

Tapton
SCHOOL

ACADEMY TRUST

Realising the life chances and dreams of every child

CHAUCER SCHOOL FINANCE OFFICER

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. 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 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

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.

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: Finance Officer

This is an exciting opportunity for someone who would like to pursue a career in Finance.

The ideal candidate will need to:

- Have excellent financial knowledge
- Have good time management skills and organisation
- Preferably have working knowledge of the PSF and ParentPay systems or be prepared to learn them
- Have working knowledge of financial procedures, such as, providing financial reports to leadership and budget holders, raising and paying invoices etc
- Show accuracy and precision when preparing, maintaining and monitoring financial records and dealing with transactions
- Have an excellent work ethic and be a strong team worker who is also happy to work on their own

Chaucer School can offer you:

- Staff with a vision of excellence for the future
- A well-resourced and stimulating environment
- A strong emphasis on teamwork
- High quality CPD opportunities

Salary Range:	Grade 5 SCP 15-20, currently £27,803 - £30,296 FTE
Responsible To:	Finance Manager
Responsible For:	N/A
Hours of Work:	Up to 37 hours per week, 41 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.

Responsibilities: Finance Officer

The post-holder must at all times carry out his/her responsibilities within the spirit of Tapton School Academy Trust's Policies and Procedures, in particular the policies on Equal Opportunities and Health and Safety and also, within the framework of the Education Act 2002.

Chaucer School is part of Tapton School Academy Trust and we are looking to recruit a Finance Officer to join our Finance Team. The role will be based at Chaucer School in Sheffield.

Purpose of the job:

- To provide an efficient and effective Financial Administration service to the school.
- Responsibility for a variety of Financial administration tasks.
- Support the Finance Manager by completing the day to day Finance responsibilities in school such as placing orders, raising invoices, banking and reconciling of income.

Responsibilities:

- To operate the school's financial systems, including processing and review of orders, deliveries and invoices.
- To assist in preparing month end reconciliations and financial reports as required
- To undertake financial tasks in accordance with agreed policies, appropriate legislation and financial regulations and standing orders.
- To place orders for goods and equipment, ensuring value for money, checking deliveries and invoices in accordance with procedures and financial regulations.
- Processing and distributing supplier payments, monitoring payment due dates
- Processing of any cash transactions, ensuring that authorisations are in place, that expenditure is appropriate and that supporting invoices/receipts are in evidence.
- To be responsible for all aspects of parental contributions, monitoring payments in ParentPay and dealing with enquiries from students, parents and other staff members regarding school trips and activities and keeping a checklist of student payments.
- To operate and control the school shop.
- To operate, monitor and review staff expenses and any cash undertaking safe collection, correct handling, recording and banking in accordance with financial regulations.
- Using specific IT software packages- PS Financials accounting software, office 365
- To undertake financial tasks in accordance with agreed policies, appropriate legislation and financial regulations and standing orders.
- To operate, maintain and develop appropriate systems for financial monitoring as required e.g.: educational trips, lettings, uniform and school credit card purchases.
- Ensuring that users of the school's lettings services are communicated with relating to invoicing and bookings in cohesion with the lettings staff.

Responsibilities: Finance Officer

Continued...

- To operate an effective and efficient educational trips system, supporting the educational visits lead from a financial element in relation to schedule of payments, ParentPay enquiries and debt collection.
- To liaise with teaching and support staff and respond to enquiries on matters within the post holder's responsibility.
- To liaise with finance teams at other school within the trust to support each other as required.
- Routine administrative support in the finance office. This includes some general correspondence with suppliers and parents, filing of information, photocopying and ensuring a continuous supply of finance forms to other staff.

Organisation:

- Provide assistance to teaching and support staff relating to general finance administration.
- During the absence of the Finance Manager ensuring the continuation of routine scheduled duties.

Whole School Responsibilities:

- Comply with and assist with the development of policies and procedures relating to child protection, health and safety, confidentiality and data protection.
- Contribute to the ethos of Tapton School Academy Trust.
- Develop professional, constructive relationships with other agencies/schools/professionals.
- Participate in meetings, training and performance development as necessary.
- Recognise own strengths in areas of expertise and use these to advise and support others and engage with continuous professional development recognising weaknesses and working to improve in these areas.

To undertake any other duties and responsibilities, which do not change the character and purpose of the post as, may be determined after negotiations between management, the postholder and the appropriate unions.

Any other duties and responsibilities appropriate to the grade and role All the above duties and responsibilities to be carried out in accordance with Tapton 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: Monday 3rd June 2024 (12 noon)

Interviews to be conducted: Week commencing 3rd June 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.