



Senior IT Technician

Application Pack

Welcome to INOVA Multi-Academy Trust and thank you for your interest in joining our organisation. I am the Chief Executive Officer, and I feel incredibly proud to lead such a wonderfully diverse group of schools, that have people at their heart.

We were established in 2011 (originally as Tapton School Academy Trust) and operate a family of schools across Sheffield, offering education from early years to sixth form.

We employ nearly 1000 staff, and those people are incredibly important to us. One of our key strategic priorities is to attract and develop capable people with great character, so that our young people thrive. If you work with us, you will receive best-in class talent management opportunities through our Institute of Talent, to develop yourself and open doors to a wealth of career opportunities within (and outside) of our Trust.

We are mindful of the workload challenge currently facing the sector, so we are focused on reducing workload and creating conditions where our colleagues have a fair work/life balance. To do so, we are investing in technology (such as iPads and AI) and aligning our systems, 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 innovation, collaboration and excellence thrive, you will find a like-minded group of people at INOVA Multi-Academy Trust.

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

Lee Barber
CEO



About INOVA Multi-Academy Trust

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

Collaboration is systematic to our Trust. We give our leaders license to operate and empower them to do the right thing for our organisation.

Our Vision: Transforming lives through the power of learning.

Our Mission: To equip young people with the knowledge, skills and character to thrive in a rapidly changing world. From nursery to destination, our pathways will embed a culture of innovation, collaboration and excellence delivered through high quality, inclusive and enjoyable educational experiences.

Our Values: Innovation : Collaboration : Excellence



Our Values

Innovation

- We embrace forward thinking solutions
- We experiment, learning from our success and failures
- We champion the use of cutting-edge resources
- We are agile in our approach.



Collaboration

- We ensure a safe and transparent culture
- We are proactively involved in our communities
- We apply resilience and adaptability
- We promote teamwork and inclusivity.



Excellence

- We have high standards and expectations
- We continually evaluate, seeking improvement
- We insist on equity for all
- We foster a culture of ownership and responsibility.



Our Offer

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 graded 'Good' giving our children an excellent start to their education and preparing them fully for their secondary transition.

Secondary Education

Our secondary schools work in close collaboration to further develop our curriculum and outcomes. Our sixth form provision is Ofsted graded 'Good' or 'Outstanding.'

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 and Estates
- Finance
- Governance
- HR
- IT
- School Improvement.

Welcome from Chaucer School Headteacher

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 Inova to a different Trust, and expect to transfer in March 2026. 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 61% of all students.

Safeguarding needs are high, with typically 10% of children open to social care over an academic year. There is a large safeguarding team, and 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 two 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.

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 large 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 Cornerstone as an on-site alternative provision for a small amount of KS4 students. We also invest in a range of therapeutic experiences in horticulture, bike maintenance, construction, furniture restoration, bee keeping, and hair and beauty.

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; we all see attendance as high priority, and are rightly proud of rising through the ranks locally and nationally for attendance levels.

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

We are seeking to appoint an enthusiastic Senior IT Technician.

Routine duties will include resolving issues for desktops, laptops, servers, tablets, projectors and interactive whiteboards, this will also include system upgrades. As no two days will be the same, you may need to cover a variety of tasks as the role develops, this means you will need to have excellent organisational skills, be flexible in your approach to work and be willing to learn to keep up with any changes.

Salary Range	Grade 4, Scale Point 7-12 (currently £26,403 to £28,598 per annum)
Hours of Work	37 hours per week, 52 weeks per annum
Responsible To	IT Network Manager
Holidays	26 days, rising to 31 after 5 years of service
Benefits	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

Configuration, Installation and Support Request Management

- Respond to requests for IT support in accordance with Helpdesk procedures and priorities.
- Encourage users to adopt good IT practice and ensure correct and appropriate use of equipment, including computers, printers, AV equipment and photocopiers.
- Produce user guides and provide basic IT training to new and existing users.
- Ensure delivery arrangements for resources are appropriately planned and communicated.
- Installing new equipment, and configuring it in line with the Trust's requirements and as instructed – to include imaging and installing new PCs.
- Maintain stock levels ordering equipment/ consumable goods or notifying Line Manager as appropriate.
- To ensure the provision of IT support and guidance where appropriate to the staff of the Trust, particularly within the curriculum.
- Minor repairs, maintenance and modifications to equipment, making arrangements for major repairs to be carried out as necessary and all maintenance is appropriately recorded.
- To support across Trust schools when required.

Strategy, Planning, Budget and People Management

- Be aware of and support the Trust's strategies and vision for technology.
- Support the Network Manager where requested with budget management. Ensure all procurement follows the Trust's procedures.
- Be aware of new and evolving hardware technologies and where possible or requested make recommendations on how they should be incorporated into the Trust.
- To undertake recognised training as necessary in accordance with a planned programme of development.
- To ensure a healthy and safe working environment and compliance with healthy and safe working practices.
- Ensure a preventative maintenance programme is adhered to so helping to maintain safe working practices and conditions.
- Any other duties and responsibilities appropriate to the grade and role.
- All responsibilities to be carried out in accordance with the Trust's Policies, Standing Orders and current legislation with an emphasis on Customer Care, Equal Opportunities, Data Protection and Health and Safety.
- To work as part of the team in providing a high level technical service within the Trust, both within the IT department and as required within other teaching areas.
- To work collaboratively with teaching and learning and business.
- To deputise the Network Manager when required.
- As requested by the Network Manager or Trust IT Director to source equipment and services.

Desktop, Application, Server and Network Support

- A wide range of technical duties associated with the computer network and desktop services, primarily in connection with existing installations and upgrading of these installations.
- Install or repair computers with standardised applications and networking software, diagnosing and solving problems that develop in their operations.
- Carry out maintenance and modifications (where required) to existing IT and AV hardware to ensure it is fit for purpose.
- Support client/ server based applications.
- Monitor the performance of IT and AV hardware, software and cabling with a view to rectifying particular or recurring problems and providing reports to management, senior staff and/or suppliers.
- Provide lifetime maintenance to IT and AV hardware and maintain physical computer peripherals including power, data & security cabling.
- Where required or requested liaise any other third party suppliers on design and maintenance issues, fault diagnosis and rectification, and provide feedback to the Network Manager on the performance of all suppliers who offer support or delivery of systems to the Trust.
- Support the Network Manager to determine and specify hardware and cabling performance standards, and power supply requirements and configuration.
- Be aware of the use of software and proactively understand all requirements for licensing, reporting any doubts or areas of concern to the Network Manager to ensure that all software is licensed and supported sufficiently.
- Manage the day to day logistical processes for any bookable IT resources such as laptop/table trolleys, digital cameras and portable projectors. This would include handling bookings and requests as well as delivery/collection of these resources to users.

Continuity, Maintenance and Security

- Maintain up to date the Trust's asset register enabling tracking of assets.
- Evaluate, as required or requested, the performance of various items of hardware and services such as VOIP, printing, AV and desktop software, determine their suitability for specific applications and prepare reports as required.
- Maintain up to date documentation of all relevant IT and AV systems and hardware, including maintenance contracts and warranties.
- Providing first line support to end users of IT within the Trust through the use of the internal Helpdesk and answering and assisting with queries raised by phone.
- Monitoring and responding to issues and requests raised on the internal Helpdesk according to internal guidelines. Escalating to second line within the team when required. Carrying out all relevant ticket administration (updating, reassigning, completing) as appropriate and in line with best practice.
- Liaise with users to ensure that Helpdesk tickets have been satisfactorily handled.
- Carrying out daily checks on IT equipment, dealing with or reporting issues as appropriate to ensure resolution.
- General troubleshooting, maintenance, cleaning and housekeeping of all IT equipment.

- Providing specific support to users within the classroom or other areas as required.
- Installing new equipment, and configuring it in line with the Trust's requirements and as instructed - to include imaging and installing new PCs to desks.
- Keep work places, store areas clean and tidy.
- Any other duties and responsibilities appropriate to the grade and role.

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 Person

Skills and Knowledge	<ul style="list-style-type: none"> • Excellent organisational, planning and prioritisation skills • Strong interpersonal skills with outstanding oral and written communication skills • An effective team player but can think and work independently • Able to work under pressure, meet deadlines • Proactive and versatile • Professional and able to take ownership of problems
Experience	<ul style="list-style-type: none"> • Experience of working in a school setting • Experience of working across multiple sites • Experience on managing a helpdesk ticketing system • Competent in using the whole Microsoft package
Personal Qualities	<ul style="list-style-type: none"> • Ability to demonstrate enthusiasm and sensitivity while working with others • Being enterprising • Ability to initiate and manage change • Caring attitude towards staff and students • An excellent health and attendance record • Evidence of being able to build and sustain effective working relationships A well reasoned educational philosophy in tune with the School ethos • Resilience and tenacity/Reliability under pressure • Creativity, flexibility and innovation • Hard working with pride in work • Flexible approach to people and situations and able to work as part of a team • A sense of humour • Are enthusiastic and always positive • Believe they can improve on their previous best • Ability to work with minimum supervision/Able to work effectively on own initiative
Qualifications and Training	<ul style="list-style-type: none"> • Evidence of continued professional development
Work Related Circumstances (including working conditions)	<p>We are committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment</p>

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

The closing date for applications is Wednesday 25th February 2026.

Safeguarding

INOVA Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. We will ensure that all of 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 service.

Successful Candidates:

- Successful candidates will be required to undertake a DBS Enhanced Disclosure (with barred list) check
- Successful candidates will be required 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, and your application will be disqualified.

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

<https://www.taptontrust.org.uk/page/?title=Safeguarding&pid=69>

Equality and 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.

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.



INOVA Multi-Academy Trust
Floor 5, Block 2, Pennine 5, Tenter Street, Sheffield, S1 2BY

☎ 0114 5532840
✉ info@inovamat.org
🌐 www.taptontrust.org.uk

