



# Subject Leader of Geography

## 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.

At INOVA Multi-Academy Trust, our vision is clear and unapologetically ambitious: Transforming lives through the power of learning. We are a values-led Trust, committed to Innovation, Collaboration, and Excellence. These principles guide everything we do – from the way we educate and support our learners, to how we develop our staff and engage with our communities.

Each of our schools is unique, shaped by its local context, and we are proud to celebrate that diversity. But what unites us is a shared commitment to equity, high standards, and the belief that every child – regardless of background, need, or starting point – deserves a brilliant education and the opportunity to succeed.

At the heart of INOVA Multi-Academy Trust is a people-centred culture. We believe that when we invest in people, we invest in futures. That's why we have created a Trust model that is agile, responsive, and grounded in trust – one that removes unnecessary noise from schools and enables Headteachers and staff to focus on what really matters: the young people we serve.

Our central teams provide high-quality support and challenge, reducing workload and unlocking capacity at school level. From curriculum development and inclusion, to safeguarding, wellbeing, and digital transformation, we direct more resources where they matter most – into classrooms, into staff development, and into building futures full of possibility.

We also believe in doing things differently – whether that's through our Institute of Talent, our evidence-led school improvement strategy, or our collaborative leadership networks. We don't just strive for compliance – we strive for brilliance.

As CEO, I have the privilege of working alongside a deeply committed team of leaders, educators, governors, and support staff – all of whom share a common purpose: to unlock potential and create opportunity.

As a prospective staff member, or simply interested in our work, I invite you to explore our Trust and connect with our journey. Together, we are building futures worth believing in.

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 ages 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

One of our primary schools is graded Ofsted 'Outstanding' and all others are 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

As a Subject 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 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	Main Pay / Upper Pay Scale plus TLR2b (£5,872)
Start date	September 2026
Hours of Work	Full time, Permanent
Responsible To	Deputy Headteacher; Quality of Education
Responsible For	Subject Area Teaching staff
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

The job description should be read alongside the range of professional duties of teachers as set out in Part X11 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.

## **Core Purpose**

- To inspire, manage and lead staff and students to achieve their very best
- To establish a positive identity and ethos within their T&L/Subject area
- To implement policies and procedures to ensure best practice
- To establish a culture within their T&L/Subject area that celebrates and promotes academic and wider achievement
- To ensure that all teaching within their area is good or better
- To ensure all students within their area make outstanding progress and achieve challenging targets

## **Key Responsibilities**

### ***Strategic Development and Operation***

- Develop and communicate a clear strategic vision for their T&L/subject area that supports the School vision
- Motivate others within the T&L/subject team to carry this vision forward
- Provide strategic leadership for innovative curriculum design for their T&L/subject area, its development and delivery that meets the needs of individual students and maximises the opportunity for each individual to achieve excellent outcomes/results
- Ensure long and medium term planning is securely in place
- Ensure quality first teaching is in place through the school's standard operating procedures.
- Provide strategic leadership for the management of T&L/subject within their area

### ***Teaching & Learning***

- Facilitate team planning and review
- Ensure lesson planning is monitored and reviewed
- Model excellent practice
- Ensure effective use of resources including ICT

### ***Leading and Managing Staff***

- Exercise effective staff management, lead and motivate others and generate effective working relationships at all levels
- Through mentoring and coaching maximise the contribution of staff to improve the quality of education provided and standards achieved

- Manage the effective deployment and performance of staff by ensuring their professional development through effective systems
- Sustain their own motivation and that of staff for whom they are accountable
- Promote the School ethos in which the highest achievements are expected from all members of the School community.

### ***Efficient and effective use of staff resource***

- Work with the School Leader to deploy all staff effectively within their area in order to improve the quality of education provided.
- Support the School Leader in managing and organising accommodation within their school efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety requirements.

### ***Standards***

- Motivate students and staff to achieve the highest possible standards and secure the best possible outcomes
- Establish and maintain clear improvement plans, milestones, targets and expectations in relation to standards, quality and achievement
- Manage and review the use of student tracking systems within the T&L/subject area
- To manage and quality assure assessment, reporting and review systems.

### ***Enterprise***

- Ensure that an enterprising approach is adopted by all within the T&L/subject area
- Develop the integration of enterprise skills and activities into lesson planning.

### ***Partnerships and Collaboration***

- Participate in any subject networks related to their T&L/subject area
- Establish strong home-school links

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 X11 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

Skills and Knowledge	<ul style="list-style-type: none"> <li>• Exemplary classroom practitioner</li> <li>• Ability to ensure curriculum coverage continuity and progression in the subject, for all students</li> <li>• Ability to set targets in the subject area using NC levels and raise online or similar indicators</li> <li>• Ability to provide subject leadership across the key stages</li> <li>• Ability to conduct an audit and identify priorities for development and training needs within the subject area</li> <li>• Well developed interpersonal and personnel management skills</li> <li>• Ability to contribute information to ensure that the Headteacher, senior leaders and governors are well informed about subject policies</li> <li>• Ability to maintain existing resources and to plan for opportunities for further development</li> <li>• Ability to use accommodation to create an effective and stimulating environment</li> <li>• A thorough understanding of Assessment for Learning</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Developing and implementing some whole school policies within the subject area</li> <li>• Using a range of information and evidence to raise student achievement</li> <li>• Strategically planning a subject area</li> <li>• Developing and successfully delivering inclusive practice to ensure equal opportunities for all</li> <li>• Identifying realistic and challenging targets for improvement in the subject area</li> <li>• Ensuring that those involved in the delivery of the subject are confident to do so</li> <li>• Experience of providing support, advice and guidance to colleagues on teaching and learning</li> <li>• Directing, supporting and monitoring the work of staff within the delivery of the subject</li> <li>• Ensuring that the learning environment is safe and that risks are adequately assessed</li> <li>• Evidence of involvement with governors, and working in partnership with parents</li> <li>• Extending the subject curriculum to develop effective links with the local community</li> <li>• Evidence of involvement with working in partnership with local primary schools</li> </ul>

Personal Qualities	<ul style="list-style-type: none"> <li>• Ability to demonstrate enthusiasm and sensitivity while working with others</li> <li>• Being enterprising</li> <li>• Ability to initiate and manage change</li> <li>• Caring attitude towards staff, students and parents</li> <li>• An excellent health and attendance record</li> <li>• Evidence of being able to build and sustain effective working relationships with staff, Governors, parents and the wider community</li> <li>• A well reasoned educational philosophy in tune with the School ethos</li> <li>• Resilience and tenacity/Reliability under pressure</li> <li>• Creativity, flexibility and innovation</li> <li>• Hard working with pride in work</li> <li>• Flexible approach to people and situations and able to work as part of a team</li> <li>• A sense of humour</li> <li>• Are enthusiastic and always positive</li> <li>• Believe they can improve on their previous best</li> <li>• Ability to work with minimum supervision/Able to work effectively on own initiative</li> </ul>
Qualifications and Training	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Evidence of recent and appropriate professional development</li> <li>• Understanding of the role of the professional portfolio as part of CPD</li> </ul>
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](mailto:cclarke@chaucer.sheffield.sch.uk)

The closing date for applications is Sunday 1<sup>st</sup> March 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: [Safeguarding | INOVA Multi-Academy Trust](#)

## **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](mailto:info@inovamat.org)  
🌐 [www.inovamat.org](http://www.inovamat.org)

