

Tapton
SCHOOL

ACADEMY TRUST

Realising the life chances and dreams of every child

CHAUCER SCHOOL

TEACHER OF MODERN FOREIGN LANGUAGES

Application Pack



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

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A Message from our CEO



David Dennis
Chief Executive
Officer

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

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

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

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

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

About Tapton School Academy Trust

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

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

Our Vision

To realise the life chances and dreams of every child.

Our Mission

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

Our Values

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

Our ways of working

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

Our Strategy

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

Our strategic objectives sit within 4 key aims:

Aims	Objectives
Effective Schools	• 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	• 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	• 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	• Continue to build capacity through cross Trust collaboration and support. With an emphasis on improving workload and subject level collaboration to further develop common approaches • Develop a Trust talent management plan. Continue to create opportunities for staff to develop and gain further experience • Develop a succession plan with an emphasis on executive leadership • Further develop our approach to staff wellbeing.

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

Welcome from the Headteacher at Chaucer School

Thank you for considering becoming part of Chaucer School.

Chaucer School is genuinely at an exciting stage of development. We're under no illusions that this is a school in a challenging context, in a community where students can face difficulties in every aspect of their lives. However, we also know that working in a school like ours brings rewards like no other. We are looking for other like-minded colleagues to join us in our drive for first class education hand in hand with first class support.

With significantly strengthened capacity since the OFSTED inspection in June 2022, we have taken ambitious action to bring our school a long way down the road to improvement in a short amount of time. Two OFSTED monitoring inspections to date have been incredibly positive about the progress that we are making across the board. In short, Chaucer School is stepping up to the plate. 'The Chaucer Way' means that everyone knows what is expected of them. 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 pillars of 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 clear Relationships and Behaviour policy with high expectations 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 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 58% of all students.

After Covid, safeguarding needs have increased significantly as children returned after lockdown, with annually around 10% of the school subject to at Child in Need/Child Protection, open CYT cases, and FIS support. Attendance is an ongoing focus area as we strive to embed aspiration and a belief in the importance of education, and we are proud to have made significant gains in attendance this year, but with more increases to be won. 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

Our safeguarding culture in school is of the highest priority. The 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.’ 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 has strengthened at pace, with a range of context specific learning opportunities alongside the national requirements. There are five Pillars of Personal Development - Support, The Chaucer Way, Life Learning (including RE and tutor time), Extra Opportunities, and Careers.

The role of the tutor is a significant part of a students' support mechanism, with tutors being the key support adult for all students in their consistent tutor group. Extra support is provided by a non-teaching Engagement leader and teaching Year leader for each year group in school. Students are also supported by specialist staff in SEN, Safeguarding, and Mental Health and Wellbeing staff in bespoke areas around school such as Oasis, Sanctuary, Nest and Lincs which cater for different additional needs.

Personal Development learning is tracked through LIFE lessons, subject curriculum development plans and also year groups 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.

Extra opportunities for student in the form of special events, trips, visits and additional experiences add to the cultural capital of all our student, and are underpinned by our house system where Sharman, McKee and Ennis are pitted against each other in a range of staff and student house events across the school year.

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. 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 MFL

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.

Salary Range:	Main Pay/Upper Pay Scale
Responsible To:	Subject Leader
Responsible For:	N/A
Hours of Work:	Full time (part-time would be considered)
Holidays:	N/A
Benefits:	• Salary Sacrifice Car Scheme • Cycle to Work Scheme • Discounted membership for Westfield Health • Occupational Health • Wellbeing Programme • Continuous CPD and Training.

The Role: Teacher of MFL

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.

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

Responsibilities: Teacher of MFL

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

Responsibilities: Teacher of MFL

Continued.....

- 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.

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: Teacher of MFL

Purpose of the 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.

	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

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

Closing date for applications: Monday 13th May (12 noon)

Interviews to be conducted: week commencing 20th May 2024

Further Statement

- The contents of this job profile and allocation of particular responsibilities may be amended after consultation from time to time.
- The role is to be initially based at Chaucer School. It is a Trust role and work may therefore also cover other Trust schools.
- Any other duties and responsibilities appropriate to the grade and role.
- All the above duties and responsibilities to be carried out in accordance with Trust Policies, Standing Orders and current legislation with an emphasis on Customer Care, Equal Opportunities, Data Protection and Health and Safety.

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.