

Tapton
SCHOOL

ACADEMY TRUST

Realising the life chances and dreams of every child

Educational Welfare/Attendance 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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Thank you for your interest in joining TSAT.

We were established in 2011 and operate a family of schools across Sheffield, offering education from early years to sixth form.

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.

David Dennis,
CEO

About TSAT

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

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

Our Vision : To realise the life chances and dreams of every child.

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

Our Values

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

Our ways of working

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

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

Our Schools

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

Each of our schools has its own distinctive character, reflecting the local community it serves. Children joining us have a broad range of abilities and social backgrounds. We recognise and celebrate different aptitudes and interests and believe that everyone can develop through dedication and hard work, leaving our schools fully prepared for successful lives.

Primary Education

Each of our primary schools are Ofsted rated 'Good' giving our children an excellent start to their education and preparing them fully for their secondary transition.

[Primary Education](#)

Secondary Education

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

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

[Secondary Education](#)

Central Services

Our support staff are highly valued and we offer a range of central services to our schools to enable them to concentrate on outstanding teaching, high quality learning and effective support for individual needs. Services include:

- Catering
- Communications and Marketing
- Facilities
- Finance
- Governance
- HR
- IT
- School Improvement.

Welcome from the Headteacher at Chaucer School

Thank you for considering becoming part of Chaucer School.

Chaucer School is genuinely at an exciting stage of development. We're under no illusions that this is a school in a challenging context, in a community significantly hit by the ravages of Covid. However, we also know that working in a school like ours brings rewards like no other. We are looking for other like-minded colleagues to join us in our drive for first class education hand in hand with first class support.

With significantly strengthened capacity since the OFSTED inspection in June 2022, we have taken ambitious action to bring our school a long way down the road to improvement in the time since that judgement. Our three monitoring visits to date are clear and complimentary on the progress we've made across the board. In short, Chaucer School has stepped up to the plate. Our expertise and impact with safeguarding for our community is something we're extremely proud of. Our work on the quality of education allows for innovation and creativity to support all our learners. Our work on personal development, and in particular work on careers and aspirations, is paying back with a cultural shift into bigger and better beliefs in real futures for and from our students. Our Relationships and Behaviour policy and 'The Chaucer Way' renewed high expectations work with students and families to encourage, build, and maintain positive behaviour in school.

Our three core values of Respect, Responsibility and Kindness are at the heart of our drive for improvement from and for students. With support from our Trust colleagues across Tipton School Academy Trust, both primary and secondary, and our extremely supportive and involved governing body, we know we are 'better together' to realise the life chances and dreams of every child in the Trust.

I hope the following information gives you something of an insight into what makes Chaucer School different to many other schools. If you would like to visit to see if Chaucer School is the place for you, please do get in touch to make an appointment.



Joanna Crewe
Headteacher

Our Context

The IDACI deprivation index of 2019 places our students as living in one of the most deprived wards in the country – the top 1% - 246th out of 32,844 wards in England. This position had worsened since 2015 and we can see that position having been exacerbated again through COVID impact, and the cost of living crisis. The 7 domains of deprivation such as income, employment, health, crime, all place our students under significant risk, with some factors rating at the most disadvantaged scores. Pupil Premium funding is registered for 59% of all students.

Covid recovery in a disadvantaged community can be slower than in other parts of the country in terms of returning to learning habits, routines, punctuality and attendance. Safeguarding needs have increased significantly as children returned after lockdown, with regularly 50+ students at Child in Need/Child Protection, 30+ open CYT cases, and 20+ open MAST cases. Attendance is an ongoing focus area as we strive to embed aspiration and a belief in the importance of education. This context informs each of our strategies to support, safeguard and guide students to success, but significantly impacts on trust, engagement and aspiration to be socially mobile. Our inclusive practice and trauma informed, ACE aware relational approach to work WITH students and families is therefore crucial in order to reengage students into learning.

Quality of Education

With the Trust, we have co-constructed and continue to align a curriculum that is ambitious and designed to give all students, particularly disadvantaged, the best possible opportunities for success. We continue to address the challenge of knowledge, communication and cultural capital with disciplined innovation through delivery, experience and intervention for students to close any gaps that have emerged. The end points of the curriculum are for all students to have been nurtured to realise their life chances and dreams as successful learners, confident individuals and responsible citizens with the best possible qualification outcomes for employment readiness.

The curriculum and supporting structures have been redeveloped so a broad range of subjects are available to enhance further the effective delivery of knowledge and skills for all students including those with special educational needs. We are also at the next stage of curriculum alignment across the trust, with broad KS3 alignment in Core and EBACC since Autumn 2022. In addition, our commitment to genuinely alternative curriculum offers at KS3 and KS4 mean that we invest in both internal and external provision experiences in horticulture, bike maintenance, construction, furniture restoration, bee keeping, and hair and beauty.

With lower literacy levels than average, every teacher is a teacher of literacy at Chaucer School. In terms of supporting literacy and reading, all teachers are aware of the importance of supporting literacy needs into each lesson, and clear guidance is regularly shared on each child's decoding skill levels. In addition, a key thread through lessons and tutor time is developing and embedding oracy confidence for each child.

A teaching, learning and assessment trust wide cycle has introduced standardised Trust assessment points and then deep analysis leads to next steps being specified. Qualifications have been aligned across TSAT to ensure that the best possible support can be deployed, as well as best practice on sharing of assessments, resources and planning. Our trust relationships continue to grow and develop as we learn as much from our differences as our similarities – but always 'better together.'

Quality of Support

Safeguarding in school is of the highest standard. A high volume of safeguarding cases from our community means our staff are experts in their field, and processes are watertight to effectively manage and maintain the safeguarding needs of the children of Chaucer School. No stone is left unturned in seeking strategies to support children through our trauma informed ACE aware relational approach.

We have a very strong culture of inclusive practice/impact developing its curriculum to support students with adverse childhood experiences (ACEs) and ensuring trauma informed pedagogy is at the forefront of delivery. This means that a core strand of staff CPD is focused on trauma informed, relational practice in the classroom. The Social Discipline Window of working WITH students and families, rather than doing 'to' or 'for' them, is at the heart of our approach. There is a focus on relationship and behaviour training for staff, including sessions around trauma informed practice and the 'window of tolerance;' PACE training to further enhance our effectiveness at dealing with students who find themselves unable to regulate their own behaviours; and further CPD around EMR (establish, maintain, restore) method of building positive relationship to teaching staff. We also set great store in all staff use of the behaviour database enabling subject leaders in particular to have an acute understanding of the behaviour data within their own areas, and teacher/student relationships.

Year 7, 8 and 9 are taught in mixed ability tutor groups, which students stay in for the majority of their lessons. Behaviour data, staff voice and student voice all suggest this has been a positive development for the school, and continue to show benefits for engagement and progress.

In a context of traditionally poor attendance, both within the city and in the immediate environment, the school pursues all avenues to tackle the aspiration to attend and achieve. The attendance team are relentless in their pursuit of improvements to attendance under the lens of safeguarding, supported by the team of tutors, Engagement Leaders and Year Leaders. Attendance is everyone's business, and we all see attendance as high priority.

Our Personal Development programme is significantly strengthened, with a range of context specific learning opportunities alongside the national requirements through the Chaucer Pillars of Personal Development. Learning is tracked through LIFE lessons, subject curriculum development plans and also year group to ensure opportunities are not missed for any aspect of SMSC, PHSE and RSE. Our LIFE programme is interleaved with the curriculum to provide learning strategies, interpersonal skills, financial awareness and emotional intelligence. We have a rich programme of external professionals coming into school to educate large and bespoke groups not just on career and academic pathways, but also, regarding the dangers of gang culture, knife crime, CCE/CSE, in order to match our community context and need. These opportunities support student confidence, resilience and independence.

Careers provision further enhances the practical work of raising of aspirations all students with high quality careers activities and interventions. The LIFE curriculum includes a careers curriculum element in Years 7-11, including local labour market information, different sectors of work, and the difference between a job and a career. This is moving towards driving links to careers through curriculum subject choices. NEET figures are always a focus, and engagement with aspirational sixth form provision is increasing significantly, as well as a cultural shift towards a real belief in aspirational careers, courses and futures to be proud of.

The Role

Chaucer School is an ACE aware/trauma informed school that places our young people at the heart of everything that we do. All staff whether teaching or support staff have a desire to see our young people reach their potential and become successful, happy and confident young adults.

We are looking for skilled and enthusiastic Educational Welfare Officers to work as part of the school attendance team. Attendance is vital to the success of our learners and we are seeking committed and dynamic colleagues who will work closely with our families and students identifying and challenging barriers to attendance and engagement.

The successful postholder/s will be highly visible within our community visiting students with low attendance and their families. You will work within an Attendance team and the wider pastoral support team to identify and remove barriers to regular attendance – this will involve using and understanding data, understanding the challenges that families face with teenage children, regular meetings with students, families, Local Authority and multi-agency team workers to improve attendance. You will also be the link between the school and the local authority in moving stuck cases through the legal process.

The successful candidate/s will:

- Have excellent communication and liaison skills and the ability to establish and maintain good personal working relationships with all members of the school community
- Have good organisational and data skills that ensure organisational communication is accurate and effective with pupils and families
- Have the ability to work as part of a team and to work independently
- Utilise a range of systems to ensure accuracy of attendance records
- Have the ability and skill to motivate students and their families to improve their attendance levels across the school
- Be confident in meeting parents/carers and challenging absences
- Be willing to work flexibly to meet the demands of the job

Salary Range:	Grade 5, Scale Point 15 to 20 (currently £27,803 to £30,296 FTE)
Responsible To:	Attendance Lead
Hours of work:	37 hours per week, 40 weeks per annum
Benefits:	<ul style="list-style-type: none">• Local Government Pension Scheme.• Salary Sacrifice Car Scheme.• Cycle to Work Scheme.• Discounted membership for Westfield Health.• Occupational Health.• Wellbeing Programme.• Continuous CPD and Training.

Responsibilities

The postholder must at all times carry out his/her duties and responsibilities within the spirit of Tipton 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. The Education Welfare Officer will be expected to:

- Oversee Educational Welfare across the school and work closely with the attendance team and pastoral staff to improve school attendance for all students
- Conduct home visits to students in line with school policy, identifying reasons for non-attendance, working closely with families and others to break down barriers to learning and achieve regular attendance.
- Conduct weekly safe and wellness checks (home visits) for absent students.
- Work closely with the schools attendance officer providing support to make daily calls to non-attending students and upload responses to Bromcom and/or CPOMS
- Pick up daily workload of the attendance officer during any periods of absence
- Home visit any students who parents have not responded to calls or text after 48 hours with Data provided through attendance officer, and current EWO- particularly when term time holidays are suspected.
- To identify absence patterns and assign correct supported meetings through the Attendance Lead and Attendance Officer.
- To work closely within the attendance team in all aspects of attendance, to provide the best possible support for families in the first instance.
- Contribute ideas to the strategic development of attendance initiatives and processes.
- Attend and contribute to fortnightly inclusion meetings for all year groups
- Manage a caseload of severely absent students, where attendance falls below 50% and implement strategies to improve attendance. Educational Welfare Officer to ensure that prompt, consistent and rigorous intervention with poor attendance is robust.
- • Have responsibility for monitoring the attendance of most vulnerable students at the school, including Child Looked After students, those that meet the threshold for child protection, children identified as being in need either by School staff or external agencies.

- Work closely with the attendance lead to manage the process of addressing poor attendance across the school. Organising meetings as appropriate for vulnerable students ensuring all external agencies and relevant staff are invited.
- Represent the school at external meetings e.g. Social Services Case Conferences, Child in Need Meetings, LAC Reviews.
- Liaise with Attendance Lead and Senior Leadership Team to address any attendance or welfare concerns.
- Communicate effectively with all external agencies including possible alternative providers e.g. Special schools, LEA and other external agencies including CAMHs, Social Services, Police etc.
- Ensure effective communication/consultation as appropriate with the parents of students through phone, letter and home visits as relevant, ensuring student contracts are agreed and monitored.
- Liaise with the local authority when cases of poor attendance reach the level of legal intervention and provide the correct and accurate paperwork towards possible legal action.
- Manage the process of evidence sharing and represent the relevant school at court were necessary.
- Aid transition from Primary to Secondary for students where attendance is a concern.
- Undertake Attendance interviews in school with individual students. And work closely with students returning to school by mentoring any issues with them that may hinder a successful return.
- Provide support for families experiencing hardship by way of increasing awareness to external support agencies

Other Duties:

- Working with mental health and wellbeing intervention, liaising with key stakeholders regarding student wellbeing and providing welfare support to students and families working closely with the safeguarding team.
- Maintaining the confidential records of support for all students referred.
- The preparation of reports and maintaining records relating to student referrals and subsequent counselling or support from school staff or other agencies.
- To be responsible for own professional development, identifying training needs and requesting courses as appropriate.
- Engage actively in the school's performance management system

This role involves a significant proportion of travel in and around the local area, a full driving licence and use of a vehicle is essential.

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

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

The successful candidate will demonstrate the following:

	Essential	Desirable
Qualifications and Experience		
Knowledge/experience of working in education or multi agency setting	✓	
Knowledge/experience of Microsoft office suite	✓	
Knowledge/experience of BROMCOM		✓
Experience of working with families and young people in 11 to 16 age range	✓	
Knowledge/experience of safeguarding requirements	✓	
Knowledge/experience of working in education or multi agency setting	✓	
Skills/Attributes		
Excellent communication skills	✓	
Excellent organisation skills	✓	
Ability to prioritise	✓	
Uses own initiative	✓	
Work effectively as part of a team	✓	
Ability to relate well to children and adults	✓	
Tolerance and understanding	✓	
Car owner/full driving licence	✓	

How to apply

Applications for this role are via the TES website.

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

Closing date for applications: Wednesday 10th July 2024

Interviews to be conducted: Week commencing 15th July 2024

Safeguarding

TSAT is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All candidates will be subject to the following employment checks:

Shortlisted Candidates:

- References will be requested before interview.
- A Criminal Convictions Disclosure Form will be requested at interview.
- Evidence of right to work in the UK will be requested at interview.
- Qualification certificates will be requested at interview.
- Disclosures concerning child protection investigations, relationships with pupils, employees, governors or trustees, prohibition orders and section 128 directions (where applicable) will be requested at interview.
- We may conduct online searches for shortlisted candidates prior to making our final decision. If any information obtained from the online searches raises concerns around someone's suitability for the role or to working with children then this may be raised with the candidate at interview and/or we may take advice from the local authority children's services.

Successful Candidates:

- Successful candidates will be required to undertake a DBS Enhanced Disclosure (with barred list) check.
- Successful candidates will be required to be asked to complete a Childcare Disqualification under the Childcare Act 2006 Declaration (for applicable posts).
- Pre-employment medical screening

Please note: Canvassing of any employee, Trustee or member of the Local Governing Board directly or indirectly is prohibited and your application will be disqualified.

Policies

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

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

Equality & Diversity

We are committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair and that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status or sexual orientation. [Click Here](#) to access TSAT's Equality and Diversity Statement.

Data Protection

As part of the recruitment process, we need to collect your personal data. For more information about what we do with your personal data, please see our Recruitment Privacy Notice on the [policies page](#) of our website.

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