

# **Information Pack**

## **Deputy Curriculum Leader: Maths**

### **Oasis Academy Silvertown**



January 2018

Dear Applicant,

Thank you for your enquiry regarding the position of **Deputy Curriculum Leader: Maths**, Oasis Academy Silvertown, London.

Oasis Academy Silvertown is a successful secondary academy in the Royal Docks area of East London. Oasis Silvertown received its first Ofsted Inspection in May 2017 and were delighted to be awarded "good" with 3 "outstanding" judgements for *Leadership and Management, Personal Development, Behaviour, Welfare and Student Outcomes*. We have an ambitious mission statement for all our students: *Ready for University. Ready to Lead. Our mission is underpinned by our core values, which staff and students hold: Be proud, be professional, be nice, be independent, and be resilient*. We are seeking an exceptional leader with untiring dedication, positivity and initiative to assist in the further development and growth of our Academy.

This is an exciting opportunity to become part of a high performing team who are passionately committed to securing the best possible life chances for the young people of Silvertown. This role will require huge amounts of resilience, perseverance for the long haul and a constant drive for innovative excellence. However, this is also a role that will be incredibly rewarding and will offer exciting progression for the future.

If you would like to apply, please complete the Application Form (CVs are not accepted). 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.

If you would like to know more about OAS, please see our website <http://www.oasisacademysilvertown.org> and [twitter](#) page.

If you are not clear about any aspect of the application procedure, do not hesitate to contact us for clarification.

Please be aware that the deadline for this role is on Tuesday 20<sup>th</sup> February 2018. Completed forms should be returned to Anna DuCran, PA to Principal & Academy Leadership

Email: [recruitment@oasissilvertown.org](mailto:recruitment@oasissilvertown.org)

Post: Anna DuCran  
Oasis Academy Silvertown  
Rymill Street  
London E16 2TX

Interview dates for this role are to be confirmed.



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 black ink, appearing to be "Johanna Thompson", is written below the "Yours sincerely," text.

**Johanna Thompson**  
**Principal**

# Job Description

**POST:** Deputy Curriculum Leader- Maths

**RESPONSIBLE TO:** Curriculum Leader- Maths

**RESPONSIBLE FOR:** Progress and Achievement: Maths

**GRADE:** Main /Upper Payscale Inner London + **TLR 2A**

**LOCATION:** Oasis Academy Silvertown

**DISCLOSURE LEVEL:** Enhanced

## **A JOB PURPOSE:**

- To assist the Principal in fulfilling the academy's vision and instilling the academy's values in all that we do.
- To assist the Principal in providing strategic leadership for the academy.
- To assist the Principal in the delivery of the 3 year development plan in line with the academy's vision and values.
- To teach consistently outstanding lessons which bring about excellent outcomes for students.
- To ensure consistently outstanding lessons are typically taught by all members of staff within your department which bring about excellent outcomes for students - through auditing the quality of teaching and learning and providing appropriate professional development.
- Implement thorough quality assurance measures to ensure attainment and outcomes for our students.
- The post holder is expected to meet all the Core and Post Threshold, Excellent and Advanced Skills Professional Standards for Teachers.
- All leaders in the Academy will devise strategies for raising attainment and ensuring the Academy Development Plan is implemented successfully.
- The post holder will be required to deliver daily sessions of guided reading and PSHE for their coaching group in addition to their core responsibilities.

## **B. RESPONSIBILITIES:**

### **Quality of Teaching and Learning**

- To ensure your teaching is consistently good and outstanding and outcomes are exemplary and in line with KPIs.

#### **To assist the curriculum leader to, and for the Key Stage you are responsible, lead:**

- To ensure the teaching across your Department is consistently good and outstanding and their outcomes are exemplary and in line with KPIs.
- To work in partnership with the lead professional for teaching and learning to ensure there is support for colleagues in developing their:
  - Knowledge
  - Skills
  - Pedagogy
- To ensure consistently high quality across your department through rigorous quality assurance measures.
- To observe regularly and develop colleagues and act as a beacon of best pedagogical practice.
- To ensure you are up to date with national and international curriculum developments.
- To create, lead on and develop whole academy continued professional development to ensure outstanding outcomes for students.
- To be at the cutting edge of pedagogical research in order to influence and develop best practice here.
- Seek opportunities to collaborate with other Academies, innovative and high achieving schools through the Oasis Community Learning and other relevant networks to share and develop excellent pedagogies.
- Ensure consistency across all key stages being taught in terms of the systems being used to teach.
- To take responsibility for a Key Stage and ensure the creation of a high quality curriculum, assessments and differentiated resources.
- To lead standardising, moderation and department meetings where appropriate to ensure a high level of accuracy in assessment.

## **C: Student Achievement and Attainment**

### **To assist the curriculum leader to, and for their own key stage ensure:**

- Ensure a rigorous assessment policy is in place so that KPIs can be accurately tracked and monitored in order to ensure all students make outstanding progress.
- Set challenging targets that build on prior attainment of every student and ensure our KPIs are met.
- Evaluate student progress on a weekly basis through ensuring student progress is levelled with clear targets to develop.
- Ensure the quality of feedback throughout the academy is in line with Assessment for Learning policy.
- Set, track, evaluate and report on individual student progress and groups of students towards their targets.

- Keep systematic records to show students' understanding and completion of work and the identified strengths, areas for development and grades awarded.
- Support and help colleagues to improve their effectiveness by developing their understanding and use of student data and strategies to address underachievement.
- Ensure a consistent and continuous focus on student achievement using data to track and monitor the progress in every student's learning.
- Evaluate student progress across specified areas of responsibility through the use of appropriate assessments and records and regular analysis of the data.
- Use national, local and Academy data effectively to analyse and evaluate student progress; planning and implementing effective interventions to support students. Use local and national statistical data and other information, in order to provide (a) a comparative baseline for evaluating learners' progress and attainment, (b) a means of judging the effectiveness of their teaching, and (c) a basis for improving teaching and learning.

#### **D: Curriculum**

The deputy curriculum leader will take responsibility for a key stage and will:

- Create, design, monitor, and develop the curriculum in line with OAS vision and values.
- Work with the curriculum leader to oversee and develop a weekly programme of extra-curricular clubs and interventions for Science.
- Organise a range of trips and visits to support the curriculum

#### **E: Whole Academy Responsibility**

- To assist the Principal in fulfilling the academy's vision and instilling the academy values in all that we do.
- Assisting the principal in the implementation of the Academy Self Evaluation Academy Development Plan.
- Assist in the appointment of staff and their deployment to make the most effective use of their skills, expertise and experience to raise standards of achievement across the Academy.
- Any other responsibility as set out by the Principal.

#### **F. Safeguarding children and young People**

Oasis 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 an enhanced DBS check.

**OTHER:** 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.

**Signed:**

<b>Employee:</b>		<b>Line Manager:</b>	
<b>Print Name</b>		<b>Print Name</b>	
<b>Date</b>		<b>Date</b>	

# Person Specification

## 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.

## Oasis 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.

For further information, please refer to the Education Charter document which accompanies this job description.

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• First degree or 2:1 in related subject</li> <li>• Commitment to own continuing professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Master's Degree</li> </ul>
<b>Vision and Values Alignment</b>	<ul style="list-style-type: none"> <li>• Commitment to the belief that all young people, regardless of starting point, need or complexity will become employed in a career with prospects</li> <li>• Wholehearted belief and commitment that A*-B grades are achievable by all students with the correct culture, curriculum and intervention</li> <li>• Wholehearted belief that ability or intellect is not fixed, but incremental, and can always be improved</li> </ul>	



	Essential	Desirable
<b>Vision and Values Alignment</b>	<ul style="list-style-type: none"> <li>• Common shared understanding that the following core values are crucial to the success of a student:               <ul style="list-style-type: none"> <li>○ Be Proud</li> <li>○ Be Professional</li> <li>○ Be Nice</li> <li>○ Be Independent</li> <li>○ Be Resilient</li> </ul> </li> </ul>	
<b>Experience, Skills &amp; Knowledge</b>	<ul style="list-style-type: none"> <li>• Evidence of teaching outstanding lessons over time</li> <li>• Evidence of significantly improving teaching and learning and examination results at Key Stage 3 and 4.</li> <li>• Evidence of raising standards over a 3 year period. Including evidence of raising levels of progress from Key Stage 2-4</li> <li>• Evidence of managing challenging behaviour successfully and implementing strategies to ensure a consistent approach to behaviour management is taken throughout a faculty</li> <li>• Experience of successful team leadership and team membership</li> <li>• Evidence of the ability, ambition and experience to develop and maintain a clear and vibrant vision for a curriculum area</li> <li>• Experience of successfully contributing to aspects of whole school life</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of leading a department and having significant impact on the quality of teaching and learning and attainment and achievement.</li> <li>• Evidence of efficient use of resources and financial management</li> <li>• Prior experience in subject leadership</li> <li>• Use of target setting, monitoring and evaluation to raise standards</li> <li>• Knowledge of current educational issues</li> <li>• Knowledge of strategies for raising attainment</li> </ul>

	Essential	Desirable
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Drive, ambition and shared common moral purpose</li> <li>• Total commitment to the vision and values of the academy</li> <li>• Self-starter and self-motivated to lead and implement proactively areas of the academy development in line with the strategic development plan</li> <li>• Excellent people management skills and ability to motivate, support and challenge staff as appropriate</li> <li>• Excellent oral and written communication skills</li> <li>• Ability to be flexible and willingness to take on innovations and leadership positions out of the subject area</li> <li>• Ability to organize workload, priorities, meet deadlines and follow tasks to successful conclusion</li> <li>• Ability to set and meet ambitious, challenging goals and targets</li> <li>• Ability to delegate tasks effectively and monitor their implementation appropriately</li> <li>• Ability to manage students firmly, fairly and effectively</li> <li>• Commitment to safeguarding and promoting the welfare of children and young People</li> <li>• Willingness to undergo appropriate checks, including enhanced DBS checks</li> <li>• Motivation to work with children and young People</li> <li>• Ability to form and maintain appropriate relationships and Personal boundaries with children and young People</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to anticipate problems and solve them creatively</li> <li>• Ability to review progress, procedures and policies to develop areas of which there is individual or shared responsibility</li> </ul>

	Essential	Desirable
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>Emotional resilience in working with challenging behaviors and attitudes to use of authority and maintaining discipline</li> <li>Have a willingness to demonstrate commitment to the values and behaviors which flow from the Oasis ethos.</li> </ul>	
<b>Other</b>	<ul style="list-style-type: none"> <li>Excellent Personal presentation</li> <li>Optimism and ambition</li> </ul>	