

Tapton
SCHOOL

ACADEMY TRUST

Realising the life chances and dreams of every child

CHAUCER SCHOOL

STUDENT ENGAGEMENT LEADER

With Safeguarding Caseload Responsibilities

Application Pack



Registered address: Tapton School Academy Trust, Darwin Lane, Sheffield, S10 5RG
Tel: 0114 267 1414 Email: enquiries@taptontrust.org.uk Web: www.taptontrust.org.uk

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

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Age 7-9

KING'S HOSPITAL
ALL GOT BACK UP AGAIN

Welcome to Tapton School Academy Trust (TSAT) and thank you for your interest in joining our organisation. I am the new Chief Executive Officer and I feel incredibly proud to lead to such a wonderfully diverse group of schools, who have people at their heart. We were established in 2011 and operate a family of schools across Sheffield, offering education from early years to sixth form.

We employ over 900 staff and those people are incredibly important to us. One of our key strategic priorities is to make TSAT a 'great place to work' and we are working hard to achieve that. If you work with us, you will receive best-in-class talent management opportunities, to develop yourself and open doors to a wealth of career opportunities within (and outside of) our trust.

We are mindful the workload challenge currently facing the sector, so are focused on reducing workload and creating conditions where our colleagues have fair work/life balance. To do so, we are investing in technology (such as iPads and AI) and creating aligned curricula and assessments, to save our staff time so they can focus more on the things that really matter.

We are at an exciting crossroads in our journey as a multi-academy trust. If you are passionate about working with young people, and love working collaboratively within a team environment, then we'd love to hear from you. If you want to help shape the future of a modern, transformative group of schools, where excellence, innovation and collaboration thrive, you will find a like-minded group of people at TSAT.

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

Lee Barber
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.

The Role

Chaucer School are seeking to appoint a committed and dedicated Student Engagement Leader.

At Chaucer School, you'll have the opportunity to work within an environment that is supportive, ambitious, rewarding, and challenging, all within each day.

Chaucer School is a school that makes a difference, where the drive for a first class education goes hand in hand with first class support. We work hard together as a whole staff team to make the difference to the life chances and dreams of all the children in our care.

We're fiercely proud of our school, the opportunities we have on offer, and the service we provide to our community.

The successful candidate will need to demonstrate exceptional interpersonal skills as interaction with parents, students and staff will be a daily part of the role. The ability to remain calm, professional and empathetic is also important as there will be occasions when you deal with distressing and emotional issues.

Salary Range:	Grade 6, Scale Point 21 to 26 (currently £30,825 to £34,834 FTE)
Hours of Work	37 hours per week, 43 weeks per year.
Responsible To:	Year Leader
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 School & Trust 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.

To work primarily within a year group:

- To support students on a daily basis, proactively collaborating with relevant staff focussing on reengagement with learning in order to improve student outcomes.
- To work with students on their aims, aspirations and motivations to bring about improvement in behaviour, attendance and engagement.
- To use data to proactively identify and challenge barriers to learning for students and families.
- To be a key worker in coordinating the care, guidance and support of students across a specified cohort liaising with parents, staff and external agencies as appropriate.

Key areas and accountabilities

Support for students in the Year Group

- Establish productive working relationships with students, acting as a role model.
- Provide information, feedback and advice to enable students to make positive choices about their own learning, progression, behaviour and attendance.
- Challenge and motivate students, promote and reinforce self-esteem.
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, behaviour and learning and supporting home to school and community links.
- Arrange and facilitate parental meetings regarding behaviour, attendance and progress.
- Support students identified through the school SFS and R Room processes and systems, challenging behaviours, mediating between staff and students, and facilitating restorative conversations between students.
- Liaise with Subject Leaders, Year leaders, SEN team and SLT in regards to concerns around student engagement and attendance.

- Support student management strategies and policies of the school and undertake additional duties (when no student has been referred) eg. On call, in-class behaviour support, student mentoring.
- Support students' reintegration back into lessons through the procedures and processes in place in school
- Provide a safe place for students to talk about issues that concern them and to provide appropriate advice and guidance.
- Provide support for vulnerable students, liaising with other professionals in order to meet the diverse needs of young people.
- Attend to students' personal needs and provide advice to assist in their social, health and hygiene development.
- Take a role in managing the smooth and effective transfer of students across phases and in supporting the integration of those who have been absent or are mid-term admissions.
- Coordinate the delivery and implementation of mediation where relationships are strained.

Support for identified cohorts

- Work with Year Leaders and Senior Leaders using the data available to identify key cohorts for additional support. To then ensure that the additional support/support plan is implemented.
- Attend Year Team referral meetings to discuss identified cohorts ensuring all necessary information is available to support next steps.
- Act as the school lead for identified students liaising regularly with other lead professionals and external agencies engaging with them through early help and intervention.
- Attend meetings with other lead professionals and external agencies in relation to identified students representing the school and student interests
- Maintain professional standard of record keeping and action plans
- Contribute to the development of specialist plans and resources to support students and work with colleagues to adapt timetables in response to those needs.
- Liaise closely with the SEN team and other colleagues to assist with the development and implementation of support/ mentoring plans for identified students in order to improve behaviour, engagement and learning.

Support for the school

- Take a lead role in the systems and processes that promote the principles of child protection, health, safety and security, confidentiality and data protection, reporting all concerns to appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Maintain high professional standards of integrity, honesty and discretion with parents/carers and other professionals and agencies.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others. Provide appropriate guidance and assist in the training and development of other staff as appropriate.
- Support students to access off site placements.
- Supervise students on visits, trips and out of school activities as required.
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.
- Undertake planned supervision of pupils during lunch and other breaks as part of duty teams.
- Any other related duties as they may arise.

Safeguarding

- Be fully aware of, understand and apply the school's Child Protection Policy appropriately.
- Attend Child Protection Core Group meetings, Statutory Reviews and Conferences, Child In Need Meetings and any other statutory meetings and complete and submit reports in advance when required.
- Complete paperwork regarding safeguarding requested by relevant bodies, when required.
- Act as a source of support, advice and expertise for staff within the school for Child Protection and safeguarding.
- Assist the Designated Safeguarding Lead & Safeguarding Manager with raising awareness of the school's Child Protection policies as appropriate in line with relevant government statutory guidance including Keeping Children Safe In Education, as amended from time to time, ensuring they are understood and used appropriately.

- Meet with students and parents/carers to establish and improve communication with vulnerable groups when required.
- Refer cases (or support staff making referrals) to our safeguarding partners social care or the police through Sheffield Children's Safeguarding Partnership.
- Be available for staff during school hours to discuss any safeguarding concerns in line with the school's safeguarding arrangements.
- Undertake and regularly update safeguarding training (at least every year) to ensure the appropriate level of knowledge and skill is maintained.
- Keep up to date with developments relevant to the role in line with Keeping Children Safe In Education, as amended from time to time.
- Provide cover for the Designated Safeguarding Lead/Safeguarding Manager as required.
- Undertake administrative support for identified target groups of pupils e.g. Track the progress, attainment and attendance of Adopted students and LAC within the school.
- To undertake administrative duties, as required.
- To undertake invigilation for both public and internal examinations.
- To undertake any training commensurate to the post.
- Aid teaching and support staff relating to safeguarding matters and enquiries/support relating to the Sanctuary.
- During the absence of the Designated Safeguarding Lead and/or Safeguarding Manager ensuring the continuation of routine scheduled duties.
- Manage Safeguarding caseloads as allocated by DSL or DSD.

The postholder must at all times carry out their duties and responsibilities within the spirit of Chaucer School and Tipton School Academy Trust 's policies and procedures.

The job description is neither prescriptive nor exhaustive but is intended to reflect the level and nature of the tasks required. Additional tasks may be added following negotiations between the postholder and relevant manager.

The Person

The below qualities/skills are essential for the role:

Skills, Ability and Knowledge:	<ul style="list-style-type: none">• Strong listening/intervention skills• Ability to remain positive under challenging circumstances• Ability to manage emotional demands of working with young people with a wide range of behavioural, social and emotional problems• An ability to communicate effectively with teachers, students and parents• An ability to work independently and as part of a team• Good organisation, time management, communication and interpersonal skills• The ability to liaise with and gain the confidence of all school staff• A clear understanding of the factors which lead to educational disaffection• Knowledge and understanding of strategies to remove barriers to learning• Knowledge of the range of additional support available for students in school• Good ICT skills• The ability to work flexibly• Patience, resilience, tolerance and a genuine understanding of the difficulties that students may encounter with their school and home life• The ability to find creative and imaginative solutions to problems
Experience:	<ul style="list-style-type: none">• Has a proven ability to work under pressure• Proven track record of successfully working with disaffected young people• Experience of assisting students with their learning• Experience of assisting students in crisis
Attitudes	<ul style="list-style-type: none">• An eagerness to gain experience, expertise and professional development through this position• A commitment to and an enthusiasm for the post• Adaptability and a professional approach to the responsibilities of the post
Work Related Circumstances (including working conditions)	<ul style="list-style-type: none">• The role will be based at # School but will involve travel across school sites, therefore a current and clean driving license and transport is essential.• We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment.

Fluency Duty: The ability to converse at ease with members of the public and pupils and provide advice in accurate spoken English is essential for the post.



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: Sunday 6th October 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 \(taptontrust.org.uk\)](https://taptontrust.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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