delivering cross curricular literacy; a key thread of CPD through the year is on embedding literacy support into each curriculum plan.

The school uses the Rosenshine Principles of learning as a structure for teachers, underpinned by the statement 'I am the evaluator of my impact on student learning.' Training through 2021/22 has maintained a focus on these principles, with the added dimension of ensuring the planned curriculum allows for adaptive teaching to address wider gaps in skills and knowledge post-COVID, as well as addressing key learning and misconceptions in all subjects. Teachers more consistently recap knowledge, and check understanding through questioning and low stakes tests to ensure learning is built incrementally. 2022-23 will see an increased focus on feedback of all kinds at all levels.

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 leader in particular to have an acute understanding of the behaviour data within their own areas, and teacher/student relationships.

Year 7 and Year 8 have seen the introduction of 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 the benefits for engagement and progress mean KS3 mixed ability teaching will remain at Chaucer for 2022-23.

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. The most recent OFSTED visit in 2020 recognised that we see attendance as high priority and that the support is strong.

SMSC learning is tracked through curriculum development plans and is also tracked centrally by area and year group to ensure opportunities are not missed for any aspect of SMSC, as well as linked to context dependent learning. 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- Teacher of DT/Textiles/Art

Tapton School Academy Trust are seeking to appoint a DT/Textiles/Art Teacher to join Chaucer School.

We are seeking a dynamic and high calibre professional, the postholder will be key in implementing the efficient and effective delivery of teaching and learning within the Design & Technology Department.

| | |
|-------------------------|--|
| Salary Range: | Main Scale-UPS (Dependant upon experience) |
| Responsible To: | Head of Department |
| Responsible For: | As per job description. |
| Hours of Work: | Full Time Teachers Contract - 32.5 hrs p/w |
| Holidays: | As per teachers contract |
| 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. |

DT/ Textiles/ Art Teacher

Design & Technology at Chaucer School

The Department

- Students at Chaucer School love Design and Technology lessons. They enjoy working together to create new products, working with a range of materials and sharing their thoughts and ideas with each other. The department promotes the growth of creativity, individuality and resilience whilst maintaining a focus on literacy and communication skills.
- The department is housed in four rooms (workshops, food technology and Textiles classrooms) located together all of which have interactive whiteboards. We also have our own dedicated ICT suite in which all students get to experience high quality DT/CAD lessons.
- Currently in KS3 there is a focus on Engineering and woodwork, which equips them with the skills they need to successfully complete qualifications in Engineering at KS4.
- The department works hard to give all the students at Chaucer the best opportunity to develop their technology skills and succeed in the subject. Staff work together to plan and resource the curriculum and to introduce and evaluate different ways of working in the classroom.
- The department is supportive and forward thinking and values staff development highly. We are committed to developing all of our members of staff and you can look forward to becoming part of a hardworking, friendly and dedicated team.

DT/ Textiles/ Art Teacher

Design & Technology at Chaucer School

Curriculum Intent:

- We intend to teach our students that their creativity is valuable and that the ability to create can be learned. We intend to teach our students that what they see and hear in the world all around them has been created by chefs, artists and designers who used skills and understanding that they can have access to. All our individual schemes of learning are intended to expose students to a wealth of design and self-expression, which they are guided to explore, appreciate, and understand. Across both key stages it is our intention that students gain cultural capital and that, more importantly, they are given the skills and knowledge to become participants in the world of creativity.
- Our approach is both cyclical and sequenced: our schemes of work will follow a repeated pattern in all disciplines within the faculty to ensure that our students are increasingly familiar with the aims and purpose of each lesson.
- A scheme will be centred on a specific and explicitly taught set of skills. We will examine the work of creative practitioners who employ that skill. We will provide students with a vocational brief drawn from the world of creative employment that employs these key skills and require them to consider a personal response to it.
- Students will be given the opportunity to explore the application of the core skills in a range of forms that become increasingly broad as our students pass through the key stages. Our students will demonstrate their learning with a final act of creativity before evaluating their own work.

DT/ Textiles/ Art Teacher

Design & Technology at Chaucer School

Curriculum Intent:

- Each stage of this process is formally assessed and students should expect individualised targets for their own progress at each stage. To provide clarity and continuity our assessment packages are designed to be applicable in as broad a range of projects as possible.
- It is important to us that students have the opportunity to make significant personal choices in their own work but just as important that they share in the way their success is monitored. Many of the procedures, working practices and resources we use are shared across the faculty and, where appropriate, so is stimulus material.
- The sequence in which our skills are taught has been designed so that our students continue to revisit the skills from September of year seven in all projects they encounter going forward. The skills learned first in this sequence are the everyday practice of that discipline and are iteratively added to as learning progresses. It is our intention that by the time our learners reach KS4 they are equipped with a menu of skills and techniques and the self-confidence and permission to explore their application with growing independence.
- Underpinning our students understanding is a foundation of specific vocabulary and language use from which our learners can draw to express their thoughts clearly and with confidence. Using 'Big Reads' to support students to articulate their ideas and viewpoints clearly with tier 2 and tier 3 vocabulary as well as develop their work further.
- It is our intention that our learners leave us with the well justified belief that creativity is something that they possess, understand and can express in the real world

The Person

The successful candidate will demonstrate the following:

- The post-holder must at all times carry out his/her responsibilities within the spirit of Chaucer
- School Academy Trust's Policies and Procedures, in particular the policies on Equal Opportunities and Health and Safety and also, within the framework of the Education Act 1996.
- **Purpose of the post**
- The provision of a full learning experience and support for students. To implement the Chaucer Mission Statement, promoting and supporting the ethos of the school as an inclusive and caring learning community.
- **Teaching and Learning**
- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy and Numeracy are reflected in the teaching/learning experience of students.
- To undertake a designated programme of teaching.
- To ensure a high quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, curriculum and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.
- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and subject
- To contribute to the Curriculum Area and subject's development plan and its implementation.

The Person -continued

The successful candidate will demonstrate the following:

- To plan and prepare courses and lessons.
- To contribute to the whole school's planning activities.
- To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.
- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.
- To be responsible for ensuring that the school child protection policy is adhered to and concerns are raised in accordance with this policy
- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To promote actively the school's corporate policies.
- To continue personal development as agreed.
- To comply with the school's Health and safety policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by STPCB not mentioned in the above.

The Person

The successful candidate will demonstrate the following:

Continuing Professional Development

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Performance Management Review process.
- To ensure the effective/efficient deployment of classroom support
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

Pastoral Role

- To be a Form Tutor to an assigned group of students.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of Annual Reports to parents.
- The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Senior Management Team.
- This job description will be kept under review and may be amended via consultation with the individual, Governing Body and/or Senior Management Team as required. Trade union representation will be welcomed in any such discussions.

The Person

The successful candidate will demonstrate the following:

| | | |
|--|------------------|------------------|
| Purpose of job To undertake a sustained responsibility in the context of the school staffing structure for the purpose of ensuring continued delivery of high quality teaching and learning. | | |
| Qualifications and Experience | | |
| | Essential | Desirable |
| Qualified teacher status | / | |
| Experience of teaching KS3 & KS4 | | / |
| Professional Knowledge and Understanding | | |
| | Essential | Desirable |
| Awareness of teaching and learning styles which promote student motivation and achievement. | / | |
| Understanding of assessment for learning | / | |
| Understanding of positive behaviour management | | / |
| Knowledge of the National Curriculum requirements | / | |
| Understanding of student performance data | | / |
| Knowledge of whole school literacy strategies | | / |
| Professional Skills | | |
| | Essential | Desirable |
| High standard of teaching skills | / | |
| Effective classroom management | / | |
| Effective management of resources | | / |
| Good organisational skills | | / |
| Good use of ICT within teaching | / | |
| Personal Skills | | |
| | Essential | Desirable |
| Works effectively under pressure | / | |
| Able to work and respond flexibly | / | |
| Takes the initiative | / | |
| Demonstrates concern for standards | / | |
| Able to work effectively as part of a team | / | |

How to apply

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

Closing date for applications: Monday 20th February 2023 at 9.00am

Shortlisting: Monday 20th February 2023 at 9.00am

Interviews will be held: w/c 20th February 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.