





Oasis Academy Don Valley

Head of Faculty - English

Exceptional Education at the Heart of the Community

Dear Applicant,

Thank you for your interest in applying for the post of Head of Faculty for English at Oasis Academy Don Valley. I hope that you find the information provided helpful and welcome any further questions throughout your application process.

It is an exciting time to be joining Oasis Academy Don Valley as we expand our team in preparation for the opening of the secondary phase of the Academy. As our new Head of English, you will play a central role in curriculum design, ensuring there is clarity in progression from Year 7 to Year 11 allowing all of our children to make outstanding progress leading to exceptional outcomes. You will play a pivotal role in supporting the Academy in enabling systems, structures and routines

We are looking to recruit a leader with a passion for English and a firm belief that all children can achieve. You will have the opportunity to design a bespoke curriculum, which clearly demonstrates progression from year to year. Answering the questions if a child is to achieve exceptional outcomes at the end of Y11 what should they know, understand and be able to do at the end of each academic year, ensuring that year 7 provides a solid foundation for that journey.

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

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

If you wish to apply for the position with us, please complete all sections of the Application Form, which can be found on our website www.oclcareers.org including the Equal Opportunities form.

Following the closing date, shortlisting will take place and applicants will be contacted. If you are invited to interview, we will provide further details nearer the time.

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

Yours sincerely,

James Pape
Principal, Oasis Academy Don Valley

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About Oasis

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

Born from the Oasis global charity, previously established in 1985 by Rev. Steve Chalke MBE, our first academy opened in 2004. It was Steve's vision to open a school that was inclusive of all and provided opportunity for the whole community. Since then we have grown as a family into 49 academies spread across the UK, each connected to a community Hub. We are proud to be one of the largest Multi-Academy Trusts in the UK.

We work in some of the most socially disadvantaged areas, but believe passionately in each of the communities we are based in. We are committed to helping every community realise its potential.

This is made possible by the outstanding people who work for us - leaders with vision, determination and drive to raise standards. In fact we are securing better education across the group and closing the gap for our disadvantaged students each day through exceptional teaching and support. In just two years our sustained improvement has seen the percentage of Ofsted inspected academies attaining 'Good' or better from 30% to over 81%.

49 Academies

24, 000 pupils

Over 4500 Staff

Oasis' Vision

The over-arching vision of Oasis is for community - a place where everyone is included, making a contribution and reaching their potential. As well as delivering first-class, innovative education, Oasis seeks to build 'Hubs' in the areas it works; creating safe and inspiring local neighbourhoods that provide integrated and diverse services to benefit the whole person and community.

Oasis Community Learning's vision is to create **'Exceptional Education at the Heart of the Community.'**

The Oasis Ethos

The complex responsibilities of education are understood through the lens of Character, Competence and Community. These principles are intentionally developed and embedded in all of our Academies.

Together Oasis staff aspire to:

- Create safe, stimulating learning environments
- Increase progress and attainment to above national averages
- Provide teaching quality which secures good and accelerated progress for all students

Our ethos is a part of everything we do. At Oasis, we look to employ people who not only share in our vision but are champions of our ethos.

A passion to include everyone

A desire to treat everyone equally, respecting differences

A commitment to healthy and open relationships

A deep sense of hope that things can change and be transformed

A sense of perseverance to keep going for the long haul



About the Academy

At our Academy our mission is simple, to provide all children with an exceptional education which is at the heart of our community. Within the Academy, we celebrate diversity and relentlessly focus on the attainment of all of our children.

We achieve this by having high expectations of behaviour, through focused routines, an unwavering focus on outcomes and by offering the very best teaching and support. At Oasis Academy Don Valley children learn, behave and are well mannered.

Our Academy is values driven and from the moment children join our academy family we expect them to live our values. In our academic culture children are focused on working hard and endeavour to do well, striving to be the very best version of themselves.

The Academy has gone from strength to strength since opening in September 2015 and we believe we are developing a strong reputation across our community. We are especially proud that this year we were the first choice Academy for 97% of our families.

The relationships we have with our parents and wider community are extremely important to us because it is only by working together that our children can achieve their social, emotional and academic potential. We understand that as a parent nothing is more important to you than ensuring that your children have the best chance in life. That is why keeping your children safe and challenging them to rise to our high expectations is our main priority. We all want to be proud of our children's achievements.

Our Academy mission is to:

'***provide an exception education at the heart of the community, which prepares our children to have a positive impact on the world'***

Oasis Academy Don Valley wants to be an integral part of our community. An Exceptional Academy involves the whole community. We are all part of the Academy family and look forward to getting to know you and working with you in the best interest of our children.





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

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

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

Our Values

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

Our Beliefs

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

Job Description

POST: Head of Faculty, English

RESPONSIBLE TO: The Principal

RESPONSIBLE FOR: Teaching and support staff within the curriculum area

SALARY: MPS/UPS + TLR1b

LOCATION: Oasis Academy Don Valley

DISCLOSURE LEVEL: Enhanced

JOB PURPOSE:

To be responsible to the Principal for the smooth and effective day-to-day running of the Faculty as well as the efficiency and effectiveness of the subject teams within the Faculty ensuring that they work in unison to achieve, if not surpass, the Academy's annual targets

SPECIFIC TASKS RELATED TO JOB PURPOSE:

To work with the Academy Leadership Team in developing and implementing a strategic plan that will ensure that the Academy becomes a leading edge, innovative, high performing, and emotionally intelligent Academy fit for the 21st century.

To lead on all matters concerning smooth and effective running of the Faculty on a day-to-day basis in:

- Leading on the smooth co-ordination of the Faculty curriculum across all year groups. Produce the highest quality of student progress in terms of academic growth.
- To support the Academy Leadership Team in producing an integrated programme of student experiences that will enrich, broaden and strengthen each student's personal development throughout his/her Academy life.
- Drive the Academy towards 'cutting edge status' and the achievement, or surpassing, of its annual targets.

To line manage the subject leaders and subject teams in ensuring that:

- The Faculty is striving to ensure the highest possible standards in Teaching and Learning
- The Faculty reviews are effective and efficient in ensuring the maintenance of high standards in Teaching and Learning and student progress
- The Faculty is thoroughly engaged in the Academy's CPD programme
- Any additional identified CPD needs of subject leaders and Faculty members are fully met
- The Faculty is moving towards recognised cutting edge status in terms of teaching, learning and student progress

To work in conjunction with the ALT to ensure that:

- The external examination systems for their subject areas are being run effectively and efficiently.

To line manage designated subject staff in ensuring that they are working in unison to:

- Produce the highest quality of teaching and learning within their area of responsibility.
- Ensure that their area of responsibility is striving towards the achievement of, or even surpassing, the Academy targets.
- Drive the Academy towards 'cutting edge' status.

To lead on all matters concerning the use of data to:

- Monitor the progress of the subjects within the faculty towards their annual targets
- Identify and challenge underachievement of students in each of the subject areas

- Detect good practice in terms of impact and disseminate that good practice across the faculty and the Academy as a whole
- To prepare data responses for discussion at Faculty review meetings

To take on any whole school initiative or responsibility that the Principal may direct

AREAS OF SPECIFIC ACCOUNTABILITY:

Strategic Direction and Development

- To be a dynamic and supportive member of the faculty team, playing an important role in its drive to become a leading edge, innovative, high performing, and emotionally intelligent Academy fit for the 21st century.
- To make a significant and notable contribution to the strategic development of the Faculty as well as taking personal responsibility for the monitoring and successful completion of the Faculty strategic plan as well as playing a leading role in the annual cycle of monitoring, evaluation and review.
- To energetically support the management of an agenda of significant change to raise standards and outcomes in all areas of their subject, Faculty and the Academy as a whole as it moves to become a leading edge Academy.
- To actively support as well as strategically developing and maintaining Academy policies and practices that promotes high expectations, high achievement and inclusion through effective teaching, learning and behaviour modification within their area of responsibility.
- To work at the direction of, and in conjunction with, the Principal in drawing up the termly strategic plan, determining strand ownership and setting challenging targets for the Faculty.
- To strategically plan and implement a regular series of meetings with subject staff to ensure that they are working in unison to:
- Produce the highest quality of teaching and learning within their area of responsibility.
- Ensure that their area of responsibility is striving towards achievement of, or even surpassing, the Academy targets
- Drive both the subject area and the Academy towards 'cutting edge' status
- To strategically prepare data needed for the Faculty response at each subject review meeting in order to drive the subject area towards the achievement, or surpassing, of its annual targets.
- To lead on the strategic planning of the Faculty calendar whilst ensuring that its meeting scheduling is in accord with the national regulations regarding workload.
- To strategically lead on the monitoring of staff absence within the subject ensuring that all absent staff complete a return to work interview on their first day back at the Academy.
- To assist the Principal or his delegated person, in dealing with underperforming staff within the subject.
- To actively engage and liaise effectively with all stakeholders relevant to the work of the subject, including parents, members of the Academy Council, feeder schools, secondary schools and colleges, business and community partners, and the wider community as appropriate, all in line with Academy strategic objectives.
- To be actively involved in networking with other innovative and high achieving subjects within Oasis Community Learning and other relevant networks; in order to strategically learn more about the ways that other institutions are effecting change and transformation.

Teaching and Learning

- To secure and sustain good and outstanding teaching by, working in conjunction with the ALT, leading the Faculty in implementing the monitoring, evaluating and reviewing of teaching and learning across the Faculty.
- To actively seek opportunities to collaborate with other innovative and high achieving within Oasis Community Learning and other relevant networks to share and develop excellent pedagogies.
- To actively liaise with inspectors, advisors, consultants and relevant outside agencies in ensuring the highest possible practices in teaching and learning.
- To ensure that within his / her area of responsibility all Academy policies regarding the establishment and maintenance of high quality teaching and learning are fully implemented.
- To ensure that the highest standards in teaching and learning are continually modelled to all staff to help improve their personal classroom performance.
- To work with the ALT in actively and continuously improving the overall quality of teaching and learning in the classroom.

- To work with the ALT in ensuring that the subject review process is effective in raising standards of performance in the classroom.
- To work with the ALT in ensuring that the Academy's performance management process is effective in raising standards of performance in the classroom.
- To work with the ALT to ensure that all vocational and alternative education programmes of study within their area of responsibility are accredited and contribute to the Academy's drive to ensure that each student fulfils his / her potential.
- To actively work with staff whose classroom performance does not meet the Academy's minimum standards in order that they may improve their performance.
- To have a teaching commitment in line with other Faculty Leaders within the Academy.

Leading and Managing Staff

- To set high standards as a middle leader modelling, at all times, the highest possible standards of professionalism, ethical leadership, dress sense and personal behaviour.
- To work actively in monitoring the performance of both professional and co-professional staff in line with the Academy's performance management policies, strategies and practices.
- To work, through the Academy's line management system, with appropriate staff in ensuring a safe working and learning environment through application of appropriate risk assessment and adherence to current Health & Safety regulations.

Accountability

- To have overall accountability for the smooth, effective and efficient functioning of their Faculty.
- To be accountable for the Faculty's performance in terms of the achievement, or surpassing, of its annual targets.

Working with the community

- To form a fulfilling and trusting partnership with parents and carers that will actively and positively contribute to the successful education of their child.
- To liaise with local primary schools in ensuring continuity of curriculum upon transfer as well as the spreading of good practice and expertise.

Other Duties

- The post holder will be subject to performance objectives agreed annually.
- The post holder is expected to carry out such other duties as may reasonably be assigned by the Principal.
- To take on any whole school initiative or responsibility that the Principal may direct.
- The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

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

This Job Description and Person Specification may be renegotiated by the Principal if the Academy faces changing circumstances

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 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 learners 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.

Person Specification - Faculty Leader

Our Purpose
Oasis Academies exist 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.

	Essential	Desirable
Qualifications	• Qualified Teacher Status • A degree in relevant or related subject • Evidence of a commitment to own professional development • Recent relevant in-service training in the subject area • Recent relevant training in the Leadership of learning	
Experience, Skills & Knowledge	• The ability to converse at ease with parents/students and members of the public, and provide advice in accurate spoken English. • Successful experience of: • Developing the teaching of the subject • Holding a position of responsibility • Achieving good student outcomes across Key Stages 3 and 4 • Developing Schemes of Work across Key Stages 3 and 4 • Working effectively as a Form Tutor • Involvement in school improvement initiatives • Making effective use of Assessment for Learning to engage students as partners in their learning • Leading a development within a team • Supporting the professional development of colleagues • Leading effective interventions designed to raise levels of attainment • Using assessment and attainment information to improve practice and raise standards • Using strategies to promote good student relationships and high attainment in an inclusive environment • An understanding of improving Literacy Strategies • Good understanding of the Ofsted inspection framework and of subject-level self-evaluation processes • Vision for the teaching of the subject • Secure knowledge of Programmes of Study for the subject at KS3 and KS4 • Good knowledge of strategies to enhance teaching and learning of ICT within the subject area	• Evidence of efficient use of resources and financial management • Prior experience in subject leadership • Use of Target setting, monitoring and evaluation to raise standards • Knowledge of current educational issues • Knowledge of strategies for raising attainment • Desire to play a wider role in school improvement • Ability of anticipate problems and solve them creatively • Ability to review progress, procedures and policies to develop areas of which there is individual or shared responsibility

	• An understanding of Emotional Literacy developments to support learning and teaching • An understanding of Health and Safety regulations affecting the curriculum area • An enthusiastic and effective leader and manager • Ability to use and promote a wide range of teaching methodologies • Excellent communication and presentation skills • Competent user of ICT • Competent co-ordinator and motivator • Ability to coach, mentor and deliver training to staff • Ability to plan and resource effective interventions to meet curricular objectives • Ability to assess the performance of others and respond appropriately • Ability to form and promote positive relationships with staff, students, parents, the local community and outside agencies • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours and attitudes • Well-developed emotional intelligence	
Personal Qualities	• Commitment to safeguarding and promoting the welfare of children and young people. • Commitment to the value and promotion of vocational and work related learning • Willingness to undergo appropriate checks, including enhanced CRB checks. • Motivation to work with children and young people • Ability to form positive and productive relationships with students, colleagues, parents/carers and other stakeholders • Actively supports the Academy's aims • Active participation in Academy developments • Commitment to leading extra-curricular activities/ educational visits/out-of-hours learning • Commitment to innovative curriculum development and partnership with other schools and the wider community including business and industry links • A willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos.	

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 and safeguarding training.

Senior members of staff are required to undertake Safer Recruitment in Education training.
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 Regional Academies Director. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions 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.

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

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

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

Vision for Education

Exceptional Education at the Heart of the Community

OASIS' AIMS:

Transform Lives - Every person matters and everyone is loved and valued.
Transform Learning - We have a passion for learning and we want everyone to achieve their full potential.
Transform Communities - We are committed to community development and the aim of all our work is to increase community cohesion locally, regionally, nationally and globally.

OASIS PHILOSOPHY OF EDUCATION

Our philosophy of education is underpinned by three important Hebrew principles: Inspirational Leadership, Deep Learning and Healthy Communities

Inspirational Leadership: Rabbi (my teacher; my guide; my role model; a term of respect)
Through personal example and strong relationships, all teachers are encouraged to be inspirational role models for their students. In this way, a teacher is not simply a purveyor of 'knowledge', dropping it into the minds of those they teach. Instead, they are communicating and bringing knowledge, wisdom and understanding through their words, actions and whole lives, helping students to reflect and think for themselves.

Deep Learning: Yada (to know; to see; to perceive; to understand; to experience; to have a relationship with)
Gives students the opportunity to encounter and experience learning personally and relationally. It is never an abstract, theoretical or academic idea simply to be contemplated but, rather, primarily about gaining wisdom – the practical application of knowledge to every area of life. Life is not straightforward; learning from failure and mistakes and being resilient is an important part of it. It is hands-on learning throughout life which can only be obtained through on-going active, intentional engagement with it and with others.

Healthy Communities: Shalom (peace; completeness; nothing missing; nothing broken; well-being, wholeness)
Seeks to ensure that every classroom encounter, each piece of curriculum planning, each assessment experience are all shaped, informed and delivered in the light of our desire for wholeness and well-being in the widest sense of the word; for everyone at every level of their lives – academically, vocationally, physically, spiritually, morally, socially, economically, environmentally and culturally.

THE OASIS OFFER

Underpinned by our values and beliefs, all our work is designed to ensure each student receives the very best educational offer. Oasis operates as a national family of Academies across four regions.

The regional teams provide standards leadership and a professional governance service.

The Oasis family of Academies is led by empowered, and empowering, resilient leaders who through deeply held beliefs and values always strive to make decisions in the best interests of the students and their communities.

Each Oasis Academy has its own identity and purpose and serves the local community by working with it to transform learning aspirations and opportunities.

As a family, Oasis Academies work interdependently, benefiting from sharing best practice and inspirational pedagogy. Leaders and teachers build understanding of what is needed to secure the best possible sustainable outcomes for all learners.

Each Oasis Academy is committed to enabling children and students to become effective, enthusiastic, independent learners committed to life-long development.

Each Oasis Academy is dedicated to the task of working continuously in pursuit of excellence across all aspects of its life and work.