



Performance Technician



Dear Candidate,

Thank you for your enquiry regarding the position of **Performance Technician** at Oasis Academy Hadley. We are part of Oasis Community Learning which runs over 40 academies across the UK. We are looking to appoint Behaviour Mentors to work in our primary or secondary phases.

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.oasisacademyhadley.org. We welcome visits to the Academy. Please contact Peri Mehmet, HR Manager, on 020 8804 6946 ext 73012 or hr@oasishadley.org to arrange a visit or if you would like to discuss any aspect of the post.

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

Email: hr@oasishadley.org

Post: Peri Mehmet
Oasis Academy Hadley
143 South Street
Enfield
EN3 4PX

The closing deadline for applications is no later than **8am on Thursday 17th August 2017**.

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 **Tuesday 22nd August 2017**. If you have not been invited to attend by **Monday 21st August**, 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
Principal

About Oasis Academy Hadley

Oasis Academy Hadley opened in September 2009 and in January 2013 moved to our new, state of the art building, on South Street, Ponders End, EN3 4PX, a two minute walk from Ponders End train station.

The Academy has been very successful since it opened. In June 2016 the Ofsted Inspection judged the Academy to be good in all areas.

'In all phases rates of progress for pupils are at least good'

'The ambition and culture of high expectations have been sustained since the last inspection'

'Good quality care pervades all aspects of the school's life and work'

'The Hadley Way is ensuring that pupils' lives are transformed'

The popularity of the Academy has increased year on year and we are now the school of choice for our local families and is over-subscribed in many year groups. The Sixth Form is the first choice for our Year 11 students and has become increasingly popular with external students from local schools.

The percentage of students achieving the best grades at both GCSE and A Level has risen significantly over the years. Last summer 49% of students achieved 5+ A*- C grades including English and maths, in line with national average from starting points that are well below national average. Consequently, the percentage of students making good and outstanding progress is above national average. We have been successful in narrowing the gap with Pupil Premium students making significantly better rates of progress than non-Pupil Premium. At A level our pass rate is in line with the national average and our ALPS rating is good. Over 90% of our students have progressed to university including Russell Group universities following a wide range of courses including from English, politics to engineering, psychology and law.

Students make very good progress across Phase 1. Our KS1 SATS results this summer were well above national averages with 86% achieving 2b or above in reading and over 93% in maths. In the Year 1 Phonics test 92% of children made expected progress.

We began Phase 1, our primary section, in September 2010, admitting 60 Reception age children. These children have moved into Year 5. The Nursery opened when we moved to the new site in January and is very popular. In July 2013 we were asked by the Department for Education to be part of the 2 year olds pilot scheme and we now have a very successful 2 year old Nursery with full day care. This September we increased our Phase 1 intake to 90 children in reception.

The all-through Academy brings huge benefits to students, their families and to staff in terms of curriculum continuity and progression, parental involvement in their children's learning and professional development opportunities.

The Academy mainly serves ethnically and economically diverse local communities of Ponders End, in North Eastern Enfield. A number of students travel from Enfield Lock, Edmonton and Haringey to the Academy. Despite the challenges many of them 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 work in ten other countries around Europe, Africa, Asia and North America. 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 share 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 Hadley 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. Hadley 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 a shop on South Street to provide an additional facility to work with the local community.

The Academy operates a totally inclusive admissions policy, accepting students irrespective of faith or ability. Our goal is to create an environment where students 'want' to learn rather than 'have' to learn.



About Performance

The Performance Faculty comprises of four subject areas; Music, Drama, Dance and PE. This Faculty includes purpose built drama studios, fitness suite, dance studio, recital room, recording studio and six practice rooms. The two music classrooms are equipped with interactive whiteboards as well as 15 iMacs with Garageband, Sibelius and Logic all installed. There is a Performance workroom allowing for planning and preparation and storage of resources and schemes of work.

The Performance Technician supports the work of the Performance Faculty on a day to day basis. In addition the technician is expected to contribute to out of hours Academy rehearsals and productions.

All of the Performance subjects are very popular with our students and are taught with specialist subject teachers across all key stages, from the primary phase up to and including the sixth form. The performance based subjects are very popular at GCSE/BTEC Level 2 level and increasingly at A level/BTEC Level 3.

We are also very proud of the extra-curricular activities offered at our Academy. All areas of the Faculty contribute significantly in developing students' talents and self-esteem through offering many varied opportunities for students to perform. Recently we have collaborated as a Faculty performing the musical 'High School Musical' to a packed audience on two nights as well as putting on our Annual Dance Showcase.

This is an exciting time to work at the Academy. Not only are there the fantastic opportunities provided by the new Academy, but we are rapidly moving forward as a learning area by tailoring the courses available to each student according to their needs, skills and aspirations effectively. All of this creates an inclusive environment, where every student has the real opportunity to meet their full potential.





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

At Oasis Academy Hadley we interpret the Oasis Ethos through the Hadley Way.

The Hadley Way

ASPIRE: We will have the highest expectations of ourselves and others for both learning and behaviour.

ACHIEVE: We will be the best we can

CARE: We will consider others and make positive contributions to the Academy, local and global communities in which we live

ENDEAVOUR: We will be resilient, enjoy a challenge and not give up easily.

Job Description

POST:

Performance Technician

ACCOUNTABLE TO:

The Principal, under the day-to-day management and leadership of the Faculty Leader

GRADE:

Scale 4, Point 18 -22
Outer London - £17,355 -
£19,156 (pro-rated)

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 Hadley

WORKING PATTERN:

40 weeks a year, 37 hours a week

JOB PURPOSE:

To provide technician support in the Performance Faculty.

RESPONSIBILITIES:

1. To support performance staff in performances throughout the year.
2. To support staff and students in preparing and maintaining the recording studio and lighting equipment.
3. To ensure the safe, efficient and effective day to day running of the Faculty.
4. To provide support to staff and students in music technology lessons and clubs.
5. To comply with Health and Safety regulations.
6. To promote and safeguard the welfare of children who come into

DUTIES:

1. Strategic Development and Academy Development

- Responsible, as a member of staff, for promoting and developing a positive culture and to ensure diversity within the Academy community is recognised and respected.
- Contribute to the development of the Academy's vision, values and aims and to abide by agreed professional behaviours and attitudes.

2. Key Tasks

- Monitor health and safety within Faculty. Act upon any issue arising. Report any issues to Faculty leader.
- Maintain ICT and Music Technology resources, working closely with the ICT support team to ensure the smooth running of the two Mac suites.
- Prepare and maintain the recording studio for lessons and extra-curricular events.
- Support with whole academy and faculty based performances
- Assist in the development and delivery lessons with in the Faculty.
- Assist in the collation of all data, complete records and documents recording information consistent with the correct protocols and procedures within the Faculty.

2. Key Tasks (continued)

- Receive deliveries and distribute materials to users within the Faculty.
- Provide movement of equipment and resources within the Faculty to facilitate teaching and learning.
- Inspect and carry out remedial tasks to ensure all equipment and classrooms are safe to use.
- Report Faculty maintenance issues, including ICT, to the Faculty Leader and appropriate staff.
- Carry out periodic inspections and monitoring procedures on equipment within the department, documenting and ensuring all information is passed to the staff.
- Maintain stock for reprographics in the faculty.
- Assist teachers during practical based lesson where required within the Faculty
- Monitor the replacement of stock and complete orders within the Faculty.
- Provide technical support for productions, workshops and exhibitions run by the Faculty.

3. Health and Safety

- Ensure that all facilities, workspaces and rooms are kept tidy and that storage of materials is in accordance with appropriate health and safety requirements.
- Maintain health and safety standards in the faculty and comply with health and safety policies and procedures work safely utilising appropriate safe working practices.
- Ensure stores remain locked at all times when not occupied.
- Report any equipment defects, poor practice or health and safety issue to the Faculty Leader or appropriate staff member so that improvements can be made.
- Report all accidents, incidents and dangerous occurrences to the Faculty Leader and appropriate staff.
- Work safely utilising appropriate safe working practices.

4. General

- Attend team meetings
- Participate in the Academy's Performance Management process
- Attend training as appropriate.

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.

The post holder will be subject to performance objectives agreed annually with the relevant body and these objectives will be reviewed annually.

Performance Technician Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> GCSE English and maths at A*-C or level 2 equivalent 	
Experience, Skills and Understanding	<ul style="list-style-type: none"> Demonstrate an understanding of processes, systems and routines in the job Knowledge of latest music and media software and apple operating system or a willingness to complete additional training Knowledge of sound and light equipment for productions or a willingness to complete additional training Proficiency in the effective and safe use of equipment of equipment associated with the job Good audio and visual skills, ability to use and manipulate sound and light desks. Good communication skills Ability to converse at ease with parents/students and members of the public and provide advice in accurate spoken English Understanding of the practical application of Equal Opportunities in an Academy context 	<ul style="list-style-type: none"> Experience of working in a school or academy setting Knowledge of health and safety Knowledge of VLC, WMV and final studio
Personal Qualities	<ul style="list-style-type: none"> Good organisational skills, ability to show initiative Ability to work alone and as part of a team Demonstrate physical fitness to perform any lifting and handling materials and periods of standing required in the job Ability to form and maintain appropriate relationships and personal boundaries with children Emotional resilience in working in a range of 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.