

Tapton
SCHOOL

ACADEMY TRUST

Realising the life chances and dreams of every child

CHAUCER SCHOOL

TEACHER OF DRAMA

(Part-time, 2 days per week)

Application Pack



Registered address: Tapton School Academy Trust, Darwin Lane, Sheffield, S10 5RG
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Charitable Limited Company Registration Number: 07697171.
Registered office: England and Wales. VAT Number: 134392225.

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Age 7-9

KING'S HOSPITAL
ALL
GOT BACK UP AGAIN

Welcome to Tipton School Academy Trust (TSAT) and thank you for your interest in joining our organisation. I am the new Chief Executive Officer and I feel incredibly proud to lead to such a wonderfully diverse group of schools, who have people at their heart. We were established in 2011 and operate a family of schools across Sheffield, offering education from early years to sixth form.

We employ over 900 staff and those people are incredibly important to us. One of our key strategic priorities is to make TSAT a 'great place to work' and we are working hard to achieve that. If you work with us, you will receive best-in-class talent management opportunities, to develop yourself and open doors to a wealth of career opportunities within (and outside of) our trust.

We are mindful the workload challenge currently facing the sector, so are focused on reducing workload and creating conditions where our colleagues have fair work/life balance. To do so, we are investing in technology (such as iPads and AI) and creating aligned curricula and assessments, 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 excellence, innovation and collaboration thrive, you will find a like-minded group of people at TSAT.

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

Lee Barber
CEO



About TSAT

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

Collaboration is at the heart of our Trust. Our aspiration, with distributed leadership across TSAT, is to be greater than the sum of our parts.

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.

For further information please visit the Trust website: [TSAT - Home \(taptonttrust.org.uk\)](https://taptonttrust.org.uk)

Our Schools

Our five primary and four secondary schools work in close partnership with the aim of realising the life chances and dreams of every child and becoming an outstanding Trust.

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 rated 'Good' giving our children an excellent start to their education and preparing them fully for their secondary transition.

[Primary Education](#)

Secondary Education

Our secondary schools work in close collaboration to further develop our curriculum and outcomes.

Our sixth form provision is Ofsted rated 'Good' or 'Outstanding'

[Secondary Education](#)

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
- Finance
- Governance
- HR
- IT
- School Improvement.

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 the time since that judgement. Our three monitoring visits to date are clear and complimentary on the progress we've made across the board. In short, Chaucer School has stepped 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 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 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 Tipton 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 59% of all 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 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. 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

The Performing Arts department is led by Sarah Patterson (Drama teacher). In addition, music is taught by Claire Jones and Melissa Maddison. Each subject is taught as a discrete subject with some curriculum links with Art, English and History.

The drama department has two black box studios of which one has a led lamp lighting rig. The teaching rooms have interactive white boards and a teacher computer.

Curriculum

All students are taught a lesson of drama every week in years 7, 8 and 9. In year 10 and 11 students can choose to study drama with five lessons over the two-week timetable. The GCSE drama follows Eduqas.

Extended Curriculum

Drama offers clubs in after school sessions every week. Students are currently working on the school play as part of National Theatre Connections to be performed in school in March and at the Playhouse Theatre in Sheffield in April. Students have performed previously at the Shakespeare School's Festival and the ESU Shakespeare Competition.

If you want to work in an environment that is supportive, ambitious, rewarding, and challenging, all within each day, then you might be the right person to join us in developing Chaucer School. We're fiercely proud of our school, the opportunities we have on offer, and the service we provide to our community.

Every teacher at Chaucer School has the opportunity to be instrumental in that improvement journey for individual children as a teacher and a tutor, improving the curriculum to drive up progress and standards within the department, while building relationships to motivate and inspire our young people. You'll work within and with our team of teaching and support staff towards our challenging goals.

If you can bring teaching that culminates in the feeling of pride and accomplishment for all, and you want to strive for and achieve excellence together, then Chaucer may be the environment for you.

The right person will:

- Support and drive our agenda of outstanding performance and engagement in every classroom
- Support our mission that every young person is supported and challenged to reach their potential and achieve their dreams
- Be passionate about working with students and families in a Trauma Informed, ACE aware school

The right person will have the ability to or will demonstrate the potential to:

- Embody our mission – Chaucer School: ‘learning together and achieving together’
- Deliver, sustain and evaluate the best outcomes for all our young people
- Continue to develop and reflect as a professional to aim for a first class education for all

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

| | |
|------------------------|--|
| Salary Range: | Main Pay / Upper Pay Scale |
| Responsible To: | Subject Leader |
| Hours of Work: | Part time, 0.4 FTE, 2 days per week |
| Holidays: | N/A |
| 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. |

Responsibilities

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
- 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 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
- 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

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.

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

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.

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.

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:

| | Essential | Desirable |
|--|-----------|-----------|
| Qualifications and Experience | | |
| Qualified teacher status | ✓ | |
| Experience of teaching KS3 & KS4 | | ✓ |
| Professional Knowledge and Understanding | | |
| 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 | | |
| High standard of teaching skills | ✓ | |
| Effective classroom management | ✓ | |
| Effective management of resources | ✓ | |
| Good organisational skills | ✓ | |
| Good use of ICT within teaching | ✓ | |
| Personal Skills | | |
| 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

Applications for this role are via the TES website.

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

Closing date for applications: Sunday 1st December 2024

Safeguarding

TSAT is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all 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 services.

Successful Candidates:

- Successful candidates will be required to undertake a DBS Enhanced Disclosure (with barred list) check.
- Successful candidates will be required to be asked 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 is prohibited and your application will be disqualified.

Policies

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

[TSAT - Safeguarding \(taptonttrust.org.uk\)](https://taptonttrust.org.uk)

Equality & 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. [Click Here](#) to access TSAT's Equality and Diversity Statement.

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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