



# Lead Practitioner of English

## 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

## 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 your interest in Chaucer School.

We are genuinely at an exciting stage of development as we join Mercia Learning Trust. We will relaunch and rename in September 2026 as Mercia Northridge School, and we are looking forward to driving this school to great heights. 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. With Mercia Learning Trust, we already have a strong working relationship. Mercia Learning Trust 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 values with us, about providing a first class experience for all children, no matter their background.

Our OFSTED journey over recent years has been swift and transformational. Our 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 attendance last year was the second most improved in the country, and has continued to improve this year as students and parents get on board with our aspirations for them. Our Relationships and Behaviour policy and what is currently called '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.

I hope the following information gives you something of an insight into what makes us different to many other schools, and how exciting we know our future is. This is a school firmly on a route to excellence in all areas for some of the most deprived children in the country. 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% - 246<sup>th</sup> 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 a highly skilled and talented English Lead Practitioner subject specialist. You will join a school that is building an incredible culture to become the best school in the north of Sheffield. You will be committed to continuous improvement, striving to be the best teacher you can be. As such, you will deliver exceptional lessons and secure outstanding learning, progress and attainment for every pupil.

## **Mercia Learning Trust**

Mercia Learning Trust is a successful partnership of four primary and three secondary schools located in the south-west of Sheffield. Established in 2012, with one secondary school, our trust has grown to serving over 5000 pupils, with 650 staff.

### **Why do we exist?**

- To empower everyone in our communities, especially the most disadvantaged, to succeed.

### **How do we behave?**

- We are kind - showing care and supporting each other.
- We have integrity - doing the right thing and always putting children first.
- We work with diligence - overcoming obstacles and having no excuses.

### **What do we do?**

- We run schools that focus on academic excellence, cultural capital and the development of character.

### **How will we succeed?**

- A culture of excellence – high standards shaped by clarity, not control.
- Academic focus – empowering all children through an exceptional curriculum.
- Purposeful collaboration – relationships built on trust, reducing sub-optimisation and driving collective success.

Our staff are a crucial part of our trust, just like our pupils. We are devoted to recruiting, training, retaining and taking good care of our highly skilled and dedicated team.

Salary Range	Lead Practitioner Scale 3-7
Hours of Work	Full time, Permanent
Responsible To	Department Subject Leader
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 Core Purpose

- To develop and implement Teaching and Learning initiatives and strategies within the English Departments which raise the teaching practice of all members of the English team and therefore raise student standards and progress.
- To develop and implement literacy and oracy based Teaching and Learning initiatives and strategies across the school which raise the teaching practice of all members of the teaching team and therefore raise student standards and progress.
- To be a model of excellent practice, maintaining a clear focus on outstanding delivery to learners ensuring a centre of best practice and excellence.
- To Take a lead role, working closely with School Leaders in determining and developing policies, procedures and practice, promoting collective responsibility for their implementation to ensure high achievement through effective teaching and learning in the Science departments in the first instance.
- To undertake research into best practice in other schools.
- To research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues.
- To develop high quality teaching materials.
- To use local and national statistical data and other information, in order to provide, a comparative baseline for evaluating learners progress and attainment, a means of judging the effectiveness of their teaching, a basis for improving teaching and learning.
- To support underperforming teachers to enable them to improve their practise.

## Teaching and Learning

- Secure and sustain effective teaching of English through structured monitoring and evaluation of all aspects of teaching and learning and active participation in school monitoring evaluation and review cycles through lesson observations, feedback to teaching staff, work sampling, learner interviews and written reports to the Director of Secondary Education, Headteachers and Senior Leadership Teams as necessary.

## Leading, Motivating & Developing

- Have teaching skills which lead to excellent results and outcomes. Demonstrate excellent and innovative pedagogical practice, and deliver demonstration lessons.
- Carry out subject/quality assurance activities e.g. classroom observations.
- Contribute to the professional development (and performance management where appropriate) of colleagues using a broad range of skills appropriate to their needs so that they demonstrate enhanced and effective practice. (e.g. coaching, mentoring, induction).
- Disseminate materials and advise on practice, research and CPD provision.

- Make well-founded appraisals of situations upon which they are asked to advise, applying high level skills in lesson observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet learner needs leading to improvements in learner outcomes.

### **Pastoral Role**

- To be a Form Tutor to an assigned group of students.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of Annual Reports to parents.

### **Continuing Professional Development**

- To take part in the school's staff development programme by participating in arrangements for further training and professional development
- To continue personal development in the relevant areas including subject knowledge and teaching methods
- To engage actively in the Performance Management Review process
- To ensure the effective/efficient deployment of classroom support
- To work as a member of a designated team and to contribute positively to effective working relations within the school

The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Senior Management Team.

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"><li>• Thorough knowledge and understanding of teaching and learning issues</li><li>• Ability to generate, organise and analyse data in order to raise standards</li><li>• Thorough knowledge and understanding of assessment</li><li>• Understanding of and ability to implement monitoring and evaluation strategies</li><li>• Ability to develop and implement policies</li><li>• Excellent interpersonal and communication skills</li><li>• Good ICT skills</li><li>• Efficient and capable administrative skills</li><li>• Senior leadership potential and aspiration</li></ul>
Experience	<ul style="list-style-type: none"><li>• Varied and successful teaching experience in secondary schools</li><li>• Leadership and management as part of a Middle Leadership Team</li><li>• Successful leadership of whole school developments</li><li>• Developing staff effectively to improve the quality of education provided</li><li>• Evidence of effective leadership of teaching and learning</li><li>• Evidence of leadership of curriculum planning and development</li><li>• Evidence of innovation and creativity</li><li>• Evidence of leadership of aspects of whole school CPD</li><li>• Evidence of effective use of data to raise standards</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>

<p>Personal Qualities</p>	<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>
<p>Work Related Circumstances (including working conditions)</p>	<p>We are committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment</p>

# 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 Thursday 7<sup>th</sup> May 2026. Interviews will take place week commencing 11<sup>th</sup> May 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.



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