



Early Years Teaching Assistant



Dear Candidate,

Thank you for your enquiry regarding the position of **Early Years Teaching Assistant** at Oasis Academy Hadley. We are part of Oasis Community Learning which runs over 40 academies across the UK.

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 19th February 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 **Friday 23rd February 2018**. If you have not been invited to attend by **Wednesday 21st February**, 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 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 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.

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 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 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.

About Phase 1 at Oasis Academy Hadley

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 break out spaces to support individual and group work. Phase 1 students also use specialist facilities in Phase 2, the secondary phase.

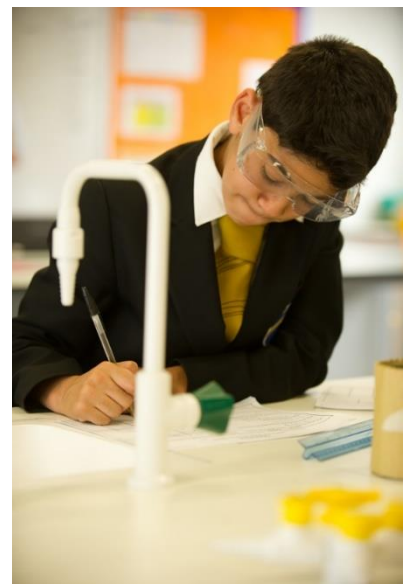
The reception team is led by teachers, supported by 2 teaching assistants. The Early Years Learning Director works in the reception class and supports the two nursery classes. Children make excellent progress from their starting points in our early years. Our Good Level of Development scores are well above local and national averages.

Across the Academy we want our children to want to love learning and we deliver a curriculum which engages them. English and Mathematics are the building blocks of education and we ensure all children make rapid progress in these so they can achieve their best across the curriculum. A child-focused curriculum has been developed across Early Years and Key Stage 1 and 2 to meet the Early Years Framework and the National Curriculum. We constantly review and look at best practice to develop our curriculum and we are now delivering Maths Mastery in Phase 1 in Reception and Year 1. This programme already runs successfully in Phase 2. IT resources are used to bring learning to life through interactive whiteboard, laptops and iPads where appropriate.

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.

About Oasis Hadley Nurseries

We provide morning and afternoon Nursery education for 2 and 3-year children. The provision is at the heart of the community and is a stepping stone to our very successful Reception. We implement the Early Years Foundation Stage curriculum following the children's interests, learning through play. The majority of children are part time and we also offer a number of fulltime placements for some of our families.



Job Description

POST:

Early Years Teaching Assistant

ACCOUNTABLE TO:

The Principal, under the day-to-day management and leadership of Deputy Principal Phase 1

GRADE:

Scale 3, 14 - 17 (Outer London)
£15,952 - £16,686 (pro-rated)

KEY RELATIONSHIPS:

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

LOCATION:

Oasis Academy Hadley

WORKING PATTERN:

37 hours per week x 39 weeks

JOB PURPOSE:

To provide support for class teachers and help children with their educational and social development, both in and out of the classroom and, where appropriate, contribute to the day-to-day running of the Academy.

RESPONSIBILITIES:

1. To contribute to the provision for students within a class or year group
2. To contribute to the raising of the achievement of children in a class or year group and support them in making expected or better progress
3. To contribute to the promotion of the well-being of children within the Academy
4. To promote and safeguard the welfare of children you come into contact with.

OUTCOMES:

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.
- Raise student achievement by developing outstanding Phase 1 practice in liaison with the class teacher.
- Contribute to the development of the Academy's vision, values and aims and to abide by agreed professional behaviours and attitudes.

2. Key Tasks

- Support class teachers with planning, delivery and evaluation or differentiated and varied teaching activities
- Contribute towards resourcing teaching by developing and making resources as necessary for children in the class or year group
- Support the class teacher in managing class behaviour
- Work with individual children on specified literacy and numeracy support programmes
- Observe children's performance and report on observations to the teachers
- Clear away resources and materials after lessons
- Listen to children read, read stories and tell stories to individuals or groups of children
- Keep records as requested by the class teacher
- Liaise with teachers and other professional staff for planning, review, monitoring purposes
- Assist with the review of IEPs, Statements and PSPs as required
- Support children with Access Arrangements in the Academy and Key Stage tests as required

3. Student Well-Being

- Assist in the physical management of children in Phase 1
- Work with individual and groups of children to encourage them to achieve greater independence and self-confidence
- Assist with lunchtime supervision and activities in the Phase 1 area
- Look after children who are upset or have had accidents
- Help with escorting children on educational visits and participate in extra-curricular activities as required
- Build positive partnerships with parents and carers

4. General

- Attend training including the Academy's Training Days.
- Attend team meetings
- Carry out routine administrative tasks
- Participate in the Academy's Performance Management Process

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.

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> GCSE English and maths at A*-C or level 2 equivalent NVQ Level 3 in childcare and education 	
Experience, Knowledge and Understanding	<ul style="list-style-type: none"> 2 years successful experience of working as an Early Years Practitioner in a school or academy setting Knowledge of the Early Years Foundation Stage Curriculum Knowledge and understanding of a play based curriculum Knowledge of a Key Person system and observation based on planning and record keeping. curriculum Knowledge and understanding of Child Protection Procedures. Commitment to ensuring access to the curriculum for children with Additional Education Needs Ability to motivate and encourage children to meet their targets for learning and/or behaviour Ability to show awareness to when it is appropriate to consult teachers about a student's behaviour, development, health or learning Ability to converse at ease with parents/students and members of the public and provide advice in accurate spoken English Knowledge and experience of using ICT The ability to converse at ease with parents/students and members of the public and provide advice in accurate spoken English Ability to write reports, keep working records and observations and contribute to student reviews Understanding of the practical application of Equal opportunities in an Academy context 	

Personal Qualities	<ul style="list-style-type: none"> • Good organisational skills, ability to show initiative • Ability to demonstrate patience with firmness • Good communication skills • Ability to lead a team and work as part of a team • Ability to reflect • 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 	
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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 (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.