

Tapton
SCHOOL

ACADEMY TRUST

Realising the life chances and dreams of every child

CHAUCER TEACHER OF DRAMA AND MUSIC

Application Pack



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Charitable Limited Company Registration Number: 07697171.
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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

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 LINC 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 Drama and Music

Core Purpose

To inspire, manage and lead staff and students to achieve their very best

To support the subject leader in the establishment of a positive identity and ethos within their T&L/Subject area

To support the implementation of policies and procedures to ensure best practice

To support or lead aspects of the establishment of a culture within their T&L/Subject area that celebrates and promotes academic and wider achievement

To support the subject leader in ensuring that all teaching within their area is good or better

To support the subject leader in ensuring all students within their area make outstanding progress and achieve challenging targets

Salary Range:	Main 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 support or lead aspects of the development and communication of a clear strategic vision for their T&L/subject area that supports the school vision
- Motivate others within the T&L/subject team to carry this vision forward
- To provide support in developing an innovative curriculum for their T&L/subject area, its development and delivery that meets the needs of individual students and maximises the opportunity for each individual to achieve excellent outcomes/results
- To support the subject leader in ensuring long, medium- and short-term planning is securely in place
- To support the subject leader in ensuring quality first teaching is in place through the school's standard operating procedures.
- To support leadership in the management of T&L/subject within their area

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 the T&L/subject area

Teacher of Drama and Music at Chaucer School

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 music teaching rooms have keyboards for partners to use. One room has a full suite of macs for music technology. We have three practice rooms with keyboards and drum kits. There is also a full set of acoustic guitars, and electric guitars and bass guitars for band practice. The teaching rooms have interactive white boards and a teacher computer.

Curriculum

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

Year 10 music is following the new BTEC Tech Awards Music Practice (2022) and year 11 is BTEC Music Practice.

Extended Curriculum

Drama and Music offer clubs both at lunch times and in after school sessions every week. There are regular performances of students work during the year in assemblies, at celebration events and there is a move to have school shows for the whole community in the future. Current plans are for a showcase of music, dance and drama for Black History Month.

We are also developing links with the Sheffield music hub to offer per lessons and with Rock Project Sheffield to offer extended learning for students from the local community.

How to apply

For further information and an application pack please contact the PA to Head teacher, 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

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.