Oasis academy hadley

Year 6 Class Teacher





Dear Candidate,

Thank you for your enquiry regarding the position of **Year 6 Class Teacher** at Oasis Academy Hadley. We are part of Oasis Community Learning which runs over 40 academies across the UK. We need an enthusiastic and talented Year 6 Teacher to join the Phase 2 team for September 2018.

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. For an informal, confidential discussion, or to arrange a visit please contact our HR Manager, Peri Mehmet, on 020 8804 6946 ext 73012 or hr@oasishadley.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: 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 **Monday 21st 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 **Tuesday 22nd May** 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,

L. Dawes

Lynne Dawes
Principal

About Oasis Academy Hadley

Oasis Academy Hadley is an inclusive all-through, 2 to 18 academy that is committed to giving children the best possible education. We are located in our state of the art building, on South Street, Ponders End, a two minute walk from Ponders End train station.

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

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

'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 popularity of the Academy has increased year on year and we are now the school of choice for our local families and we are over-subscribed in many year groups. The Sixth Form is the first choice for 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 our Progress 8 score was +0.3 putting in the top 18% of schools in the country. 55% of students achieved Level 4+ in the Basics - English and maths GCSE. We have been successful in narrowing the gap with disadvantaged students achieving in line with advantaged students. Consequently, students make good and outstanding progress. At A level and BTEC Level 3 our students continue to make good progress. Over 94% of our students have progressed to university including 47% Russell Group universities following a wide range of courses including from English, politics to engineering, psychology and law.

Phase 1, our primary section, began in September 2010, admitting 60 Reception age children. Students make very good progress across Phase 1. Our Year 1 Phonics test results and KS1 SATS results this summer were line with national averages. The Nursery opened when we moved to our new site in January and is very popular. In July 2013 we were asked to be part of the 2 year olds pilot scheme by Department for Education and we now have a very successful 2-year-old Nursery. We offer full time day-care for 2 and 3 year olds including the Government 30 hours free day care. Our admissions arrangements give staff have priority for places in our nurseries and school.

The all-through Academy brings huge benefits to students, their families and to staff in terms of curriculum continuity and progression, facilitating 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. 90% of students come from 30 most deprived areas in the country. High numbers (60%) receive pupil premium. There is a high proportion of students with English as an additional language (69%) with over 60 languages spoken. Turkish, Black Caribbean, Somali 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 work 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 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.













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 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 though 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.

About Phase 1 – Our Primary Phase

Phase 1, our primary section, is situated in the south wing of the building. It benefits from large, airy, well-resourced classrooms that are a pleasure to teach in. In Early Years and Year 1 all classrooms open out on to a purpose built outdoor space. Year 2 and Key Stage 2 are situated on the first and second floor and have additional breakout spaces to support individual and group work.

Across the Academy we want our children to love learning and we deliver a child-focused curriculum that is stimulating, engaging and a pleasure to teach. The Academy has a strong inclusion facility that is built on early intervention, we promote an age, not stage approach to learning throughout the academy.

Children make good or better progress in Phase 1. EYFS good level of development, phonics test and KS1 SATS were in line with or exceeded national averages with disadvantaged children achieving results in line with other children in many areas. We were disappointed by our first year 6 SATs results last summer and have worked hard to ensure the mistakes of last year have not been repeated and are confident that our results will be at least in line with national expectations.

The successful candidate will join an established Phase 1 Team led by the Phase Leader and three Leaning Directors and will benefit from being part of a supportive, enthusiastic team. You will join a team that continues to develop our Phase 1 provision to ensure our children achieve their full potential and are ready to move into the secondary phase.

The Phase is well-equipped with Interactive Whiteboards in every room, printer/photocopier on each floor laptop trolleys and banks of computers in the breakout spaces. All teaching staff are provided with their own laptop. A high standard of decor and display provide a stimulating environment in where students want to learn. Schemes of work and resources are held centrally electronically and can be access on and off site.

The post is suitable for more experienced teacher. Experienced staff will find excellent professional development and as we are a growing academy accelerated promotion opportunities.

This is an exciting time join the academy as we continue on our journey to become an outstanding academy.





Job Description

POST:
Class Teacher

ACCOUNTABLE TO:
The Principal, under the day-to-day management and leadership of Head of Phase 1

GRADE:
MPS/UPS (Outer London) + up to £4,000 Recruitment and Retention Allowance for an exceptional candidate

KEY RELATIONSHIPS:
Academy Leadership Team and Phase 1 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:
Full-time and as described in the School Teachers' Pay and Conditions Document.

JOB PURPOSE:

To contribute to the teaching under the direction of the Phase Leader. The post holder is expected to carry out the professional duties of a qualified teacher in accordance with the current DFE Teachers' Pay and Conditions document and those described in the Outcomes. The post holder is expected to meet the current Teachers' Standards.

RESPONSIBILITIES:

- To provide high quality teaching which promotes good progress and outcomes by students.
- To actively support the vision, ethos and policies of the Academy.
- To promote and safeguard the welfare of children you teach or come into contact with.

OUTCOMES:

1. A) Achievement and standards
   - Set challenging targets that build on prior attainment of every student.
   - Evaluate student progress through the use of appropriate assessments and records and regular analysis of the data.
   - Set, track, evaluate and report on individual student progress towards their targets.
   - Mark and monitor students' work giving formative, next step feedback and targets for improvement in line with the Academy Assessment policy.
   - Keep systematic records to show student's understanding and completion of work and the identified strengths, areas for development and grades awarded.

Teachers' Standards

1. Set high expectations which inspire, motivate and challenge students
   - Establish a safe and stimulating environment for students, rooted in mutual respect.
   - Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
   - Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

OUTCOMES:

2. Promote good progress and outcomes by students

- Be accountable for students' attainment, progress and outcomes.
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide students to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
- Encourage students to take a responsible and conscientious attitude to their own work and study.

3. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure students' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

B) Quality of Provision

- Teach allocated students by planning your teaching to ensure appropriate progression of leaning.
- Plan and deliver lessons appropriate to students' individual needs, which are both engaging and challenging, in accordance with the Academy's Teaching and Learning Policy.
- Keep systematic records and plans of lessons taught.
- Work collaboratively with Additional Adults attached to any teaching group, where appropriate jointly planning the lessons.
- Set high expectations for behaviour in the classroom in line with the Academy Behaviour for Learning Policy.
- Ensure safe well-ordered learning environment by having clear routines for classroom management which are applied consistently and fairly.
- Contribute to the development of schemes of work and materials.
- Monitor and control the storage and use of teaching materials and books related to their teaching;
- Critically evaluate your own teaching and participate in partnership teaching and teacher coaching as appropriate to improve effectiveness.
- Set appropriate cover work for all classes which are covered in the event of absence (foreseen and unforeseen)

Teachers Standards

4. Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

5. Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

OUTCOMES:

C) Personal Development and Well-Being

- Recognise, praise and reward student achievement, effort and progress.
- Give every student the opportunity to realise their potential.
- Act as a Learning Guide of an assigned Learning Group and carry out the duties outlined in the job description of a tutor.
- Assist in the development and running of extra-curricular activities.

Teachers' Standards

6. Adapt teaching to respond to the strengths and needs of all students

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development.
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

D) Professional Development

- Keep up to date with current developments in curriculum development and teaching methods.
- Participate in professional development activities, as appropriate, to update and develop skills.
- Attend and contribute to Academy meetings.
- Attend parent/carer meetings as required.
- Participate in Performance Management accordance with Academy Policy.

Teachers' Standards

7. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to students' achievements and well-being.

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.

Class Teacher Person Specification

	Essential	Desirable
Qualifications	• Degree • Qualified Teacher Status	
Experience, Skills and Understanding	• Knowledge and understanding of the National Curriculum, particularly statutory requirements • Understanding of what is required to secure effective teaching and learning • Knowledge and experience of using ICT • Ability to use assessment data in planning • Ability to provide appropriate challenge for students • Knowledge of behaviour management strategies and an ability to maintain good classroom discipline • 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	
Personal Qualities	• Ability to motivate students • Good communication skills • Ability to work as part of a team • Ability to be a reflective practitioner • 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.