



Second in Charge Mathematics



Dear Candidate,

Thank you for your enquiry regarding the position of **Second in Charge - Mathematics** at Oasis Academy Enfield. We are part of Oasis Community Learning which runs over 40 academies across the UK. We need an enthusiastic and talented teacher to join the Mathematics team and support the Head of Department in leading the Mathematics department.

I hope you find the information pack helpful. If you would like to know more about us before you apply please see our website www.oasisacademyenfield.org. We welcome visits to the Academy. For an informal, confidential discussion, or to arrange a visit please contact our HR Manager, Sue Radford, on 01992 655424 or sue.radford@oasisenfield.org

If you would like to apply, please complete the Application Form (CVs are not accepted) and return it by either of the following ways:

Email: recruitment@oasisenfield.org

Post: Sue Radford
Oasis Academy Enfield
9 Kinetic Crescent,
Innova Park,
Mollison Avenue,
Enfield, EN3 7XH

The closing deadline for applications is no later than **8am on Tuesday 22nd May 2018**. Applications will be reviewed on an ongoing basis so early applications are encouraged.

Please ensure you provide the name, address and status of two referees, one of whom should be your current Line Manager. Candidates should be aware we will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview.

Interviews will be on Thursday **24th May 2018**. If you have not been invited to attend by **Wednesday 23rd May 2018**, you should assume that your application has not been successful. Unfortunately, we will not be able to provide feedback on your application at this stage.

I wish you well and thank you once again for your interest in what we think will be a rewarding post.

Yours sincerely,



Lynne Dawes
Executive Principal

About Oasis Academy Enfield

Oasis Academy Enfield opened in September 2007 as a new academy. Initially a group of portacabins and a pioneering spirit, the Academy moved into its £30 million purpose-built accommodation two years later on Innova Business Park, 10 minutes walk from Enfield Lock Station.

The Academy has enjoyed considerable success in its 10 year History. In 2015, Ofsted confirmed that we are good in all areas, saying:

The Principal, supported by leaders and governors, has acted with determination to secure improvements in teaching and students' achievement.

Attitudes to learning have developed well and contribute to good achievement in lessons.

Teachers use skilled questioning to support and extend learning so that students make rapid progress.

Teaching is improving rapidly because leaders have created a culture of openness and a willingness to learn from each other.

We aim to provide students with high quality teaching, which not only enables them to make to the best possible progress and achieve the highest grades, but also equips them with the skills, behaviour and character, which will help them be successful and make a positive contribution to their community. The Sixth Form is becoming increasingly popular and outcomes are amongst the best within the Oasis group.

The percentage of students achieving the top grades at both GCSE and A Level has risen over the years. In 2016 our Progress 8 score was +0.1, dropping last year, but projected to improve in 2017. We have been successful in narrowing the gap with disadvantaged students achieving well in a number of subjects and at the national average in 2016. At A level and BTEC Level 3 our students continue to make good progress. Three quarters of our students have progressed to university including Russell Group and other leading universities following a wide range of courses from English, History to engineering, psychology and law.

The Academy mainly serves the ethnically and economically diverse local communities of Enfield Lock and Enfield Island Village. A number of students travel from Ponders End, Edmonton and further afield to the Academy. The students come from some of the most deprived areas in the country with high numbers eligible for pupil premium. There is a high proportion of students with English as an additional language (54%) with over 60 languages spoken. Turkish, Black Caribbean, Black African and White British are our biggest ethnic groups. Despite the challenges many of our students face in their day to day lives our students are ambitious and work hard, seeing education as the key to a successful future.

Oasis was established in 1985 and has grown into a group of charities working to deliver housing, training, youth work, health care, family support and primary, secondary and higher education. In the UK Oasis employs over 4000 staff as well as working with over 1000 volunteers. Oasis works in ten other countries around Europe, Africa, Asia and North America. Our academy is twinned with projects in Uganda and Kyrgyzstan.

Oasis Community Learning is an education trust established in 2004 with the express purpose of transforming lives and communities through the development of Oasis Academies. There are over 40 academies each with their own character and identity and as one organisation are committed to sharing effective practice across the group. As a leading academy sponsor Oasis is a growing organisation which is committed to improving the life chances of children, young people and the communities they live in.

The Oasis Hub Enfield supports the work of the Academy providing integrated, high quality services that benefit the whole person and the whole community. This is achieved by bringing together the Oasis ethos and values, local and national resources and expertise, and working together in and with local partners. Enfield Hub's work includes youth work, family support services, holiday activities, volunteering, community engagement, lettings as well as the Academy. In addition to the main Academy site Oasis rents premises on Enfield Island Village to provide an additional facility to work with the local community, with a particular focus on Youth Work.

The Academy operates a totally inclusive admissions policy, accepting students irrespective of faith or ability. Our goal is to create an environment where students make very good progress, within an Academy, which values them as individuals.



About Oasis Community Learning

The vision of Oasis Academies is to create both outstanding schools and community hubs. As well as delivering first-class and innovative education, Oasis builds 'Hubs' in the area it works in; creating safe and inspiring local neighbourhoods that provide integrated and diverse services to benefit the whole person and the whole community.

Oasis Community Learning seek to create and sustain networks of excellent learning communities working in the context of the Oasis Ethos where every student can reach their full potential. Oasis believes this can be achieved through clear leadership, outstanding staff, a positive and affirming environment, strong partnership between students, parents/carers and the local community, along with the wider national and international links the Oasis' global operations create.

Our ethos is an expression of our character- it is a statement of who we are and therefore a lens through which we assess all we do. The work of Oasis Community Learning is motivated and inspired by the life, message and example of Christ. This is encapsulated by the following five statements:

- a passion to include everyone
- a desire to treat everyone equally, respecting differences
- a commitment to healthy and open relationships
- a deep sense of hope that things can change and be transformed
- a sense of perseverance to keep going for the long haul

The full Education Charter explains how our ethos impacts in Oasis Academies and can be found on www.oasiscommunitylearning.org

About Mathematics

Mathematics is a team of specialist teachers who are all committed to ensuring that students achieve their full potential and enjoy their lessons. All of our staff are enthusiastic, flexible and determined to deliver outstanding outcomes for the students. The Mathematics Department has a strong, mutually supportive team ethos and regularly share ideas to help everyone deliver good and outstanding lessons.

The Mathematics team is committed to the idea of delivering a mastery based curriculum to all year groups and since September 2017 we have been teaching the highly acclaimed Mathematics Mastery programme at Key Stage 3. Being involved in this programme has been an excellent development opportunity for both experienced and newly qualified teachers alike.

Most classrooms are together to encourage mutual sharing and support and there is an office for working. All teaching staff are provided with their own laptop. Schemes of work and a wide variety of teaching resources are held electronically and in hard copy and we are always looking to develop new and innovative lessons.

A level Mathematics is a popular subject choice with the Sixth Formers and it is the intention to offer Further Mathematics from September 2018 in response to increasing student interest in partnership with Oasis Academy Hadley, which is a short distance away.

Targeted interventions including work with our PiXL partners and small group tuition ensure that we are catering to the wide range of students within the department.

The induction of new staff is important at Enfield. We have a weekly programme for all staff which is tailored to meet teachers' needs.

If you are passionate about Mathematics education, can support in the leadership of a successful team of subject specialists, inspire young people and are prepared to go the extra mile we would welcome an application from you.



Job Description

POST:

Second in Charge
Mathematics

ACCOUNTABLE TO:

The Associate Principal,
under the day-to-day
management and
leadership of Head of
Department

GRADE:

MPS/UPS (Outer London) +
TLR 2c (£6,515) + Teachers
Pension Scheme (plus up to
a £4,000 recruitment and
retention point for an
exceptional candidate)

KEY RELATIONSHIPS:

Academy Leadership Team;
relevant teaching and
support staff; students;
partner professionals;
parents; local community;
other Oasis Academies and
Oasis Community Learning
central staff.

LOCATION:

Oasis Academy Enfield

WORKING PATTERN:

Full-time and as described
in the School Teachers' Pay
and Conditions Document.

JOB PURPOSE:

To provide leadership for an area of the Academy, in consultation with the Principal, staff, parents and Academy Council, which brings about high standards of education.

All leaders in the Academy share in devising strategies for raising achievement and ensuring high standards of behaviour.

RESPONSIBILITIES:

1. To assist the Head of Mathematics in providing leadership and in managing the Mathematics Department.
2. To lead, manage and develop teaching and learning within specified areas of the Department.
3. To actively support the vision, ethos and policies of the Academy.
4. To promote and safeguard the welfare of children you teach or come into contact with.

OUTCOMES:

1. Achievement and standards

Work with the Head of Department to:

- Ensure a consistent and continuous focus on student achievement using data to track and monitor the progress in every student's learning.
- Evaluate student progress across the specified aspects of the department through the use of appropriate assessments and records and regular analysis of the data.
- Ensure that teachers within the department set, track, evaluate and report on individual student progress towards their targets.
- Ensure that teachers within the subject area mark and monitor students' work giving formative, next step feedback and targets for improvement in line with the Academy Assessment policy.
- Ensure that appropriate procedures are in place within your specified areas of responsibility for the moderation teacher assessments to ensure reliability.

Professional Standards - Attributes, Knowledge and Understanding

- Commitment to a collaborative Academy vision of excellence and equality that sets high standards for every student
- Ability to analyse and evaluate performance data.
- Take appropriate action when performance is unsatisfactory within their specified areas of responsibility.
- Have a good knowledge and understanding of the assessment

OUTCOMES:

2. Quality of Provision

Support the Head of Department to:

- Raise the quality of teaching and learning so that lessons are good or better and there is no inadequate teaching within the department.
- Monitor the quality of teaching and students' learning through the analysis of performance data, observation of teaching, work scrutiny and student interviews.
- Construct, revise and develop schemes of work within your specified areas of responsibility with accompanying learning materials ensuring that they meet statutory requirements and provide a range of teaching and learning approaches that personalise the learning experience for students giving the equality of opportunity to make progress.
- Prepare students for end of Key Stage examinations and assessments.
- Contribute to the development of teaching and learning by supporting training programmes, coaching and mentoring of teachers.
- Implement strategies that ensure high standards of behaviour.
- Promote extra-curricular activities and out of hours learning which enhance learning opportunities.
- Have a teaching commitment in line with other Second in Department within the Academy.

Professional Standards - Attributes, Knowledge and Understanding

- Ensure a culture of challenge and support where all students can achieve success.
- Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- Ability to initiate and support research and debate about effective teaching and learning and develop strategies to improve performance.

3. Leadership and Management

- Lead and manage specified areas of the Department
- Play a key role in creating an environment within the Academy where students and staff develop and maintain positive attitudes towards each other, the environment and community.
- Deputise for the Learning Co-ordinator in their absence.
- Contribute to the development and review of the Department Improvement Plan, Self-Evaluation and the related documentation.
- Line manage designated teaching and support staff working collaboratively to raise student achievement and attainment across the Academy and provide effective support, guidance, challenge and information for all staff within designated areas of responsibility.
- Take an active role within the Academy's Performance Management policy in addition to promoting and providing induction and Continuous Professional Development opportunities to ensure the professional effectiveness of teaching and support staff colleagues.
- Maintain clear expectations, high standards of professionalism and collaboration.

Professional Standards - Attributes, Knowledge and Understanding

- Act as a lead professional, setting a professional example to staff and students.
- Know about the use of a range of evidence, including performance data, to evaluate and improve aspects of school life, including challenging poor performance.
- Able to delegate and monitor the implementation of management tasks

OUTCOMES:

4. Personal Development and Well-Being

- Ensures a consistent and continuous focus on student achievement, using baseline and progress data to monitor progress within your specified aspects.
- Recognise and reward students who are making good progress, and identify underachievement putting in place appropriate support to address the areas of weakness.
- Support the extended school programme including visits.
- Treat all members of the school community fairly, equitably and with respect to create and maintain the Academy ethos.

Professional Standards for Teachers – Attributes, Knowledge and Understanding

- Have a commitment to choice and flexibility in learning to meet the needs of every student.

5. Views of Learners, Parent/Carers and other Stakeholders

- Ensure an effective partnership with parents and carers to support students' academic and personal development.
- Prepare guidance materials within your specified aspects for parents and carers to help them support their child's learning.

Professional Standards – Attributes, Knowledge and Understanding

- Recognises and takes account to the richness and diversity of the Academy's community.
- Builds and maintains relationships with parents, carers and the community that enhances the education of all students.

6. Professional Development

- Keep up to date with current research in school improvement in the specified areas of responsibility.
- Lead professional development activities, as appropriate, to update and develop the skills of colleagues.
- Provide regular coaching and mentoring for less experienced colleagues.
- Participate in Performance Management accordance with Academy policy.

Professional Standards – Attributes, Knowledge and Understanding

- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.
- Build a collaborative learning culture within the specified areas of responsibility.

The person undertaking this role is expected to work within the policies, ethos and aims of the Academy and to carry out such other duties as may reasonably be assigned by the Principal. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions, including extra-curricular activities, are fulfilled through direct dialogue with employees, contractors and community members.

All staff take an active role in the Academy's care and guidance of students.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

Second in Charge Science Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Qualified Teacher Status 	<ul style="list-style-type: none"> Degree
Professional Development	<ul style="list-style-type: none"> Recent relevant professional development 	
Experience	<ul style="list-style-type: none"> Successful teaching experience in a secondary school or academy Knowledge and understanding of Mathematics Curriculum and GCSE 	<ul style="list-style-type: none"> Experience of teaching A level
Skills and Understanding	<ul style="list-style-type: none"> Successful teaching experience Successful record of raising student achievement in an inclusive environment Ability to use assessment data effectively to set targets and raise achievement Ability to provide appropriate challenge and support for students Knowledge of behaviour management strategies and an ability to maintain good discipline Ability to converse at ease with parents/students and member of the public and provide advice in accurate spoken English Understanding of the practical application of Equal Opportunities in an Academy context 	
Personal Qualities	<ul style="list-style-type: none"> Ability to motivate students and staff Good communication skills Good IT skills Ability to lead and work as part of a team Ability to use and act on own initiative Ability to reflect Ability to form and maintain appropriate relationships and personal boundaries with children Commitment to safeguarding and promoting the welfare of children and young people. Willingness to undergo appropriate checks, including enhanced DBS checks. Emotional resilience in working in a range challenging situations Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos 	

Explanatory Notes

Applications will only be accepted from candidates completing the enclosed Application Form. Please complete ALL Sections of the Application Form which are relevant to you as clearly and fully as possible (Sections A & B). CVs will not be accepted in place of a completed Application Form.

Safeguarding Children & Young People

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced Disclosure and Barring checks

1. Candidates should be aware that all posts in Oasis Community Learning involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
2. Accordingly this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as “spent” must be declared.
3. If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including those related to children or young people (whether the disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
4. Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may where appropriate be answered not applicable if your duties have not brought you into contact with children or young people.

Interview Process

After the closing date, short listing will be conducted by a Panel, who will match your skills/ experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy Disclosure and Barring check requirements such as a current driving licence including a photograph and/or a passport and/or a full birth certificate
- Documentary proof of current name and address (i.e. utility bill, financial statement etc.)
- Where appropriate any documentation evidencing a change of name
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post.

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

We will seek references on shortlisted candidates for Academy based positions and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

For Academy based positions, in addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline.

Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon: -

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity and qualifications
- Vetting and Barring Checks
- Satisfactory Disclosure and Barring check
- Verification of professional status such as QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period.
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance

For teaching posts

- Verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)
- Verification of medical fitness in accordance with DFE Circular 4/99 Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or ISA and/or other relevant investigating bodies.