



**Teacher of
Technology**
Oasis Academy Arena



About Oasis

For over a decade Oasis Community Learning has been helping children and young people reach and realise their potential.

Born out of the Oasis global charity, previously established in 1985 by Rev. Steve Chalke MBE, our first Academy opened in 2007. It was Steve's vision to open a school that was inclusive of all and provided opportunity for the whole community. Since then we have grown as a family into 47 Academies spread across the UK, each connected to a community Hub. We are proud to be one of the largest Multi-Academy Trusts in the UK.

We work in some of the most socially disadvantaged areas, but believe passionately

in each of the communities we are based in. We know them to be places of great potential and are committed to their continual positive transformation.

This is made possible by the outstanding people who work for us - leaders with vision, determination and drive to raise standards. In fact we are securing better education across the group and closing the gap for our disadvantaged students each day through exceptional teaching and support. In just two years our sustained improvement has seen the percentage of Ofsted inspected Academies attaining 'Good' or better rise from 30% to over 70%.



24, 000 pupils



47 Academies



Over 4,500 Staff

Oasis' Vision

The over-arching vision of Oasis is for community - a place where everyone is included, making a contribution and reaching their potential. As well as delivering first-class, innovative education, Oasis seeks to build 'Hubs' in the areas it works; creating safe and inspiring local neighbourhoods that provide integrated and diverse services to benefit the whole person and community.

Oasis Community Learning's vision is to create **'Exceptional Education at the Heart of the Community.'**

The complex responsibilities of education are understood through the lens of Character, Competence and Community. These principles are intentionally developed and embedded in all of our Academies.

Together, Oasis staff aspire to:

- Create safe, stimulating learning environments
- Increase progress and attainment to above national averages
- Provide teaching quality which secures good and accelerated progress for all students

The Oasis Ethos

Our ethos is a part of everything we do. At Oasis we look to employ people who not only share in our vision but are champions of our ethos.

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





Oasis Academy Arena

Opened in September 2015 as part of London's Olympic Legacy, Oasis Academy Arena is a modern, co-educational secondary Academy which is dedicated to helping the students of Croydon and South Norwood reach their full potential. Situated adjacent to the Croydon Arena athletics track, the Academy delivers an innovative curriculum which specialises in sports and the sciences.

The Academy resides in a beautiful new building, which was developed especially for Oasis in September 2016. Its facilities include a sports hall, hard and soft outside play spaces, technology suites and science laboratories, music facilities and access to the Arena site for outdoor sports.

Oasis Academy Arena's mission is to create an environment where students want to learn rather than have to learn. The Oasis Ethos of inclusion, equality, healthy relationships, hope and perseverance is at the heart of the Academy and its employees, helping to bring this mission statement to life. The Academy motto – 'Higher, Faster, Stronger' – is essential to its practice, aiming to help every student reach their potential and strengthen their pathways towards a future they dream of.

The Oasis vision is to provide each and every one of its students with an outstanding secondary education. It is vital, therefore, that not only is effective leadership in place, but there is an enriching curriculum to encourage both staff and students alike to get the most out of their time at the Academy. Students will be offered the opportunities to experience residential trips, visit workplaces and universities, engage in volunteering and develop their academic passions.

There are currently a total of 270 students on roll, 55% of which are in receipt of the Pupil Premium and 11% classified as DSEN. The Academy has a Designated Resource Provision for 15 students with a diagnosis of Autistic Spectrum Disorder.

With world-class sporting facilities on its doorstep and state-of-the-art learning spaces in the new building, there is excitement about the future of Oasis Academy Arena. Forecast admissions are on the rise; there were over 350 in-borough applications for Year 7 in 2016, which far exceeded the 180 places available. In 2017, 463 applications were made. By 2019, Oasis Academy Arena anticipates a total of 900 students on roll, with post-16 provision offered through the partnership with Oasis Academy Shirley Park.

Oasis Hubs



Oasis subscribes to the widely held view that the factors that create disadvantages for children and young people need to be tackled in order to improve their life chances. The Oasis response is the creation of Oasis Hubs.

Developing and running Hubs is all about delivering the purpose of Oasis. Its vision is for community, a place where everyone is included, making a contribution and reaching their God-given potential. To this end Oasis staff are committed to working in an inclusive, integrated, empowering and comprehensive way so that all people experience wholeness and fullness of life. They want to see local communities that are characterised by trust, safety, cohesion, mutual support, vibrancy, health and opportunity, and have increasing capacity to address their own issues. Oasis want those who are excluded brought back into community and to find

wholeness and fullness within life.

Oasis Academy Arena is part of the Oasis Hub Ashburton Park, which also includes Oasis Academy Ryelands and Oasis Academy Shirley Park. The Hub runs a variety of services for the community, including a foyer for homeless young people, a youth club and a community church.





Job Description

Post:

Teacher of Technology

Responsible to:

Principal, Academy
Leadership Teams.

Key Relationships:

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

Location:

Oasis Academy Arena

Working Hours:

Full Time

Job purpose:

To ensure high quality curriculum provision and effective teaching and learning within the curriculum area and to carry out the professional duties of a qualified teacher in accordance with the current DfE Teachers' Pay and Conditions document

Key Responsibilities

A. TEACHING

- Plan work in accordance with the learning zone/curriculum area programmes of study and so that it addresses the personalised learning needs of every student and in line with the Learning Gateways the Academy promotes.
- Liaise with relevant colleagues on the planning of units of work for collaborative delivery.
- Work in collaboration with associate staff attached to any teaching group.
- Take account of students' prior levels of learning and achievement and use them to set targets for future improvements.
- Set work for students absent from school for health or disciplinary reasons.
- Maintain positive relationships by adherence to the advice given to staff in the Positive Behaviour Management Policy.
- Set high expectations for students' behaviour by establishing a purposeful working atmosphere in accordance with the 'Behaviour for Learning' strategies.
- Provide students with the opportunities to develop the skills required in order to learn.
- Listen to the views of students about their preferred methods and styles of learning.



- Enable students to use their preferred methods and styles of learning where appropriate.
- Set appropriate and demanding expectations for students' learning, motivation, and presentation of work.
- Provide a range of extra-curricular Drama opportunities (clubs and regular performances).

B. ASSESSMENT, RECORDING AND REPORTING

- Maintain notes and plans of lessons undertaken and records of students' work in line with the Academy's Teaching and Learning policy.
- Mark, monitor and return work within a reasonable and agreed time span, as determined by the Academy or learning zone, providing constructive oral and written feedback and clear targets for future learning as appropriate.
- Complete student records of achievement in line with policy and as specified in the published calendar.
- Attend the appropriate Parents' Evenings to keep parents informed about the progress of their child.
- Be familiar with the code of practice for identification and assessment for Special Educational Needs and keep appropriate records and personalised learning plans.

C. CARE AND GUIDANCE

- Undertake responsibility for a tutor group or for any other arrangement for the care

and guidance of students as is required by the Academy, including tutor, student, and interviews along with coaching and mentoring.

- Be the first point of contact for parents.
- Monitor (and set targets for) the social, personal, academic and vocational progress of individuals in their designated group.
- Be prepared to undertake responsibility as required for the delivery of the PSHCE programme.
- Promote good attendance and monitor in accordance with the Academy's attendance policy.

D. PROFESSIONAL STANDARDS

- Support the ethos, vision, principles and values of the Academy.
- Treat colleagues, students and all members of the community, with respect and consideration.
- Treat all students fairly, consistently and without prejudice.
- Set a good example to students in terms of appropriate dress, standards of punctuality and attendance.
- Support the aims of the Academy through attendance at and participation in events such as open evenings and option evenings (as appropriate to responsibilities).
- Support the ethos of the Academy by upholding the code of conduct, uniform rules, etc.
- Take responsibility for own professional development and participate in arrangements as adopted by the Academy for the assessment of his/her performance and that of other teachers.

- Reflect on own practice as well as the practices of the Academy with the aim of improving all that we do and achieving excellence.
- Read and adhere to the various policies of the Academy and implement Academy improvement plans.
- Participate in the development and management of the Academy by attending various team and staff meetings.
- Undertake duties as prescribed within the Academy's policies.
- Ensure that all deadlines are met as published in the school calendar.
- Undertake professional duties that may be reasonably assigned to them by the principal.
- Be proactive and take responsibility for matters relating to health and safety.
- Promote lifelong learning and promote enrichment and extension activities as part of the Academy's community hub.

E. KNOWLEDGE AND UNDERSTANDING

- A clear and well thought out understanding of current educational issues, theory and practice.
- Have a detailed knowledge of the relevant aspects of the National Curriculum and other statutory requirements.
- Have a secure knowledge and understanding of their specialised subject(s) equating to degree level, including the subject knowledge.
- Understand progression in their specialised subject(s).
- Cope securely with subject-related questions which students raise and know about

students' common misconceptions and mistakes as related to their specialised subject.

F. PLANNING AND SETTING EXPECTATIONS

- Identify clear teaching and learning objectives, content, lesson structure and sequences appropriate to the subject matter and the subject being taught.
- Set appropriate and demanding expectations for students learning and motivation. Set clear targets for students learning building on prior attainment.
- Identify students who have Special Educational Needs, and speak English as a second language and know where to get help in order to give positive and targeted support. Implement and keep records on personalised learning needs.





Person Specification

As evidenced in application form and interview	
Qualifications	<ul style="list-style-type: none">• Qualified Teacher Status• Degree in relevant subject area.
Experience	<ul style="list-style-type: none">• Excellent written and communication skills, including appropriate ICT skills.• A secure knowledge of the importance of data as a means both to measure and to extend progress.• A high level of organisational skills.• The ability to create a stimulating visual environment in the classroom.• Working effectively as a Form Tutor.
Personal Skills and Attributes	<ul style="list-style-type: none">• Flexibility and a willingness to be involved in activities that promote the community hub.• A commitment to lifelong learning and a willingness to contribute to furthering their own learning through CPD.• Commitment to the Academy's Equal Opportunities policies.• Personal drive and energy to motivate and inspire staff and students.• Capable of establishing positive relationships with parents.• Personal and professional integrity.• The ability to cope with complexity, ambiguity and uncertainty.• A genuine liking for and commitment to students even when the going gets tough.• Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos.

The Oasis Vision for Education

Exceptional Education at the Heart of the Community



OASIS' AIMS:

Transform Lives - Every person matters and everyone is loved and valued.

Transform Learning - We have a passion for learning and we want everyone to achieve their full potential.

Transform Communities - We are committed to community development and the aim of all our work is to increase community cohesion locally, regionally, nationally and globally.

OASIS PHILOSOPHY OF EDUCATION

As an organisation, with a rooted Christian ethos, our philosophy of education is underpinned by three important Hebrew principles: Inspirational Leadership, Deep Learning and Healthy Communities.

Inspirational Leadership: Rabbi (my teacher; my guide; my role model; a term of respect)

Through personal example and strong relationships, all teachers are encouraged to be inspirational role models for their students. In this way, a teacher is not simply a purveyor of 'knowledge', dropping it into the minds of those they teach. Instead, they are communicating and bringing knowledge, wisdom and understanding through their words, actions and whole lives, helping students to reflect and think for themselves.

Deep Learning: Yada (to know; to see; to perceive; to understand; to experience; to have a relationship with) Gives students the opportunity to encounter and experience learning personally and relationally. It is never an abstract, theoretical or academic idea simply to be contemplated but, rather, primarily about gaining wisdom – the practical application of knowledge to every area of life. Life is not straightforward; learning from failure and mistakes and being resilient is an important part of it. It is hands-on learning throughout life which can only be obtained through on-going active, intentional engagement with it and with others.

Healthy Communities: Shalom (peace; completeness; nothing missing; nothing broken; well-being, wholeness) Seeks to ensure that every classroom encounter, each piece of curriculum planning, each assessment experience are all shaped, informed and delivered in the light of our desire for wholeness and well-being in the widest sense of the word; for everyone at every level of their lives – academically, vocationally, physically, spiritually, morally, socially, economically, environmentally and culturally.

THE OASIS OFFER

Underpinned by our values and beliefs, all our work is designed to ensure each student receives the very best educational offer. Oasis operates as a national family of Academies across four regions.

The regional teams provide standards leadership and a professional governance service.

The Oasis family of Academies is lead by empowered, and empowering, resilient leaders who through deeply held beliefs and values always strive to make decisions in the best interests of the students and their communities.

Each Oasis Academy has its own identity and purpose and serves the local community by working with it to transform learning aspirations and opportunities.

As a family, Oasis Academies work interdependently, benefiting from sharing best practice and inspirational pedagogy. Leaders and teachers build understanding of what is needed to secure the best possible sustainable outcomes for all learners.

Each Oasis Academy is committed to enabling children and students to become effective, enthusiastic, independent learners committed to life-long development.

Each Oasis Academy is dedicated to the task of working continuously in pursuit of excellence across all aspects of its life and work.

