

Tapton
SCHOOL

ACADEMY TRUST

Realising the life chances and dreams of every child

CHAUCER SCHOOL

BUILDINGS SUPERVISOR

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	<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 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. Three 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 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 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: Buildings Supervisor

Chaucer is seeking to appoint a committed and dedicated building supervisor to join its current team of premises staff.

You will need to: -

- Have excellent interpersonal and communication skills
- Have excellent organisational skills
- Be able to work on your own initiative
- Have a broad knowledge of DIY / repairs and maintenance
- Have a good knowledge of using IT, such as email, MS Word and Excel
- Have an excellent work ethic and be a strong team worker and work well under pressure
- A background within the building industry would be preferable

Salary Range:	Grade 5, scale point 15-20 (currently £27,803 to 30,296 FTE)
Responsible To:	Facilities Manager
Responsible For:	Shared responsibility for the management of the cleaning team
Hours of Work:	Up to 37 hours per week, 52 weeks per annum
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.

The Role: Buildings Supervisor

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

Purpose of the job:

To provide a service to the site consisting of security of premises, lighting, heating, cleaning, maintenance and operation of plant, portage and handy person duties. to provide an efficient support service to the site users and community groups. assist with administration of defined budgets and premises related issues.

Statutory Responsibility:

- To ensure working practices as a priority in accordance with the statutory compliance of the building and wider site in relation to the Health & Safety at Work etc. Act 1974
- Working under direction of Facilities Manager and in connection with the Trust Facilities team.
- Ensure that remedial works following statutory testing, checking and investigative maintenance are undertaken with compliance as a key performance indicator.

Security of premises:

- To act as primary keyholder as part of the facilities team.
- Responsible for an effective level of security of buildings and grounds. Liaise with security services and deal with alarm systems as appropriate.
- Maintain high level of security in rooms/areas with expensive equipment or resources. Identify and record location of stopcocks for water, gas and electrical isolators (fuse boards/circuit breakers).
- Lock/unlock premises and check for vandalism/break-ins and report and remedy where applicable.
- Liaise with emergency services (eg Police, Fire Brigade, Education Officers) in cases of break-ins, fires etc.
- Switch on/off intruder alarms, internal and external lights as necessary. Adjust time clocks when necessary.
- Make rooms and premises temporarily secure after break-ins or vandalism. Report incidents to Headteacher, Line Manager and/or Premises Section. Board up if possible. Remove loose or fragmented glass. Tidy up immediate vicinity.
- Check operation of fire alarms, extinguisher (visual check), emergency lights and fire hoses on a regular basis. Along with other statutory compliance requirements.
- Make safe gas, water and electric power when locking up.

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Cleaning tasks:

- Responsible for the day to day cleaning of the building and site.
- To undertake emergency cleaning and other occasional cleaning as specified, during normal hours after ill children, floods or additional cleaning in toilet areas.
- Responsible for the periodic stripping and resealing of hard surface floors.
- Clean and tidy all yards, paths, gullies and drains on a regular basis, including the emptying of all external litter bins, including a daily check for litter and graffiti. Remove all litter and leaves from Hard/Soft ground areas related to the site.
- Remove graffiti from internal and/or external walls, windows etc, using appropriate cleaning equipment and materials.
- Monitor and provide reports on cleaning standards- quality assurance checks and management of cleaners when working evening shifts.
- Basic maintenance of school caretaking/cleaning equipment and ensure safe storage. Report faults as necessary.
- Transport refuse to bin/skip areas from collection points.
- Mop up and remove spillage, floods, vomit, and obnoxious waste in line with agreed procedures.
- Inspect after workmen, report any major problem to the relevant officer or bring room up to required standard.
- Clear snow off main paths steps and ramps to facilitate safe access of pupils and staff to premises. Grit as necessary.
- To clean high/walls/internal windows.

General duties:

- Responsible for effective management and supervision of cleaning team members and co-ordination of assistant caretaker(s) (where applicable) to meet the needs of the establishment.
- Provide induction training and continual guidance to familiarise any Assistant Caretakers (where applicable) with agreed procedures and working practices.
- To impart special skills and knowledge to other colleagues as appropriate.
- Maintain close working relationship with the bursar, staff and liaise with establishment users as necessary.
- Carry out portering duties as required including receipt of goods and supplies.
- Regularly check, unblock, and clean drains, manholes and gullies.
- Set out/put away furniture and equipment for functions, meetings and exams.
- Arrange temporary signs in car parks and buildings as necessary.
- Deal with lost property in accordance with agreed procedure.
- Remove weeds from paths, steps and playground/yard edges.
- Pick up jobs in a reactive and proactive manner on the Spiceworks ticket system.

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Administration:

- Develop and maintain suitable information systems appropriate to the post and needs of the site. To organise and prioritise workload of assistant caretaker (where applicable).
- Ensure compliance with health and safety regulations and codes of practice in the provision of a safe and healthy working environment for all site users.
- Collect or buy goods as required for the efficient completion of any caretaking or maintenance job in alignment with financial schemes of delegation using approved methods of procurement.
- Certification, completion of necessary time sheets, letting sheets, sickness/ absence records/holiday records and events diary
- Ensure adequate provision of materials and equipment, including issue of paper towels, toilet rolls, soap etc. Maintain effective stock control.
- Assist with control and administration of defined budget, i.e. Maintenance, Grounds Maintenance, Cleaning and Utilities for the school site.
- Assist with the development of school lettings programme and supervise lettings staff and support where necessary.
- To monitor all energy and water services usage and to be aware of the spending under these budget headings and liaise with Facilities Manager.
- Responsible for obtaining equipment and supplies and ensuring sufficient and * proper use of fuel, materials and equipment provided in relation to the job of caretaking and cleaning.
- Accompany colleagues with transfer of cash. Pay into bank, school cash as required.
- Buildings Supervisor to provide sickness/absence cover where required.

Maintenance:

- To monitor all contractors' personnel on site and ensure that work is satisfactorily completed. Accompany contractor on/off site as necessary. Complete any permits to work as required.
- Maintain and refer to the Log Book/Spiceworks for maintenance jobs to be undertaken
- To identify and report any repairs, maintenance or replacements that require rectification.
- Initiate work orders for repair and liaise with staff from other departments and outside contractors. Obtain estimates if necessary, under instruction from Facilities Manager.
- To carry out basic maintenance work following appropriate training.
- To ensure that arrangements for the maintenance, minor repairs and modifications are affected as quickly as possible.

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- To install, maintain or repair, jobs of a minor nature relative to the fabric, fixtures and fittings of the building, equipment and furniture.
 - i.e. General maintenance of building:-
 - Plumbing i.e. leaking taps
 - Joinery i.e. boarding up broken windows
 - Painting/Decorating
 - Plastering to small areas.
 - Reglazing to ground floor level.
 - Electrical i.e. make safe broken light switch/sockets/ plugs.
 - Tape over or isolate from further use. Report repair at earliest opportunity.
 - Gas Leaks etc. isolate, turn off gas supply Report repair at earliest opportunity
 - Others as necessary within the capabilities of the postholder.
- Fit or change electrical plug head if competent. Check fuses and replace with manufacturers recommended fuse. Make up extension leads. Check and replace faulty light bulbs, tubes and starters on a regular basis.
- Fuse Boards, where power failure to electrical appliance or faults have caused main fuses to break the circuit. Fuses may be checked if competent. **DO NOT CARRY OUT ANY REPAIRS TO FUSE BOARDS.**
- Ensure power supply is switched off when working on any appliance.
- Minor electrical repairs to be carried out by competent person unless appropriate training has been received.
- If in doubt, switch off power and report repairs/problems to Premises Maintenance/Emergency Services Section at the earliest opportunity

THE ABOVE RELATES TO EDUCATION/SCHOOL PROPERTY ONLY

Boiler Room/Energy Conservation/Heating Systems

General duties:

- Ensure good working practice and encourage energy conservation measures are implemented and adhered to wherever possible to prevent waste.
- Ensure boiler room, heating plant and all associated equipment is inspected and maintained in accordance with all laid down procedures and liaise with appropriate agencies for maintaining temperatures.
- Check room temperatures daily during cold weather to maintain appropriate temperatures. Adjust thermostats, bleed radiators as necessary
- Daily check of water temperatures and calorifiers.

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- Daily check of boiler temperatures and shut down procedures.
- Check fuel stocks, stock levels, worm feeders and sheer pins.
- Clean out bins, chutes and boiler flues, dispose of clinker and ashes in appropriate containers.
- Stoke up hand fed hoppers.
- Clean out boiler houses / rooms, gas warm air heating cupboards.
- Sweep yards after deliveries. Remove spillages after deliveries.
- Switch on/off electric fans and gas heaters.
- Switch over pumps.
- Top up oil levels where appropriate.
- Check and maintain boilers, update maintenance repair book/spice works.
- Maintain grease boxes. Using worming systems where fitted / and check periodically.
- Re-light pilot lights as necessary.
- To undertake any other duties and responsibilities as may be determined after negotiations between management, the post holder and appropriate trade unions
- To undertake any necessary courses or training as appropriate for the post.
- Site specific issues, duties and responsibilities add as required.

Ground maintenance duties:

- Weeding of flower beds, tubs, and prestige areas.
- Weeding of shrub beds. Prune shrubs using appropriate equipment.
- Grass cutting to small areas of grass, i.e. frontage of school or prestige areas.

N.E. Ensure relevant advice is sought from Health and Safety section if considering use of mechanical/electrical appliances.

Any other duties and responsibilities appropriate to the grade and role The ability to converse at ease with members of the public and students and provide advice in accurate spoken English is essential to the role.

All the above duties and responsibilities to be carried out in accordance with Tipton School Academy Trust Policies, Standing Orders and current legislation with an emphasis on Customer Care, Equal Opportunities, Data Protection and Health and Safety.

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: Thursday 23rd May (12 noon)

Interviews to be conducted: Week commencing 27th 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.