



SCIENCE TECHNICIAN
INFORMATION PACK FOR CANDIDATES

March 2018

Dear Applicant

Thank you for your enquiry regarding a position of Science Technician at Oasis Academy Enfield.

I hope you find the information pack helpful. If you feel that that this is a post for which you would like to apply, please complete all sections of the Application Form and the Equal Opportunities monitoring form (CVs are not accepted) and return it to Sue Radford, HR Manager, by either of the following ways:

Email: sue.radford@oasisenfield.org

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

Please ensure you provide the name, address and status of two referees, one of whom should be your current direct 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.

The closing deadline for applications is 9.00 am Friday 23rd March 2018.

Interviews will be held during week commencing 26th March 2018.

If you have not been invited to attend by Thursday 29th March 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.

If you would like to know more about us before you apply please see our website www.oasisacademyenfield.org, or if you are not clear about any aspect of the application procedure, do not hesitate to contact us for clarification. Visits to the Academy are welcome by prior arrangement.

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

Yours sincerely

A handwritten signature in purple ink, appearing to read 'Neil Hassell'.

Neil Hassell
Principal



About Oasis Academy Enfield

Oasis Academy Enfield opened in 2007 and is located on the Innova Park site in North East Enfield. Although independent, Oasis Academy Enfield works closely with the Local Authority, local schools and other organisations for the good of all within the community. The young people who join the Academy have access to excellent facilities, exciting opportunities and first-class support. They are subject to high expectations and are stretched and challenged in their learning and personal development. All students are treated as individuals; there is no 'one size fits all' approach. Learning is active, hands on, engaging and fun. Oasis Academy Enfield is a school for the community and a school for the 21st Century, preparing our young people for their future.

The school was inspected by Ofsted in April 2015 and judged Good in all categories.

- Students make good progress from below average starting points to achieve above average outcomes
- Behaviour is good
- Teaching is good
- Students make rapid and sustained progress including those who come from disadvantaged backgrounds
- This school is committed to nurturing students with both academic competence and fully developed character
- Oasis schools are committed to having a positive transformative impact on disadvantaged communities through world-class education

Local Context

The Academy mainly serves the culturally and economically diverse local communities of Ponders End, Enfield Lock and Enfield Highway in North Eastern Enfield. A significant number of students travel across the borough to attend the Academy. The RAISE online deprivation indicator for Oasis Academy Enfield is 0.49 – in the highest quintile. The intake of the Academy is changing with all indicators showing increasing levels of deprivation. Free School Meals is at 53%, students from ethnic minority backgrounds 73%, English as an additional language is at 35%. Over 30 languages are spoken in the Academy.

Oasis Academy Enfield is a well-respected and influential local school of choice, because:

- Our ethos nurtures academic excellence and strength of character
- Learning is inspired by great teaching; staff strive to be and are supported to be outstanding teachers and leaders
- Students, from all starting points, make progress and achieve outcomes significantly exceeding national averages
- Great behaviour supports great learning because students care about themselves, each other and are proud of their communities
- There are high expectations of everyone

and therefore produces young people who have a positive, transformative impact on their community.

Learning – Curriculum

We provide a curriculum which caters for the individual needs and interests of students and offers a secure base of academic and vocational learning. Our Virtual Learning Environment enables students to access both class work and Extended Learning from home and communicate with their teachers via email.

Key Stage 3

Students follow learning programmes based on National Curriculum schemes of work in English, Maths, Science and Computing and ICT. They have access to the Humanities, Arts, Technology, Sports and Languages through the core curriculum, during our immersion sessions and optional learning pathways. Students have the unusual chance to choose optional subjects from the end of Year 8 – a year earlier than in most schools. Our programme of extra-curricular activities includes a wide range of sporting and leisure interests as well as sessions put on by staff to help with progress in examination subjects.

Key Stage 4

In Key Stage 4 students follow a core curriculum of English, Maths, Science, PE and Humanities. Students then choose from a full complement of GCSEs, BTEC and other vocational courses. Students begin GCSE and other Level 2 options in Year 9 and have the opportunity to take exams at the end of Year 9 and 10 where appropriate. Others are able to take three years to complete Key Stage 4. We work closely with Enfield Local Authority to offer a range of flexible, vocational courses for students who wish to pursue this route of learning. As a Business & Enterprise specialist school the Academy develops excellence in students' enterprise skills through regular whole-Academy events and in a variety of enterprise-focused subjects. The curriculum is divided into four modules and once in this period we involve students in an "Oasis Life + Day" which covers important aspects of citizenship, personal, health and social education. This involves engaging with visiting groups and taking part in workshops.

Sixth Form

Our Sixth Form opened in September 2012 in accommodation on Innova Park – a short distance away from the Academy. However we are very excited that the Sixth Form have now relocated to the main Academy building where they have some dedicated facilities including a common room and IT suite. We offer a wide range of A-Level courses together with Level 3 BTEC and a selection of Level 2 BTEC and GCSE qualifications.

Our membership of The Access Project enables students in years 11 and 12 to receive weekly mentoring from personnel in top city law and accountancy firms as well as gaining valuable experiences that can be captured in their UCAS forms.

Learning – Organisation

All students belong to a Learning Family, a group of no more than 30, supported by a Learning Family Guide. The Learning Family Guide gets to know the young person's interests, skills, talents and needs. The Learning Family Guide works with the student and parents/carers to personalise their learning, helping them choose the right courses and ensuring they develop the skills needed for effective learning. The members of a Learning Family support and guide each other, sharing experiences and knowledge. We especially see the benefit of students encouraging one another and believe this peer support motivates the students to succeed. In Years 7 and 8 much of the learning takes place in Learning Families which provides a sense of security in the first years of secondary education. Different combinations of students in classes are used to deliver the core subjects at Key Stages 3 and 4 (English, Maths and Science) and Pathway subjects further up the Academy. Students are grouped according to the stage they are at, with targeted teaching and support that enables good progress to be made by all students. Learning Family Guides receive information from subject teachers and feed back to students and parents/carers on progress being made. Discussions involving Learning Family Guide, student and parents/carers result in Personal

Learning Programmes being developed. By treating students as individuals we ensure they study the subjects that suit their abilities, set appropriate learning targets and develop ambitious and exciting future goals.

Community – Living and learning together

Community Hub

The vision of the Academy is to create both an outstanding school and a community hub. Our building gives us the opportunity to combine the impact of a school, church and Youth Service in one integrated package.

Oasis Church

The church was established to support and work alongside the staff, students and families associated with the community hub at Enfield. We want to create a community hub that is a hive of activity and serves a purpose within this community. The church is motivated by the life and work of Jesus Christ. Church gatherings take place every Sunday morning between 11.00am and 12.30pm in the Academy. We start with hot drinks and then discuss the Bible, sing and pray for about an hour. Every couple of months we host a family event and take on a project that would be of practical use for the community.

Youth Service

The Youth Service team was set up in September 2006 and operates with both full-time staff and gap year volunteers. The Youth Centres operates at Enfield Island Village and targets the 11-19 age range. The team also operates a full range of holiday activities, workshops and projects. Enfield Island Village club offers everything from table tennis, a dance group and a specialist music studio. Holiday activities include workshops for music, DJ-ing, first aid and graffiti art.

Facilities

As a new Academy we have excellent facilities in a building designed for 21st Century education. The centrepiece of our Academy is the Agora; a large, open 'market place' where students' work and achievements are showcased. The Academy has many eco-friendly features: solar panels and wind turbines, an eco-construction site and garden area.

We are ICT rich with easy access to the Academy network, both in and out of school. Parents/carers are able to access information on their child's attainment, progress and attendance at any time. Staff are provided with a laptop for the duration of their employment.

Staff have the use of gym facilities outside of the school day and tea and coffee are provided free of charge.

About Oasis Community Learning

Oasis Community Learning was set up in 2004 with the express purpose of transforming learning, lives and communities through the development of the Oasis Academies.

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 seeks 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

Job Description

POST:	Science Technician
RESPONSIBLE TO:	Senior Science Technician
ACTUAL SALARY:	Scale 4, SCP 18 – 22 Outer London Scale (£16,929 - £19,130 per annum)
LOCATION:	Oasis Academy Enfield
WORKING PATTERN:	37 hours per week x 39 weeks per annum term time
DISCLOSURE LEVEL:	Enhanced
JOB PURPOSE:	To ensure the provision of high-quality and timely services to support the delivery of the Science curriculum through the maintenance and organisation of teaching resources within Science

SPECIFIC RESPONSIBILITIES:

A. Preparation

1. To provide and prepare all equipment, chemicals and specimens for practical sessions and examinations including constructing, setting up and dismantling equipment as required by the Learning Leader Science.
2. To prepare other teaching aids to support teaching.

B. Support of staff and students

1. To advise teaching staff and students in the safe and proper use of equipment and materials.
2. To provide specialist resource support for projects or teaching activities to inform, support and engage all pupils.

C. Maintenance

1. Under the direction of the Senior Science Technician, carry out minor repairs to equipment and replenish materials in a clean and well-organised environment.
2. To maintain the laboratories and equipment in a clean, safe and tidy condition at all times and assist with the storage and control of stock in accordance with health and safety guidance and school policies.
3. To provide care for the plants and livestock kept within the science department.
4. To make up and ensure that standard solutions and other agents are maintained in the laboratory.

D. Administration

1. To maintain an inventory of equipment and materials.
2. To monitor use of equipment and maintain safe keeping.
3. To bring any foreseen shortfalls in stock levels or repairs needed to the attention of the Senior Science Technician.
4. To develop a thorough understanding of Health and Safety procedures especially as they relate to work in a laboratory.

E. Other Duties

1. To be aware of issues regarding confidentiality and child protection and work accordingly with regard to Academy procedures.
2. To work in a co-operative and polite manner with all stakeholders and visitors to promote and enhance the reputation of the Academy.
3. To work with students within the framework of the school in a courteous, positive, caring and responsive manner.
4. To present oneself in a professional way that is consistent with the values and expectations of the Academy.
5. To be responsible for promoting and safeguarding the welfare of children and young persons.
6. To participate in the Academy's Performance Management process
7. Other duties as can be reasonably expected by the Principal.

F. Safeguarding Children

Oasis Community Learning 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 enhanced DBS checks.

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.

Science Technician Person Specification



Our Purpose

Oasis Academies exists to provide a rich and balanced educational environment which caters for the whole person - academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally. Our task is to serve our students as well as to provide a learning hub for the entire community. In this way we will raise aspirations, unlock potential and work to achieve excellence through encouraging a 'can do' culture which nurtures confident and competent people.

Oasis Community Learning Ethos

Our ethos is an expression of our character - it is a statement of who we are and therefore the lens through which we assess all we do. Our work is motivated and inspired by the life, message and example of Christ, which shapes and guides every aspect of each of our schools. This is foundational to our belief that all people are created and loved by God as equal and unique beings, and to our commitment to model inclusion and compassion throughout all the aspects of the life and culture of each Academy community.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> GCSE or equivalent in English Mathematics and Science grade C or above 	<ul style="list-style-type: none"> Additional science qualification ie NVQ Lab Technicians in Education
Experience, Skills and knowledge	<ul style="list-style-type: none"> Good communication skills Competent in ICT Knowledge of Health and Safety legislation, COSHH regulations and safe working practices in relation to the safe handling and storage of chemicals and use of hazardous equipment 	<ul style="list-style-type: none"> Previous experience in a scientific technical role Relevant experience of working with children Experience in a secondary school setting Experience of working with a class teacher to plan learning activities and resources
Personal Qualities	<ul style="list-style-type: none"> Relentlessly enthusiastic, reliable and committed Team player who is able to work collaboratively in a diverse team as well as under own initiative Able to deal with people from a broad cross-section of backgrounds at all levels internally and externally Ability to remain discrete when privy to confidential information Commitment to safeguarding and promoting the welfare of children and young people. Willingness to undergo appropriate checks, including enhanced DBS checks. 	

	<ul style="list-style-type: none"> • 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 and attitudes to use of authority and maintaining discipline • Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos. 	
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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. 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 DBS 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 DBS 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 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
- Barred Persons Check
- Satisfactory DBS Disclosure
- 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 DfES 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.

