



# Oasis Academy Don Valley

## EYFS Lead



## Exceptional Education at the Heart of the Community

Dear Applicant,

Thank you for your interest in applying for the post of EYFS Lead at Oasis Academy Don Valley. I hope you find the information provided helpful, and warmly welcome any further questions throughout your application process.

It is an exciting time to be joining Oasis Academy Don Valley as we expand our team.

It is an exciting time to be joining Oasis Community Learning as we are seeing our efforts coming to life. In just two years our sustained improvement has seen the percentage of inspected academies attaining 'Good' or better rise from 30% to over 81%, and we are proud to say that our students have also seen the benefits this results season.

In this pack, you will find information on both Oasis Academy Don Valley as an Academy and Oasis Community Learning as a multi-Academy trust. I have also included a job description outlining expectations and duties for the role along with a person specification you can use to match your experience and suitability against.

Visits to the Academy are strongly encouraged as you will be able to meet with Senior Leaders from Oasis Academy Don Valley and get a feel for the Academy and all we stand for. Please do get in touch with the Academy on 0114 2200 400 if you would like a tour of the school.

If you wish to apply for the position with us, please complete all sections of the Application Form, which can be found on our website [www.ocicareers.org](http://www.ocicareers.org) including the Equal Opportunities form. Following the closing date, shortlisting will take place and applicants will be contacted. If you are invited to interview, we will provide further details nearer the time.

Thank you again for your interest in joining the Oasis family, and we hope to hear from you soon.

Yours sincerely,

James Pape  
Principal, Oasis Academy Don Valley

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## About Oasis

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

Born from the Oasis global charity, previously established in 1985 by Rev. Steve Chalke MBE, our first Academy opened in 2004. 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 are committed to helping every community realise its potential.

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 from 30% over 81%.



**24, 000 pupils**



**49 Academies**



**Over 4500 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.'**

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.

## The Oasis Ethos

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

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





## About the Academy

Oasis Academy Don Valley is a brand new all-through Academy on the site of the former Don Valley stadium in the Darnall and Attercliffe area of Sheffield. Our intake is mixed and comprehensive in nature, reflecting the ethnic diversity of Darnall and Attercliffe producing a culturally vibrant environment. We have children from Nursery to Year 5 and the Academy will then grow year-on year, with our secondary phase scheduled to open in 2018, until 2022 when we will have year groups from Nursery to Year 11 and provide an exceptional education for all.

The Academy's aim is to provide children in the Darnall and Attercliffe area with an exceptional education. Our goal is to create an Academy that is rooted in the community that local families are confident to send their children to, secure in the knowledge that students of all abilities will be catered for and each student will be encouraged to realise their full potential. We believe that we have an exciting opportunity to provide an education, which will be planned and structured across the entire Academy so that children will have a challenging, cohesive and progressive experience from the time they enter at age two, all the way through to sixteen, when they leave the Academy.



At Oasis Academy Don Valley, we are creating a thriving Academy that is at the heart of our community, committed to developing successful learners for the future, through delivering outstanding outcomes for all. Through this we will ensure that our learners' leave us prepared to have a positive impact on the world in their own unique way. We will aim to create an exciting, secure and happy environment, which provides opportunities for nurturing personal growth and fostering the development of enquiring minds.

Our Academy is a happy and vibrant place where expectations are high, everyone is valued and encouraged to be their very best. Our staff are passionate about achieving the very best for every child and we are committed to becoming an outstanding Academy with inspirational teaching and learning an expectation.

Children, their families and our community play a large part as we celebrate each moment of our journey, so together we can feel proud of all that we achieve.

### Our Values

- **Pride**
  - We endeavour to be proud of what we achieve
- **Respect**
  - We respect our similarities and our differences
- **Enthusiasm**
  - We approach everything we do with enthusiasm
- **Courage**
  - We approach every new opportunity with courage
- **Hope**
  - We maintain a deep sense of hope that the future can be transformed

### Our Beliefs

- **Every Child**
  - All children can be successful, regardless of their background
- **No Excuses**
  - Adults – Teachers and other Academy staff, parents and carers are responsible for ensuring children achieve their potential
- **High Expectations**
  - Children, Staff, Academies and Communities will live up to the expectations placed upon them
- **Lead Learning**
  - The most important things that happen in a school happen in classrooms
- **No Islands**
  - When great Academies, Staff and Children work together, anything is possible



# Job Description – EYFS Lead

POST TITLE: EYFS Lead

RESPONSIBLE TO: Principal

SALARY: MPS/UPS + TLR2a + Teacher Pension

LOCATION: Oasis Academy Don Valley

DISCLOSURE LEVEL: Enhanced

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## Job Purpose:

- ❖ To lead the EYFS team to ensure the high quality of teaching and learning and the highest standards of attainment and achievement for all children and groups of children
- ❖ To work collaboratively with the Academy leadership team and other middle leaders in the strategic leadership of the Academy with particular responsibility for EYFS
- ❖ Monitor the standards of achievement, attendance, behaviour and welfare within the EYFS and act proactively to bring about sustainable improvement
- ❖ To promote the vision and values of the Academy and Oasis Community Learning

## Leadership Responsibility:

- ❖ To play an integral role in the formation and implementation of the Academy Development Plan, including evaluating its success
- ❖ To take the lead role in some areas of the Academy Development Plan, and be accountable for these aspects
- ❖ To take responsibility for the development and co-ordination of a particular area of the curriculum
- ❖ To lead and manage teachers and all practitioners in the EYFS
- ❖ To organise regular EYFS phase meetings to ensure continuity in teaching and learning
- ❖ To update teachers on changes to Academy policy
- ❖ To ensure that planning, assessment, target setting, recording and reporting systems are implemented in line with Academy policy
- ❖ To monitor standards within the phase, analysing data from Academy tracking systems and ASP and use this information to action required support
- ❖ To organise materials for, and co-ordinate, assessment and data return
- ❖ To organise meetings for parents at the beginning of the year and ensure that all agreed information (e.g. targets) are sent out on time
- ❖ To liaise closely with support staff and other professionals so that they are able to make a significant contribution to teaching and learning in the phase
- ❖ To induct, support and monitor new staff within the Phase
- ❖ To lead Performance Management and professional development of Teaching Assistants in the phase, where appropriate
- ❖ To be a 'visible' leader, attending evening events and meetings out of school time where appropriate
- ❖ To lead INSET training where appropriate
- ❖ To liaise with staff to ensure smooth transition from one phase to another, including co-ordination of the 'handover' of relevant documents
- ❖ To ensure that teachers are aware of the implications of equality of opportunity

## Teaching and Learning

- ❖ Leading, developing and enhancing the teaching practice of others
- ❖ To liaise effectively with other Academy leaders to ensure consistency of approach in teaching and learning across the Academy

- ❖ To be an outstanding role model for your team in terms of outstanding teaching, behaviour management and classroom management that sets a standard for other teachers to emulate
- ❖ To enable all teachers to develop their expertise in planning and teaching through example, support and by leading or providing high quality professional development opportunities
- ❖ To provide guidance and support to staff in planning, implementing schemes of work and evaluation of teaching to raise standards across the phase
- ❖ To monitor the quality of teaching and learning within the EYFS including scrutiny of work and, planning and through completing lesson observations, taking responsibility for improving standards
- ❖ To ensure that the class teachers deliver the EYFS curriculum effectively
- ❖ To work with the teachers to promote best and innovative practice to enrich the range of teaching and learning styles in the Academy
- ❖ To support colleagues to create a stimulating and creative learning environment

#### Outcomes for Children:

- ❖ To have a positive impact on educational progress and achievement across all children and groups of children in the EYFS, ensuring that standards are at least in line with national averages
- ❖ Monitor and evaluate the standards of achievement and attainment of the EYS through pupil data and information
- ❖ Organise, lead progress meetings with teachers after assessment collection, and use these to action plan for improvements for individuals and groups of children
- ❖ Coordinate intervention for children across the EYFS, designing programmes and measuring their impact on children's progress
- ❖ To provide guidance to staff on assessing standards on entry, baseline information, phonics and basic key skills

#### Personal development behaviour and welfare:

- ❖ Assume responsibility for the welfare of students; follow up incidents; maintain detailed records and children's files; have meetings with parents during or after school as required, sometimes with other senior staff members; arrange sanctions where appropriate; communicate with parents
- ❖ Monitor attendance and punctuality, discuss issues relating to absence, truancy and punctuality with other members of the phase, Pastoral Manager and Attendance Officer and where appropriate with a relevant member of the Academy Leadership Team
- ❖ Arrange meetings with parents in order to acquaint them with Academy policy, or to discuss any welfare problems arising concerning a particular student
- ❖ Attempt to know all children in the phase as well as possible and to become accepted as a person to whom they can turn for guidance, in addition to their class teacher
- ❖ Prepare and hold such assemblies with groups as required by the Principal
- ❖ To be responsible for the pastoral care of children in the EYFS, dealing with incidents of behaviour and wellbeing of children and promoting high levels of attendance and punctuality
- ❖ To promote good behaviour around the Academy and support colleagues in promoting good behaviour

#### Other

- ❖ To safeguard the health and safety of self and others in accordance with the Academy's Health and Safety Policy
- ❖ To undertake decision making and policy development across the Academy
- ❖ To maintain lines of communication between the Leadership Team and staff
- ❖ To show a commitment to work outside directed time when required
- ❖ It is also the duty of the EYFS Lead to develop personally and professionally through:
  - Reflection on own practice and private study, keeping abreast of new initiatives
  - Participation in appropriate in-service programmes

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



### Safeguarding children and young people

Oasis is 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 an enhanced DBS check

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent spoken English is an essential requirement for this role.

**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.**

	Essential	Desirable
<b>Qualifications &amp; Training</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher status.</li> <li>• Evidence of recent professional development.</li> <li>• Evidence of enhanced DBS clearance.</li> <li>• Right to work in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>• 4 years full time teaching experience</li> <li>• Evidence of leadership training and development.</li> </ul>
<b>Experience, Skills &amp; Knowledge</b>	<ul style="list-style-type: none"> <li>• The ability to converse at ease with parents/students and members of the public, and provide advice in accurate spoken English.</li> <li>• High level of expertise in Teaching and Learning including end of phase assessment.</li> <li>• An excellent classroom practitioner able to lead by example.</li> <li>• A good working knowledge of strategies and techniques for raising pupil attainment generally including different groups of pupils such as SEN and those children in receipt of the pupil premium grant.</li> <li>• Active involvement in the development of Academy policies.</li> <li>• Experience of a range of summative and formative assessment procedures.</li> <li>• Experience of target setting.</li> <li>• Knowledge and experience of a range of teaching and learning styles, which reflect structured sequences of learning.</li> <li>• Knowledge and understanding of ICT.</li> <li>• Strong interpersonal skills: ability to lead, motivate, challenge and inspire colleagues and give feedback in a supportive manner</li> <li>• Able to build team capacity.</li> <li>• Able to establish credibility with all staff.</li> <li>• Able to establish positive relationships with parents, carers and Academy Councillors.</li> <li>• Proven ability to maximise resources</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of allocating and managing a budget.</li> <li>• Experience of EYFS baseline.</li> <li>• Experience of EYFS Profile and Outcomes.</li> <li>• Experience of leading and managing within a school including curriculum leadership.</li> <li>• Ability to analyse, interpret and act on test data.</li> <li>• Knowledge of pupil premium data analysis and how to measure impact.</li> <li>• Experience of organising/delivering teacher or support staff training.</li> <li>• Experience of undertaking performance management.</li> <li>• Experience of supporting whole school behaviour management.</li> <li>• Experience of observing and evaluating the quality of learning and teaching.</li> <li>• Experience of mentoring or supporting colleagues.</li> <li>• Experience of working with other agencies or organisations.</li> <li>• Able to maximise potential of all staff.</li> <li>• Knowledge and understanding of management procedures.</li> <li>• Experience of wider reading and educational issues.</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• High expectations and a commitment to raising standards of attainment.</li> <li>• Able to embrace change and help others to manage the change process.</li> <li>• Good organisational and personal management skills.</li> <li>• Able to work effectively as part of a team at all levels.</li> <li>• Commitment to safeguarding and promoting the welfare of children and young people.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to work independently and proactively.</li> </ul>

	<ul style="list-style-type: none"><li>• Willingness to undergo appropriate checks, including enhanced DBS checks.</li><li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people.</li><li>• Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline.</li><li>• Have a willingness to demonstrate commitment to the values and behaviours, which flow from the Oasis ethos.</li></ul>	
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# 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

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 led 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.

