

Oasis
Academy
Don Valley



Oasis Academy Don Valley
SENDCo



Exceptional Education at the Heart of the Community

Dear Applicant,

Thank you for your interest in applying for the post of SENDCo 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. As our new SENDCo you will play a central role supporting the Academy in developing systems, structures and routines across both our primary and secondary phases. Ensuring that children make good progress and all barriers to learning are removed.

We are looking to recruit a SENDCo with a passion for teaching and learning and to act as an advocate for all of our children with special educational needs holding a firm belief that all children can achieve. Ideally, you will have prior experience and expertise in supporting children with special educational needs to make good progress and of leadership in this area.

We invite applications from practitioners within both the primary and secondary sector as we see ourselves as a true through Academy with the successful candidate working across all phases of our Academy.

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 more information.

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.ocicareers.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

Oasis Academy Don Valley
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S9 3TY
T: 0114 2200 400
E: recruitment@oasisdonvalley.org

Oasis Community Learning

Thank you for your interest in joining the Oasis Community Learning (OCL) family. We are looking for talented teachers who share in our vision and values, to join our team.

It is our vision that every young person in our academies reaches their potential, no matter what their starting point and leaves us with an aspirational, fulfilled and prosperous future ahead of them. We are at an exciting time for our organisation. In 2020 we introduced the OCL One Plan, uniting all areas of our organisation to achieve our mission by providing clear direction for the next five years, and a new entitlement for every child.

One of these entitlements is access to online learning wherever you are; each student in Oasis will receive an iPad to use at school or at home. Together, we will provide our young people with the opportunities that they deserve to realise their potential.

Our people are our most important resource and our catalyst for change. Are you the one to help us do this?

We hope that you find everything you need in this brochure, and welcome you to get in touch with the academy you are applying for with any questions you may have.

John Murphy
CEO, Oasis Community Learning



About Oasis Community Learning

Oasis Community Learning is one of the largest trusts in the UK and has a vision to create 'exceptional education at the heart of community.' We are a family of 52 academies: 31 primary, 18 secondary and 3 all through.

We specialise in working in socially deprived communities, and we have intentionally positioned our education services within some of the most challenging and disadvantaged communities in the country. Over 80% of our academies are now rated as Good or Outstanding. In keeping with our vision of community, each academy offers a wide range of integrated and holistic provision to both our students and the local community through its Hub strategy.



Our offer to you

Clear career progression opportunities

As a large trust, we are able to provide clear career progression opportunities from NQT, through to middle leader, senior leader, Principal and Regional Director roles. In partnership with external providers, we provide accredited and bespoke training programmes including the NPQML, NPQSL and the NPQH. We also work closely with the Ambition Institute to deliver high quality CPD in pedagogy, behaviour management and curriculum development.



Curriculum development and reduced workload

Our NLPs and National Curriculum Leads have worked hard to create the Oasis Curriculum; a comprehensive set of lesson plans and materials for all subjects currently taught at secondary phase. By the end of 2020 we plan to have our primary curriculum ready too. Your time as a teacher is valuable, and we hope that this will support you with managing your workload and work-life balance.

Trust-wide opportunities for you to make a difference

There are a wide range of opportunities for teachers to support and play a key role in trust wide initiatives. This can be through: Pioneering new systems and approaches, based on current educational research – being at the cutting edge of educational thinking and development.

Transferring between academies to support academy improvement or to gain additional experience in preparation for promotion. Leading a Regional Improvement Network for your subject or year group.

Becoming one of our NLPs or National Curriculum Leads.

Joining strategy groups to develop best practice (e.g. Assessment, SEND, Early Years, Equality and Diversity, Safeguarding). Becoming a middle and/or senior leader in our Trust.

Support and sharing best practice

As part of a regional family of Oasis academies, you will enjoy the support and challenge of your peers within the region as well as from across the trust.

National Lead Practitioners (NLPs)

NLPs are highly effective teachers who are released from their own academy for 1.5 days a week to design curriculum and promote best practice in academies across the trust. As part of Oasis you will have the opportunity to become an NLP.

Regional Improvement Networks (RINs)

Networks exist to share effective practice, moderate students' work, raise standards, collaborate, undertake training, reduce workload, and give opportunities for leadership.

Assessment: Our NLPs have developed year group assessments in secondary and through a unified approach to exam boards we are able to work together to promote highly effective teaching strategies to secure the best outcomes for our students. For primary we have whole phase assessment systems to track achievement in every cohort in each academy.

Best Practice Directory: Through our intranet we have numerous strands of best practice that academies can access.

Oasis Teaching School: We have a Teaching School based at Oasis Academy Limeside in Oldham, Manchester, which acts as a source of best practice CPD.

Conferences: We hold CPD conferences across the UK to share best practice and pedagogy - regionally and nationally. These are enhanced through support from our NLPs.

More information about our NLPs and best practice is available in our Video Gallery on our [website](#).

Our curriculum

In line with the Oasis Education Charter, the curriculum is the heart of our academy's educational provision. Through this and our commitment to an exceptional climate for learning and great pedagogy, we make learning the foundation of every lesson. We have designed our curriculum to meet the needs of all, striving for personal as well as academic and vocational excellence.

We know that the development of character does not happen by chance but by purpose and intention: it is therefore an explicit part of our curriculum. We work hard at preparing our students to be the best version of themselves, today and in their futures.

Our curriculum is highly effective. In order to ensure that all our students receive the best, broad and exciting lessons and to make teachers' workload manageable, we have designed the Oasis Curriculum for all secondary subject areas. Led by our National Curriculum Leads, by the end of the academic year 2019-2020 we plan to have this extended into the primary phase, so that children from age 2 to 18 have the very best possible curriculum entitlement.

The Oasis ethos

Our ethos is a part of everything we do. We are looking for people who not only share in our vision but are champions of our ethos and 9 Habits.

Our ethos is:

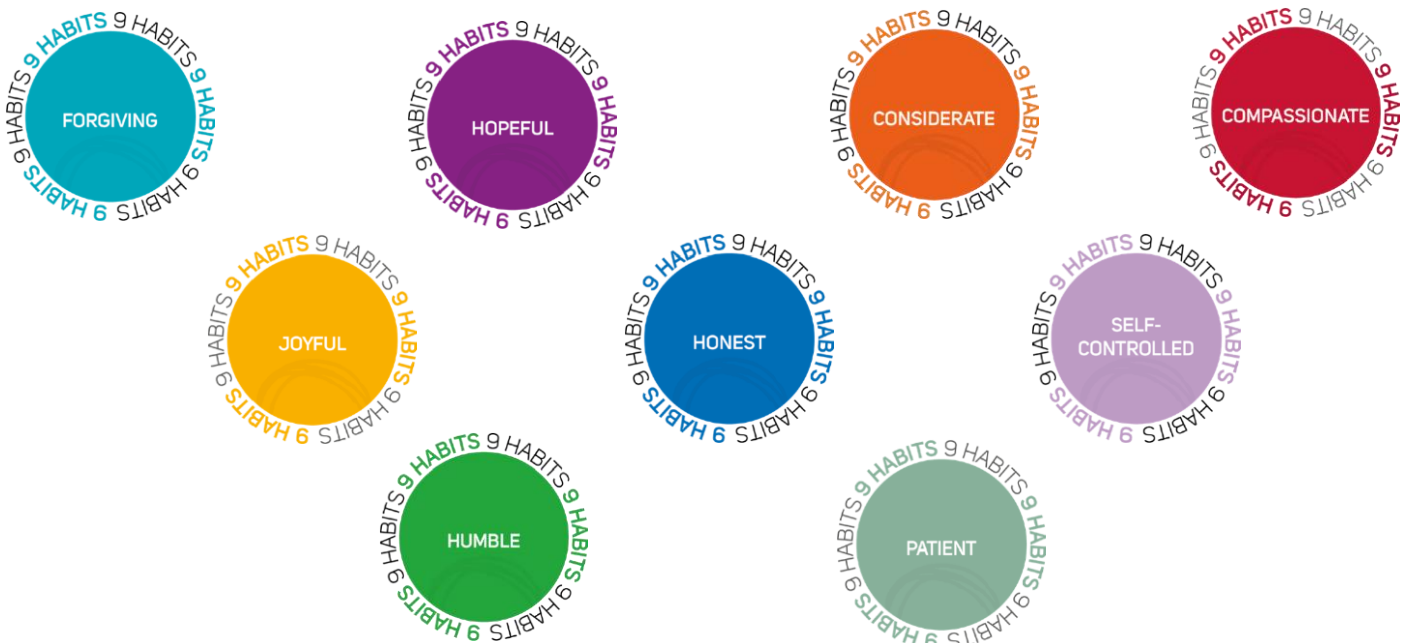
- A passion to include everyone
- A desire to treat everyone equally, respecting differences
- A commitment to healthy and open relationships
- A deep sense of hope that things can change and be transformed
- A sense of perseverance to keep going for the long haul

Putting the community into Oasis

Community Learning: Oasis Hubs

Developing and running Hubs is core to the global purpose of Oasis and vision for healthy communities. To this end, our staff are committed to working in an inclusive, integrated and empowering way so that all people experience wholeness and wellbeing. We want to see local communities that are characterised by trust, safety, cohesion, mutual support, vibrancy, health and opportunity, as well as increasing capacity to address their own issues. We want to see those who are excluded brought back into the community to share the experience of wholeness and wellbeing.

Each Oasis academy is part of an Oasis Hub that responds to the needs of the local community through many different forms of outreach. Our united goal is to see the entire community transformed for the better.



About Oasis Academy Don Valley

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 students.

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 students 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.

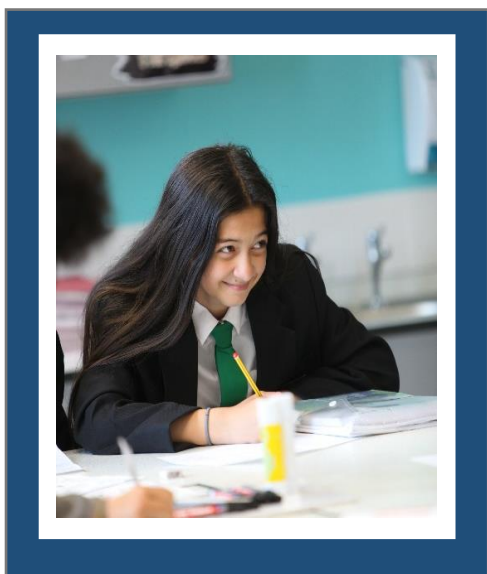
The Academy has gone from strength to strength since opening in September 2015 and we believe we are developing a strong reputation across our community. We are especially proud that this year we were the first choice Academy for 97% of our families.

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. That is why keeping children safe and challenging them to rise to our high expectations is our main priority.

Our Academy mission is to:

‘Provide an exception education at the heart of the community, which provides our students with the character and capacity to have a successful future

Oasis Academy Don Valley wants to be an integral part of our community as we recognise takes the whole community to create an exception Academy.



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 successful future. 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: SENCo

RESPONSIBLE TO: Assistant Principal - Director of Inclusion

RESPONSIBLE FOR: Teaching staff and identified members of the Inclusion team.

SALARY: MPS/UPS + TLR

LOCATION: Oasis Academy Don Valley

DISCLOSURE LEVEL: Enhanced

Purpose

To ensure that barriers to learning are removed so that all children at Oasis Academy Don Valley can make good progress. The strategic development and practical implementation of the Academy's SEND policy and overseeing the day-to-day operation of this policy so that every child identified as SEND makes good progress and achieves well.

Key Accountabilities

- ❖ Strategic development, evaluation and implementation of the Academy's SEND policy and provision and leading on the deployment of Academy resources
- ❖ Supporting all staff in identifying, assessing and planning to meet the needs of all students who are identified as SEND
- ❖ Making and organising specialist provision for students with recognised special educational needs
- ❖ Liaising with parents/carers and a range of specialists and agencies to plan and evaluate provision, including preparing and reviewing formal documentation on behalf of students
- ❖ Effective and efficient deployment of resources to meet the other accountabilities

Key Responsibilities

- ❖ Support all staff in understanding the needs of students with SEND and ensure the objectives to develop SEND provision and practice are appropriately reflected in the Academy development plan
- ❖ Monitor progress of objectives and targets for students with SEND from teachers' plans, evaluate the effectiveness of teaching and learning in relation to supporting special needs and use these analyses to guide future improvements
- ❖ Analyse and interpret relevant Academy, local and national data and advise the Principal on what is required to maximise achievement
- ❖ Liaise with staff, parents, external agencies and other Academy's to co-ordinate their contribution, provide maximum support and ensure continuity of provision
- ❖ Support the identification of and disseminate the most effective teaching approaches for students with SEND
- ❖ Work with the Principal and key Academy staff to develop effective ways of bridging barriers to learning for students with SEND through:
 - Early and effective assessment of needs
 - Monitoring of teaching, learning and pupil achievement within Academy systems
 - Liaising closely with members of the safeguarding team
 - Target setting, including provision and revision of plans
 - Using Academy systems to monitor progress of students who have special needs
- ❖ Collect and interpret specialist assessment data to inform practice
- ❖ Undertake day-to-day co-ordination of SEND students' provisions through close liaison with staff, parents and external agencies
- ❖ Provide professional guidance, support and development to staff to secure outstanding teaching for SEND students

- ❖ Contribute to the performance management process of teachers and members of the Inclusion team
- ❖ Advise on and contribute to the professional development of staff, including whole Academy INSET provision
- ❖ Provide regular information to the Academy Leadership Team and Academy Council on the evaluation of SEND provision
- ❖ Advise the Academy Leadership Team and Academy Council of priorities for expenditure and deployment of staff, and utilise resources with maximum efficiency
- ❖ Maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of Academy and SEND policies
- ❖ Co-ordinate all annual and interim reviews and attend / chair meetings when necessary

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 partners 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 Academy 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 - SENDCo

Our Purpose

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	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • A good honors degree • Evidence of a commitment to own professional development • Specific training/qualification in working with students with special needs • Good knowledge of Code of Practice and relevant regulations and requirements and current developments in this field 	<ul style="list-style-type: none"> • Relevant professional qualifications/ membership(s) • Training in assessment and evaluation of special needs and provision • Clear understanding of safeguarding procedures • SENCo qualification
Experience, Skills & Knowledge	<ul style="list-style-type: none"> • The ability to converse at ease with parents/students and members of the public, and provide advice in accurate spoken English. • Successful experience of: • Holding a position of responsibility • Involvement in Academy 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 • An understanding of Emotional Literacy developments to support learning and teaching • An understanding of Health and Safety regulations affecting the curriculum area 	<ul style="list-style-type: none"> • 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 Academy 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 • Experience of teaching across age and ability range • Experience of teaching and learning in classroom and in non-classroom contexts • Experience of planning provision (e.g. timetabling and staffing) • Successful experience in a mainstream school SEND role including the application process for children requiring an EHCP and support where appropriate and exam access arrangements

	<ul style="list-style-type: none"> ● An enthusiastic and effective leader and manager ● 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 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	<ul style="list-style-type: none"> ● Commitment to safeguarding and promoting the welfare of children and young people. ● 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 innovative curriculum development and partnership with other Academics 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.

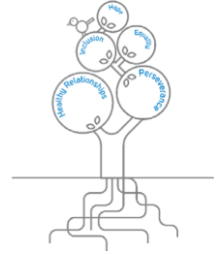
The Oasis Education Charter

The Oasis Education Charter is who we are, how we are distinctive and the entitlement we provide for our children and their communities.

Oasis **Ethos**

Our ethos is rooted in what we believe and who we are.

- We have a passion to include everyone.
- We have a desire to treat everyone equally, respecting differences.
- We have a commitment to healthy and open relationships.
- We have a deep sense of hope that things can change and be transformed.
- We persevere and keep going for the long haul.



Oasis **Learning**

The purpose of education is to understand what it means to be human - living intentionally and asking two key questions: Who am I? Who am I becoming?

- The foundation of our students' learning is made up of five integrated objectives.
- We develop competence, striving for excellence in skills, knowledge and qualifications.
- We foster character and self-belief and encourage our students and staff to become the best versions of themselves through the 9 Habits.
- We embrace community, advocating the value of living interdependently with others.
- We equip our students and staff to be engaged local and global citizens who strive for a better society
- We nurture and empower a life-long passion for learning in all the people we serve.



Oasis **People**

As an interdependent family, we enjoy exceptional strength and opportunity.

- We believe that good relationships are at the heart of everything we do.
- We support and encourage each other in championing the Oasis ethos.
- We work, learn and develop together so that students and staff can share and benefit from everyone's best practice.



Oasis **Purpose**

We work in partnership with our communities to transform lives, where everyone is included, can contribute and is able to reach their God-given potential. We deliver this through an Oasis Hub our model of integrated community development.

- We deliver education in the context of our Hubs.
- We create a culture of excellence for all.



Oasis **Inclusion**

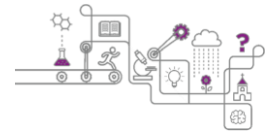
Our vision is driven through a passion and commitment to include everyone.

- We believe all our children and young people are precious; we prioritise social inclusion and integration in all we do.
- We model and set high aspirations and expectations for every child and young person and member of staff.
- We provide opportunities and experiences for all of our students, as well as their wider families, giving advantage to the disadvantaged.



Oasis Curriculum

The curriculum is the heart of Oasis's educational provision.



- We make great learning the foundation of every lesson.
- We design our curriculum to meet the needs of all.
- We strive for personal as well as academic and vocational excellence, achieving outcomes that drive social mobility, and give everyone freedom of choice through their lives

A number of reference documents support the Oasis Education Charter, and are available on www.oasiscommunitylearning.org

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.