

Tapton
SCHOOL

ACADEMY TRUST

Realising the life chances and dreams of every child

Assistant Headteacher - Teaching, Learning and Assessment

Application Pack



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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.

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. 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.

Our OFSTED journey has been swift and transformational. Our recent inspection in March 2025 clearly shows we are far from the very Special Measures school of June 2022. Every single aspect of school has changed completely. 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 school values of Respect, Responsibility and Kindness are at the heart of our drive for improvement from and for students. Our expertise and impact with safeguarding for our community is something we're extremely proud of.

We are also in the late stages of rebrokering from TSAT to a different Trust, and expect to transfer at the beginning of the academic year 2025-26. Although the 'deal' is not yet signed and sealed, we've already started a strong working relationship with this new Trust who we know have the expertise and capacity to support our next stage of development, into excellence in all areas. As a staff body we are genuinely very positive about this move to a Trust that we feel have shared valued with us, about providing a first class experience for all children, no matter their background.

I hope the following information gives you something of an insight into what makes Chaucer School different to many other schools, and how exciting we know our future is. 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.

Safeguarding needs have increased significantly as children returned after lockdown, with typically 10% of children open to social care over an academic year; although there is a large safeguarding team, safeguarding is a high priority for all staff. Attendance is an ongoing focus area as we strive to embed aspiration and a belief in the importance of education, with big increases over the last 2 years to get closer to national averages. 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 engage students with learning.

Quality of Education

The Chaucer Way for lessons uses an evidence informed approach to teaching, learning and assessment. We believe that strong teaching and learning which works to overcome barriers to learning can lead to all students maximising their academic progress. Every choice a school makes must be deliberately aimed at Disrupting Disadvantage and allowing everyone to flourish. This includes a commitment to securing the best outcomes for the most able. With the use of consistent routines and a collective language, we increasingly employ an Engage – Learn – Apply – Review structure to lessons, although these cycles may be completed a few times or just once in a lesson.

OFSTED recognised our 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. 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. A key thread through lessons and tutor time is embedding reading and oracy confidence for each child.

Our growing cohort of EAL learners are also supported by these strategies, with additional tools and strategies used across all lessons to further support EAL students' swift acquisition of English.

Year 7, 8 and 9 are taught in mixed ability tutor groups for most subjects. Behaviour and achievement data, staff and student voice all suggest this has been a positive development for the school, and continue to show benefits for engagement and progress.

Quality of Support

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. There has been a focus on relationship and behaviour training for staff, including sessions around trauma informed practice . The Chaucer Way gives exceptionally clear expectations for the majority of practices and routines in school; from how students enter and leave a classroom, to how they travel around school, to how they speak to staff and each other. As much as possible is codified to ensure expectations are clear for students and for staff.

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.

SEND students at Chaucer School benefit from a strategy of quality first wave teaching as the most effective and inclusive way to ensure success for SEND students. However, interventions and social interactions can and do take place in different SEND hubs around school, with NEST catering for Autistic and ASD students, The Sanctuary supporting Mental Health and Wellbeing Needs, Oasis as a base for Cognitive, Reading and EAL support, and a range of provisions working from The Lodge, including Stepping Stone for children who have been severely absent from school, and Cornerstone as an on-site alternative provision for a small amount of KS4 students.

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 larger than average 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. Potential 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

After our recent successful reinspection by OFSTED, we are looking forward to joining a new very successful Trust for 2025-26. We are now in a position to invest in this crucial role as Teaching, Learning and Assessment lead to further boost provision here and be part of leading the future of excellence at Chaucer School.

As an Assistant Headteacher at Chaucer School, you'll have the opportunity to work with in an environment that is supportive, ambitious, rewarding, and challenging, all within each day. Chaucer School is a school that makes a difference for all students, where the drive for a first class education goes hand in hand with first class support.

We're fiercely proud of our school, the opportunities we have on offer, and the service we provide to our community. You'll need to be able to work under pressure, but always within and with the senior leadership team and dedicated staff team towards our challenging goals. If you can bring leadership that culminates in the feeling of pride and accomplishment for all, and you want to strive for and achieve excellence together, then Chaucer may be the environment for you.

The right person will have the ability to or will demonstrate the potential to:

- Drive our goal of first class education hand in hand with first class support
- Ensure every young person is supported and challenged to reach their potential and achieve their life chances and dreams.
- Develop the quality of support and safeguarding to maximise opportunity for students, staff and parents.
- Lead and drive accountability for all levels of colleagues towards first class standards at all levels, with an impact on practice and outcomes.
- Create urgency and galvanise people in teams and as individuals
- Have the capacity for vision and be pro-active in driving to clear success criteria
- Deliver, sustain and evaluate the best broad outcomes for all our young people.

Salary Range:	Leadership Scale 11-15
Responsible To:	Deputy Headteacher; Quality of Education
Hours of work:	Full time
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

In addition to the generic Assistant Headteacher job description the following will apply to the post holder with responsibility for Teaching, Learning and Assessment.

Core Purpose

- To secure improved, improving, and ultimately outstanding outcomes for all students through effective and research-informed approaches to Teaching, Learning and Assessment, and staff development

Key Responsibilities

- Designated School Lead on Teaching, Learning and Assessment

Strategic Development

- Leadership and management of school wide codification of an evidence-informed framework for teaching, learning and assessment, explicitly meeting the needs of:
 - Disadvantaged students
 - Students with low literacy levels
 - Students with a range of SEND needs
 - Students with English as an Additional Language
 - Students from the full range of prior attainment
- Leadership and delivery of a range of professional development approaches, strategies and opportunities which develop colleagues at all stages of their career in their effective and consistent implementation of that framework
- Leadership and management of a school wide quality assurance schedule to ensure appropriate support and challenge is provided to make that codified framework a lived reality for all students
- Development of leadership at all levels to evaluate provision and provide appropriate support and challenge leading to ongoing improvement
- The tracking, monitoring and evaluation of academic interventions to support the progress of all students
- Oversight and management of the induction process for all teaching staff
- Oversight and management of the calendar/diary and coordination of staff development processes

- Oversight and management of Initial Teacher Training and Early Careers Teachers, including partnership work with Universities and other Initial Teacher Training providers, and the Appropriate Body
- The development and dissemination of best and next practice across the school which supports outstanding outcomes
- Co-ordinate the work of Lead Practitioners to facilitate and ensure the delivery of impactful staff development
- Ensure that cover supervisor provision is outstanding and ensures that student progress remains good.

Curriculum Development

- Support and develop middle leaders in the creation of curriculum intent statements, plans and resources which meet the needs of i) the teaching, learning and assessment framework and ii) all students, resultant in improved, improving, and ultimately outstanding outcomes for all students
- Leadership of a curriculum-led approach to metacognition, revision, self-study and homework across all subjects and all year groups which results in improved, improving and ultimately outstanding outcomes for all students

Staffing and Resources

- Oversee the induction, professional development and performance management of Designated Subject Area/s (TBC)
- Advise, model and coach staff on the use of home learning, assessment and feedback
- Support teaching assistants and support workers to be deployed effectively by teachers to meet the needs of all SEND supporting assessment for learning
- Support the development of good practice across the School which supports effective data usage

Partnerships

- Ensure that positive relationships in classrooms lead to the best outcomes for students
- Develop strategies for involving parents effectively in the learning and progress of their young people

- Oversight and management of the effective use of all external agencies which support the development of teachers and teaching pedagogy
- Develop and service the Governing Body and Trustees
- Work in partnership with the Trust to ensure aligned autonomy serves the school's interests, and those of its students

The post holder will also be expected to undertake any other tasks as reasonably required by the Trust Executive, Headteacher, Deputy Head or governors to ensure the efficient and effective operation of the School.

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 job description should be read alongside the range of professional duties of teachers as set out in Part XII of the Teachers' Pay and Conditions Document, sections 48 to 50. The post-holder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England.

The Person

The successful candidate will demonstrate the following:

	Essential	Desirable
Skills/Knowledge		
Thorough knowledge and understanding of teaching and learning issues	√	
Ability to generate, organise and analyse data in order to raise standards	√	
Thorough knowledge and understanding of assessment	√	
Understanding of and ability to implement monitoring and evaluation strategies	√	
Ability to develop and implement policies	√	
Excellent interpersonal and communication skills	√	
Good ICT skills	√	
Efficient and capable administrative skills	√	
Headship potential and aspiration		√
Experience		
Varied and successful teaching experience in secondary schools	√	
Leadership and management as part of a Senior Leadership Team		√
Successful leadership of whole school developments	√	
Developing staff effectively to improve the quality of education provided	√	
Evidence of effective leadership of teaching and learning	√	
Evidence of leadership of curriculum planning and development	√	
Evidence of innovation and creativity	√	
Evidence of leadership of aspects of whole school CPD	√	
Evidence of effective use of data to raise standards	√	
Education/training/qualifications		
Graduate status with QTS	√	

Evidence of further relevant professional/leadership development	√	
Further professional qualifications		√
Personal qualities		
A presence which inspires confidence	√	
Creativity and enthusiasm	√	
The ability to motivate others	√	
Excellent judgement and integrity	√	
Ability to develop and maintain excellent working relationships with all members of the school community	√	
High standards and expectations of self and others	√	
A clear vision for and commitment to comprehensive education	√	
The ability to work well under pressure, to work flexibly, using a variety of leadership styles successfully	√	
A strong commitment to inclusion, equality, diversity and to overcoming barriers to learning and achievement	√	
Good health, stamina, resilience and a sense of humour	√	
Work Related Circumstances (including Working Conditions)		
We are committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment		

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 11th May 2025

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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