Oasis Academy Oldham

Subject Leader Of Performing Arts
Job Application Pack



Welcome from the Principal

.

You are reading this application pack at an exciting time for our school.

I am sure that you will do your research on the academy and see that in recent years the school has overcome challenges to get to this point. We do not shy away from that.

In fact, it is something that drives us on: we are determined to provide our students with the very best possible education.

We are a school with a clear vision: achieving academic excellence for all. Our students get experiences that are the envy of many other schools and our results are on a positive trajectory.

Our wider community is diverse and our students are respectful and confident learners who deserve the very best. They learn in a state of the art £30million building and we work with a wide range of local partners to provide a wealth of extra-curricular opportunities.

We have a culture that actively wants to embrace new ideas and best practice that will support and engage our students. We want to challenge the norm and set our expectations high.

That is what I believe makes this role so appealing. You will have a real and demonstrable impact that will help transform the life chances of our students. You will be supported to work in a forward-thinking and dynamic school that understands the challenges and demands of the job and seeks to ensure a high level of staff job satisfaction and overall well-being.

You will also join the wider Oasis Community Learning network, an organisation committed to the provision of high performing schools and healthy communities in a nurturing and inclusive system.

This means that the career progression opportunities for talented educationalists are enviable.

You will work with our partner schools, both across Oldham and at a national level. We support colleagues in their professional development with a wide range of National Professional Qualifications.

In school, we pride ourselves on a delivery of a high quality, bespoke extensive programme of professional development which is succeeding in rapidly raising standards of teaching and learning.

If you choose to join us I am sure you will find your working life rewarding, stimulating and fulfilling. You will find that there are great opportunities to contribute in a range of ways to the work of the academy and to your own personal and professional development.

Thank you for taking the time to read this information. Prospective candidates are warmly welcomed and strongly encouraged to visit us prior to application.

I look forward to receiving your application and welcoming you in person.

Dominique Gobbi
Principal



About our Academy

We are a diverse, co-educational academy that takes students from across Oldham and Manchester.

We have around 1,400 students learning with us, and a strong team of dedicated and experienced teachers who help our young people excel and achieve.

Our multi-million pound inspirational building has state-of-the-art classroom facilities as well as specialist areas, which include a well-stocked Learning Resource Centre, fitness suite, dance studio, ICT suites and some of the best sport facilities in the area.

Our goal is to provide excellent opportunities in an honest, respectful, positive and purposeful climate for all to achieve excellence, become lifelong learners and responsible, successful, well rounded citizens.

Through our exciting enrichment programme, strong focus on pastoral support and care and a firm belief in the power of community, we are realising our goals.



We have four key priorities that will drive all our work over the coming year. These are:

1. **Improving the engagement of our parent community**
2. **Improving the literacy of all our young people**
3. **Building a collaborative and positive school culture for all our staff and students**
4. **Ensuring all aspects of leadership & teaching are well-planned and well- executed**



The Oasis Education Charter

Ethos + **Learning** + **People** +

Rooted in what we believe

Who am I? Who am I becoming?

Exceptional strength and opportunity

Purpose + **Inclusion** + **Curriculum**

In partnership with our communities

Driven through passion

The heart of educational provision

Exceptional Education at the Heart of the Community

Vision and Values

Our vision is to ensure all students are equipped with the skills, abilities and qualifications to pursue a fulfilling career and become responsible, respectful, global citizens.

Our values are RESPECT, BELIEVE, INSPIRE, RESPONSIBILITY, CARE and RESILIENCE.

These values underpin our actions and thoughts, and are the basis of ensuring every student enjoys their time at the academy.

RESPECT

We will value and show appreciation for each other and our environment.

BELIEVE

We will develop in confidence, believe we are capable of achieving our goals and make a positive difference to our lives and the lives of others.

INSPIRE

We will inspire students to exceed expectations and inspire each other.

RESPONSIBILITY

We are responsible for ourselves and each other. Together we are responsible for becoming the citizens of tomorrow.

CARE

We will look after and care for ourselves and each other by showing kindness, valuing diversity and resolving our differences fairly.

RESILIENCE

We will be able to overcome difficulties and problems. We will not let things set us back from achieving our goals.

Oasis 9 Habits

As part of the Oasis family, we are committed to developing a deeper understanding of what it means to become the best version of ourselves. We recognise that our characters and our behaviours are key to this, as is being able to ask and respond to profound questions about life and purpose. We also acknowledge the importance of the need for a high level of self-awareness as we each engage in the journey of personal development and transformation. To help us with this, we have developed the Oasis 9 Habits – the bespoke Oasis approach to personal development and formation. The 9 Habits are an invitation to live a different way – a way characterised by being Compassionate, Humble, Patient, Honest, Joyful, Considerate, Hopeful, Forgiving and Self-controlled.



Application details

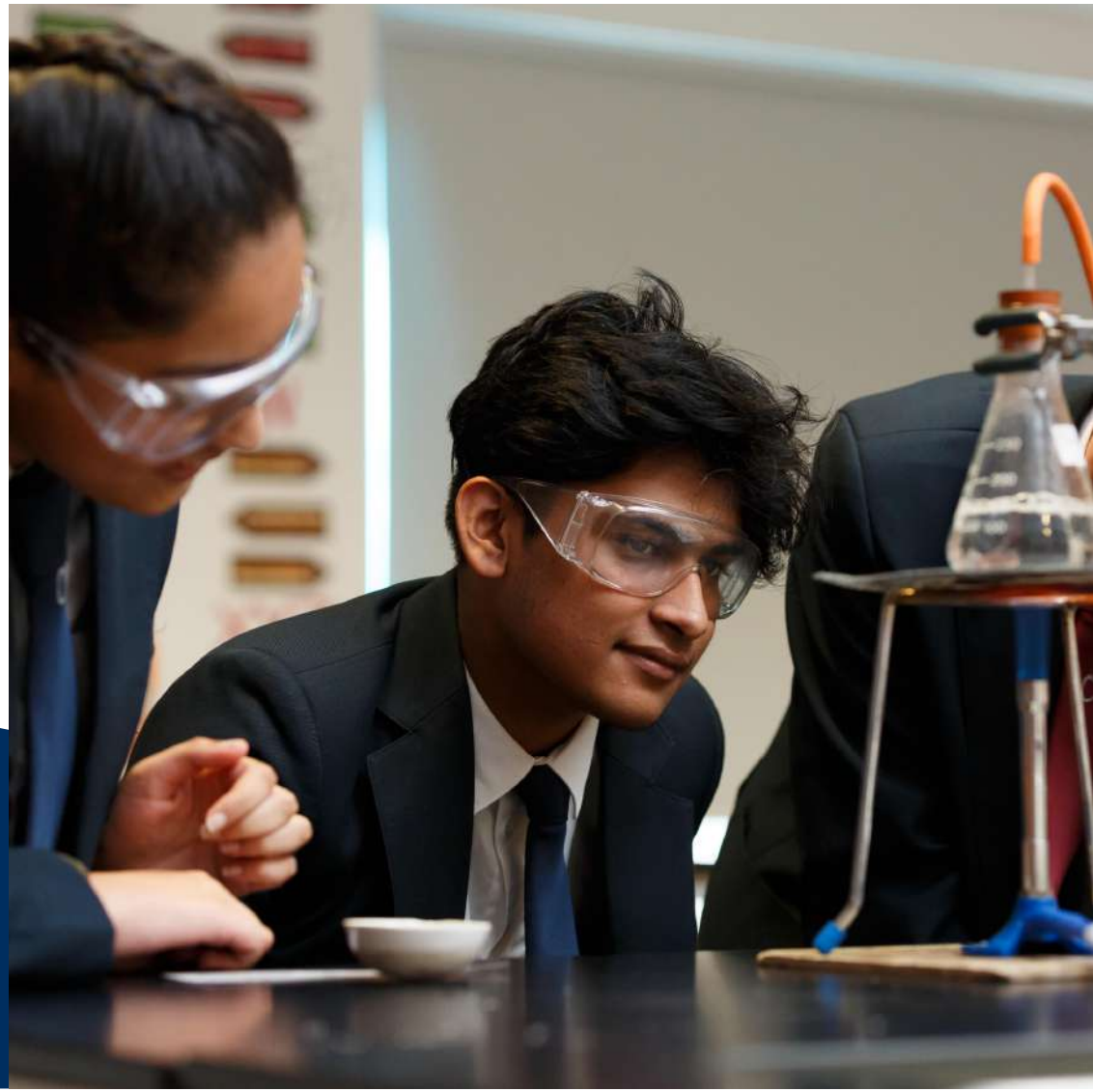
We hope you find the information pack helpful.

If you feel that that this is a post for which you would like to apply, please complete all sections of the Application Form along with the Equal Opportunities monitoring form (CVs are not accepted) and return it to recruitment@oasisoldham.org

Closing Date: 17 January 2020 @ 12:00 pm

Unfortunately, we will not be able to provide feedback on your application at this stage.
If you would like to know more about us before you apply please see our website www.oasisacademyoldham.org, or if you are not clear about any aspect of the application procedure, do not hesitate to contact the school for clarification.

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



Job Description

POST:

Subject Leader of Performing Arts

KEY RESPONSIBILITIES:

The successful candidate will lead the Performing Arts Department and be responsible for the development of subject specific pedagogy; they will work with the Faculty Leaders to provide CPD for the Faculty alongside playing an instrumental role in the coaching and developing of the practice of others. They will work alongside colleagues in other faculties to contribute to the overall school T&L policy and practice.

POST RESPONSIBLE TO:

The Principal, under the day-to-day management and leadership of the Faculty Leader

GRADE:

MPS 1-6 + TLR2b

KEY RELATIONSHIPS:

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

LOCATION:

Oasis Academy Oldham, Hollins Road, Oldham, OL8 4JZ

WORKING PATTERN:

Full-time and as described in the School Teachers' Pay and Conditions Document

DISCLOSURE LEVEL:

Enhanced

JOB PURPOSE:

To ensure high quality curriculum provision and effective teaching and learning within the curriculum area and to carry out the professional duties of a qualified teacher in accordance with the current DCFS Teachers' Pay and Conditions document

RESPONSIBILITIES

A. Teaching

- Plan work in accordance with the learning zone/curriculum area programmes of study and so that it addresses the personalised learning needs of every student and in line with the Learning Gateways the Academy promotes
- Liaise with relevant colleagues on the planning of units of work for collaborative delivery
- Work in collaboration with associate staff attached to any teaching group
- Take account of students' prior levels of learning and achievement and use them to set targets for future improvements
- Set work for students absent from school for health or disciplinary reasons
- Maintain positive relationships by adherence to the advice given to staff in the Positive Behaviour Management Policy
- Set high expectations for students' behaviour by establishing a purposeful working atmosphere in accordance with the Behaviour for Learning strategies.
- Provide students with the opportunities to develop the skills required in order to learn
- Listen to the views of students about their preferred methods and styles of learning
- Enable students to use their preferred methods and styles of learning where appropriate
- Set appropriate and demanding expectations for students' learning, motivation, and presentation of work.

B. Assessment, recording and reporting

- Maintain notes and plans of lessons undertaken and records of students' work in line with the Academy's Teaching and Learning policy.
- Mark, monitor and return work within a reasonable and agreed time span, as determined by the Academy or learning zone, providing constructive oral and written feedback and clear targets for future learning as appropriate.
- Complete student records of achievement in line with policy and as specified in the published calendar.
- Attend the appropriate Parents' Evenings to keep parents informed about the progress of their child.
- Be familiar with the code of practice for identification and assessment for Special Educational Needs and keep appropriate records and personalised learning plans.

C. Care and guidance

- Undertake responsibility for a tutor group or for any other arrangement for the care and guidance of students as is required by the Academy, including tutor, student, interviews and coaching and mentoring
- Be the first point of contact for parents
- Monitor (and set targets for) the social, personal, academic and vocational progress of individuals in their designated group
- Be prepared to undertake responsibility as required for the delivery of the PSHCE programme
- Promote good attendance and monitor in accordance with the Academy's attendance policy.

D. Professional standards

- Support the ethos, vision, principles and values of the Academy
- Treat colleagues, students and all members of the community, with respect and consideration
- Treat all students fairly, consistently and without prejudice
- Set a good example to students in terms of appropriate dress, standards of punctuality and attendance.
- Support the aims of the Academy through attendance at and participation in events such as open evenings, option evenings and the like.(as appropriate to responsibilities).
- Support the ethos of the Academy by upholding the code of conduct, uniform rules, etc
- Take responsibility for own professional development and participate in arrangements as adopted by the Academy for the assessment of his/her performance and that of other teachers
- Reflect on own practice as well as the practices of the Academy with the aim of improving all that we do and achieving excellence
- Read and adhere to the various policies of the Academy and implement Academy improvement plans
- Participate in the development and management of the Academy by attending various team and staff meetings
- Undertake duties as prescribed within the Academy's policies
- Ensure that all deadlines are met as published in the school calendar
- Undertake professional duties that may be reasonably assigned to them by the principal

- Be proactive and take responsibility for matters relating to health and safety
- Promote lifelong learning and promote enrichment and extension activities as part of the Academy's community hub

E. Knowledge and understanding

- A clear and well thought out understanding of current educational issues, theory and practice
- Have a detailed knowledge of the relevant aspects of the National Curriculum and other statutory requirements
- Have a secure knowledge and understanding of their specialised subject(s) equating to degree level, including the subject knowledge.
- Understand progression in their specialised subject(s).
- Cope securely with subject-related questions which students raise and know about students' common misconceptions and mistakes as related to their specialised subject.

F. Planning and setting expectations

- Identify clear teaching and learning objectives, content, lesson structure and sequences appropriate to the subject matter and the subject being taught.
- Set appropriate and demanding expectations for students learning and motivation.
- Set clear targets for students learning building on prior attainment.
- Identify students who have Special Educational Needs, and speak English as a second language and know where to get help in order to give positive and targeted support. Implement and keep records on personalised learning needs.

G. Teaching and managing students' learning

- Ensure effective teaching of whole classroom, groups and individuals so that learning objectives are met, momentum, pace and challenge are maintained and the best use is made of learning time.
- Use teaching methods which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, with clear presentation and good use of resources.
- Set high expectation for students' behaviour establishing a good standard of discipline through well focused teaching and through positive and productive relationships.

H. Assessment and evaluation

- Assess how well learning objectives have been achieved and use this assessment to establish future learning objectives.
- Mark and monitor students' classwork and homework providing constructive oral and written feedback, setting targets for students; progress.
- When applicable, understand the demands expected of students in relation to Key Stage 3 and Key Stage 4 courses as well as post 16.

I.Student achievement

- Secure progress towards student targets. Reward achievement using the guidance from the Academy

J. Relationships with parents and the wider community

- Know how to prepare and present informative reports to parents.
- Recognise that learning takes place outside the Academy context and provide opportunities to develop students' understanding by relating their understanding to real and work related examples.
- Understanding the need to liaise with partner professionals responsible for students' welfare, care and guidance.

K. Managing own performance and professional development

- Understand the need to take responsibility for their own professional development and keep up to date with research and developments in pedagogy and in the subjects that they teach
- Understand the professional responsibilities in relation the Academy policies and practices.
- Set a good example to the students in their presentation and in their personal conduct
- Evaluate their own teaching critically and use this to improve their effectiveness.

L. Managing and developing staff and other adults

- Establish effective working relationships with professional colleagues including, where applicable, associate staff and colleagues from the Oasis learning Community Family

M. Managing resources

- Select and make good use of resources

N. 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.

O. Other Duties

- The post holder will be subject to performance objectives agreed annually.
- 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.
- To take on any whole school initiative or responsibility that the Principal may direct.
- All teachers take an active role in the Academy's care and guidance of students and may be expected to fulfil the role of form tutor or similar role as determined by the Academy.
- All teachers actively support and contribute, as required, to the Academy's programme for Initial Teacher education trainees.

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

Job Description

8. To actively work with the other members of the leadership team in ensuring that the Academy's CPD programme is effective in raising standards of classroom performance.

9. To have a teaching commitment in line with the other Assistant Principals within the Academy.

C. Leading and Managing Staff

1. To set high standards as a leader, modelling at all times, the highest possible standards of professionalism, ethical leadership, dress sense and personal behaviour.

2. To work actively with other members of the Academy Leadership Team in monitoring the performance of both professional and co-professional staff in line with the Academy's performance management policies, strategies and practices.

3. Take the lead co-ordination for specifically designated key aspects of Academy organisation and management.

4. 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.

D. Accountability

1. To have overall accountability for raising standards of behaviour and safety across the academy

2. To reduce the overall proportion of exclusions, particularly for key vulnerable groups

3. To ensure improved consistency in the delivery and implementation of the behaviour policy

4. With all senior leaders have accountability for ensuring every student achieves their potential

E. Working with the community

1. To form a fulfilling and trusting partnership with parents and carers that will actively and positively contribute to the successful education of their child.

2. To actively support the Hub concept in planning and implementing events designed to both involve and strengthen the Academy's local community.

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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.



Subject Leader
Person Specification

Our Purpose

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	Essential	Desirable
Qualifications	• Qualified Teacher Status	• Degree
Experience, Skills and knowledge	• Excellent written and communication skills, including appropriate ICT skills • A secure knowledge of the importance of data as a means both to measure and to extend progress • A high level of organisational skills • The ability to create a stimulating visual environment in the classroom.	
Personal Qualities	• Commitment to safeguarding and promoting the welfare of children and young people. • Willingness to undergo appropriate checks, including enhanced DBS checks. • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline • Flexibility and a willingness to be involved in activities that promote the community hub • A commitment to lifelong learning and a willingness to contribute to furthering their own learning through CPD • Commitment to the Academy's Equal Opportunities policies • Personal drive and energy to motivate and inspire staff and students • Capable of establishing positive relationships with parents • Integrity • The ability to cope with complexity, ambiguity and uncertainty • A genuine liking for and commitment to students even when the going gets tough! • Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos	



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www.oasisacademyoldham.org