

Tapton SCHOOL

ACADEMY TRUST

Realising the life chances and dreams of every child

Chef Manager

Application Pack



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Charitable Limited Company Registration Number: 07697171.
Registered office: England and Wales. VAT Number: 134392225.

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Thank you for your interest in joining TSAT.

We were established in 2011 and operate a family of schools across Sheffield, offering education from early years to sixth form.

At the heart of all our endeavours is outstanding teaching, high quality learning and effective support for individual needs.

We employ over 900 staff and work hard to foster the right conditions to make the Trust a great place to work. We know that our staff are our greatest resource, and put in place support and opportunity to enable colleagues to progress within the Trust and reach their full potential.

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

David Dennis,
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, in a community significantly hit by the ravages of Covid. However, we also know that working in a school like ours brings rewards like no other. We are looking for other like-minded colleagues to join us in our drive for first class education hand in hand with first class support.

With significantly strengthened capacity since the OFSTED inspection in June 2022, we have taken ambitious action to bring our school a long way down the road to improvement in the time since that judgement. Our three monitoring visits to date are clear and complimentary on the progress we've made across the board. In short, Chaucer School has stepped up to the plate. Our expertise and impact with safeguarding for our community is something we're extremely proud of. Our work on the quality of education allows for innovation and creativity to support all our learners. Our work on personal development, and in particular work on careers and aspirations, is 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 core values of Respect, Responsibility and Kindness are at the heart of our drive for improvement from and for students. With support from our Trust colleagues across Tipton School Academy Trust, both primary and secondary, and our extremely supportive and involved governing body, we know we are 'better together' to realise the life chances and dreams of every child in the Trust.

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



Joanna Crewe
Headteacher

Our 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.

Covid recovery in a disadvantaged community can be slower than in other parts of the country in terms of returning to learning habits, routines, punctuality and attendance. Safeguarding needs have increased significantly as children returned after lockdown, with regularly 50+ students at Child in Need/Child Protection, 30+ open CYT cases, and 20+ open MAST cases. Attendance is an ongoing focus area as we strive to embed aspiration and a belief in the importance of education. This context informs each of our strategies to support, safeguard and guide students to success, but significantly impacts on trust, engagement and aspiration to be socially mobile. Our inclusive practice and trauma informed, ACE aware relational approach to work WITH students and families is therefore crucial in order to reengage students into learning.

Quality of Education

With the Trust, we have co-constructed and continue to align a curriculum that is ambitious and designed to give all students, particularly disadvantaged, the best possible opportunities for success. We continue to address the challenge of knowledge, communication and cultural capital with disciplined innovation through delivery, experience and intervention for students to close any gaps that have emerged. The end points of the curriculum are for all students to have been nurtured to realise their life chances and dreams as successful learners, confident individuals and responsible citizens with the best possible qualification outcomes for employment readiness.

The curriculum and supporting structures have been redeveloped so a broad range of subjects are available to enhance further the effective delivery of knowledge and skills for all students including those with special educational needs. We are also at the next stage of curriculum alignment across the trust, with broad KS3 alignment in Core and EBACC since Autumn 2022. In addition, our commitment to genuinely alternative curriculum offers at KS3 and KS4 mean that we invest in both internal and external provision experiences in horticulture, bike maintenance, construction, furniture restoration, bee keeping, and hair and beauty.

With lower literacy levels than average, every teacher is a teacher of literacy at Chaucer School. In terms of supporting literacy and reading, all teachers are aware of the importance of supporting literacy needs into each lesson, and clear guidance is regularly shared on each child's decoding skill levels. In addition, a key thread through lessons and tutor time is developing and embedding oracy confidence for each child.

A teaching, learning and assessment trust wide cycle has introduced standardised Trust assessment points and then deep analysis leads to next steps being specified. Qualifications have been aligned across TSAT to ensure that the best possible support can be deployed, as well as best practice on sharing of assessments, resources and planning. Our trust relationships continue to grow and develop as we learn as much from our differences as our similarities – but always ‘better together.’

Quality of Support

Safeguarding in school is of the highest standard. A high volume of safeguarding cases from our community means our staff are experts in their field, and processes are watertight to effectively manage and maintain the safeguarding needs of the children of Chaucer School. No stone is left unturned in seeking strategies to support children through our trauma informed ACE aware relational approach.

We have a very strong culture of inclusive practice/impact developing its curriculum to support students with adverse childhood experiences (ACEs) and ensuring trauma informed pedagogy is at the forefront of delivery. This means that a core strand of staff CPD is focused on trauma informed, relational practice in the classroom. The Social Discipline Window of working WITH students and families, rather than doing ‘to’ or ‘for’ them, is at the heart of our approach. There is a focus on relationship and behaviour training for staff, including sessions around trauma informed practice and the ‘window of tolerance;’ PACE training to further enhance our effectiveness at dealing with students who find themselves unable to regulate their own behaviours; and further CPD around EMR (establish, maintain, restore) method of building positive relationship to teaching staff. We also set great store in all staff use of the behaviour database enabling subject leaders in particular to have an acute understanding of the behaviour data within their own areas, and teacher/student relationships.

Year 7, 8 and 9 are taught in mixed ability tutor groups, which students stay in for the majority of their lessons. Behaviour data, staff voice and student voice all suggest this has been a positive development for the school, and continue to show benefits for engagement and progress.

In a context of traditionally poor attendance, both within the city and in the immediate environment, the school pursues all avenues to tackle the aspiration to attend and achieve. The attendance team are relentless in their pursuit of improvements to attendance under the lens of safeguarding, supported by the team of tutors, Engagement Leaders and Year Leaders. Attendance is everyone's business, and we all see attendance as high priority.

Our Personal Development programme is 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. 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

Chaucer School are seeking to appoint a committed and dedicated Chef Manager to lead, manage, and develop the catering team to ensure the delivery of attractive, healthy and varied meals for students, staff and visitors.

At Chaucer School, you'll have the opportunity to work within an environment that is supportive, ambitious, rewarding, and challenging, all within each day.

Chaucer School is a school that makes a difference, where the drive for a first class education goes hand in hand with first class support. We work hard together as a whole staff team to make the difference to the life chances and dreams of all the children in our care.

We're fiercely proud of our school, the opportunities we have on offer, and the service we provide to our community.

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| Salary Range: | Grade 5, Scale Point 15-20 (currently £27,803 to £30,296 FTE) |
| Hours per week / weeks per annum: | 37 hours per week, 39 weeks per annum |
| Responsible To: | Trust Area Catering Manager |
| Responsible For: | Cook, Assistant Cook and Catering Assistants |
| 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

The postholder must always carry out their duties and responsibilities within the spirit of Tapton School Academy Trust's policies

The purpose of the role is to deliver the Trust's aims and objectives by ensuring the provision of an effective, efficient, and financially viable catering service.

Main Duties and Responsibilities

Catering and Kitchen Management:

- To plan, organize, and deliver the school's catering operations to ensure that the food quality, presentation, and service are provided to the highest possible standards.
- To lead and manage the catering provision for all service periods and school events, which may require you to work additional hours to those you are contracted to.
- To assist the Trust Area Catering Manager in the planning of the menu cycle, ensuring that these are nutritious, seasonal, and financially viable.
- To order the required food, consumables, and light equipment in accordance with agreed budgets and the Trust's processes for purchasing.
- To check, record, and report the amounts, prices, and condition of all deliveries, ensuring any issues are immediately reported to the supplier.
- To ensure kitchen equipment, work areas, dining areas, and other facilities are maintained and operated to the required health, safety, fire, and hygiene standards, policies, and regulations.
- To ensure personal and food hygiene procedures are applied continuously and that there are no breaches of any statutory regulations.
- To deliver bimonthly theme days in collaboration with the school's curriculum.
- To avoid unnecessary food waste and deterioration through monthly stock management activities.
- To report weekly financial sales, spend and meal data.

Operational:

- To establish systems and procedures in all operational areas under your control in order to maintain, monitor, and improve the food and service standards.
- To actively seek feedback from students and staff on how the catering provision could be improved, implementing suggestions that are financially viable and practically possible.
- To promote excellent standards of customer service by ensuring all services, whether core or hospitality, operate in a friendly, smooth, and efficient manner at all times.
- To ensure all areas are cleaned to the highest possible standard by ensuring daily, weekly, and periodic cleaning rotas are in place, completed, and recorded.
- To undergo training in all aspects of in-house IT systems.
- To ensure all in-house IT systems are updated on a regular basis and updated in line with supplier guidance.

People Management and Staff Development:

- Support the development of and deliver training to catering staff in line with the requirements.
- To assist with the appraisal of catering staff in relation to training and staff development activities.
- Lead and manage the performance development review process for the school's catering staff, ensuring challenging and appropriate targets are set.
- To participate in the recruitment and selection process for members of the catering team.
- To ensure all new catering staff receive an effective induction, including carrying out probationary review meetings in accordance with the Trust's policy.
- To support and challenge team members, including in circumstances where their performance is not at the expected standard.
- Develop and maintain excellent working relationships with all staff and students.
- Promote a healthy working relationship amongst your team through effective leadership and motivation.
- To ensure employees operate any and all catering equipment in a safe and efficient manner and prohibit any unauthorized staff from operating or cleaning such equipment.
- To attend meetings and training courses as required, ensuring that all catering staff do likewise.
- Ensure that all Trust policies are implemented consistently by catering staff.

Other:

- Undertake other various responsibilities as directed by the Trust Area Catering Manager.
- To actively promote Tapton School Academy Trust and liaise with external agencies as necessary, representing the Trust as appropriate.
- To maintain a presence around the school site and ensure the highest standards of behavior are upheld.
- To communicate and liaise with staff, students, parents, governors, and members of the local community as appropriate.
- To be active in issues of staff and student support and wellbeing.
- To comply with and assist in the development of the Trust's policies and procedures, reporting all concerns to an appropriate person.
- To demonstrate an unwavering commitment to Equality of Opportunity for all members of the Trust community.
- To actively participate in other aspects of school life as directed by the Headteacher or Trust Area Catering Manager.

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 in school or at the Trust.

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

The successful candidate will demonstrate the following:

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| Relevant Qualifications and Experience | <ul style="list-style-type: none">• City & Guilds 7061 and 7062 or equivalent NVQ• Level 3 food hygiene certificate• 3 or more years' experience of catering in large quantities to a high standard in an education or commercial setting• Experience of managing and working within budgets• 1 or more years' experience of people management• Experience of training and developing other members of catering staff• IT proficient |
| Work Related Circumstances (including working conditions) | <ul style="list-style-type: none">• We are committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment• The ability to converse at ease with staff, students and suppliers and provide advice in accurate spoken English is essential for the 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

Closing date for applications: Sunday 23rd June 2024

Interviews to be held: Week commencing 1st July 2024

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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