

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.

Contents

1. A message from our CEO
2. About Tapton School Academy Trust
3. Welcome from the Headteacher/ Our School
4. The Role
5. Responsibilities
6. Person Specification
7. How to apply

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.

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 a short amount of time. In short, Chaucer School is stepping 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 starting to pay back with a cultural shift into bigger and better beliefs in real futures for and from our students. Our Relationships and Behaviour policy and renewed high expectations aim to work with students and families to find a way to encourage, build, and maintain positive behaviour in school.

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

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



Joanna Crewe

Headteacher

Our 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](#).

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 61% 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 strengthening at pace, with a range of context specific learning opportunities alongside the national requirements. 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 low, 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: Student Engagement Leader

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 21-26 (currently £28,900 to £32,909 FTE)
Responsible To:	Year Leader
Responsible For:	N/A
Hours of Work:	37 hours per week, 43 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: Student Engagement Leader

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.

Purpose of job: To support the school's Designated Safeguarding Lead and Safeguarding Manager to act as a source of support, advice and expertise for staff within the school for Child Protection and safeguarding.

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.

Responsibilities: Student Engagement Leader

- 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.

Responsibilities: Student Engagement Leader

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 an 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.

Responsibilities: Student Engagement Leader

- 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 Tapton 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.

Person Specification: Student Engagement Leader

The below qualities/skills are essential for the role:

Qualifications & Experience:
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
Skills/Ability/Knowledge:
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
Attitudes:
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

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 9th October 2023

Interviews to be conducted: Week commencing 16th October 2023

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 pre-employment checks.

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.