



Oasis  
Academy  
Don Valley



Oasis Academy Don Valley  
Teacher of Maths



# Exceptional Education at the

Heart of the Community

Dear Applicant,

Thank you for your interest in applying for the post of Teacher of Maths 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 our team in the secondary phase of the Academy. As a teacher of maths you will play an important role in ensuring there is clarity in progression from Year 7 to Year 11 allowing all of our students to make outstanding progress leading to exceptional outcomes.

We are looking to recruit a teacher with a passion for maths and a firm belief that all children can achieve. It is an exciting time to be joining Oasis Community Learning as we are seeing our efforts coming to life. We have achieved sustained improvement with over 81% of our Academes achieving Good or Outstanding. We improve at a faster rate than the national average transforming lives and learning. Over 90% of parents whose child attend an Oasis Academy believes that their child is happy, well-taught and learning.

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.ocicareers.org](http://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

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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 51 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% over 81%.



**24, 000 pupils**



**52 Academies**



**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**

**A desire to treat everyone equally, respecting**

**A commitment to healthy and open**

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

**A sense of perseverance to keep going for the long**



## 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 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.

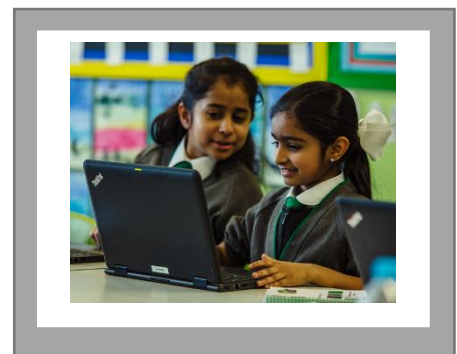
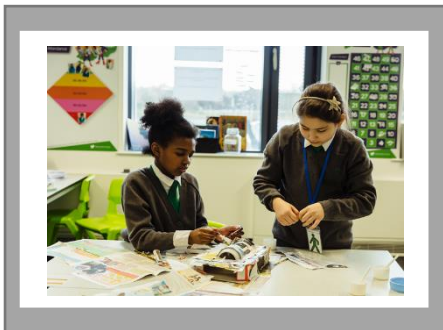
The Academy has gone from strength to strength since opening in September 2015 and we believe we are developing a strong reputation across our community. We are especially proud that this year we were the first choice Academy for 97% of our families.

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:** Teacher of Maths

**RESPONSIBLE TO:** The Principal under the day-to-day management and leadership of the Head of Faculty for Maths

**RESPONSIBLE FOR:** Teaching

**SALARY:** MPS/UPS (U1-U3 as appropriate) + Teacher pension

**LOCATION:** Oasis Academy Don Valley

**DISCLOSURE LEVEL:** Enhanced

## JOB PURPOSE:

To be responsible to the Head of Faculty for Maths 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

To ensure high quality curriculum provision and effective teaching and learning within the curriculum area. To carry out the professional duties of a qualified teacher in accordance with the Teachers' pay and conditions.

## SPECIFIC TASKS RELATED TO JOB PURPOSE:

### RESPONSIBILITIES

#### A. Teaching

- Plan work in accordance with the curriculum area programmes of study and so that it addresses the personalised learning needs of every student.
- 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 Behaviour for Learning Policy.
- Set high expectations for students' behaviour by establishing a purposeful working atmosphere in accordance with the Behaviour for Learning policy.
- Provide students with the opportunities to develop the skills required in order to learn.
- Set appropriate and demanding expectations for students' learning, motivation, and presentation of work.

#### B. Assessment, recoding 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, 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 an Advisory 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.
- 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

## **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

## **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.

## **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.

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 – Teacher of Maths

## 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
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• A degree in relevant or related subject</li> <li>• Evidence of a commitment to own professional development</li> <li>• Recent relevant in-service training in the subject area</li> </ul>	
<b>Experience, Skills &amp; Knowledge</b>	<ul style="list-style-type: none"> <li>• The ability to converse at ease with parents/students and members of the public, and provide advice in accurate spoken English.</li> <li>• Successful experience of:</li> <li>• Developing the teaching of the subject</li> <li>• Holding a position of responsibility</li> <li>• Achieving good student outcomes across Key Stages 3 and 4</li> <li>• Developing Schemes of Work across Key Stages 3 and 4</li> <li>• Working effectively as a Form Tutor</li> <li>• Involvement in school improvement initiatives</li> <li>• Making effective use of Assessment for Learning to engage students as partners in their learning</li> <li>• Leading effective interventions designed to raise levels of attainment</li> <li>• Using assessment and attainment information to improve practice and raise standards</li> <li>• Using strategies to promote good student relationships and high attainment in an inclusive environment</li> <li>• An understanding of improving Literacy Strategies</li> <li>• Good understanding of the Ofsted inspection framework and of subject-level self-evaluation processes</li> <li>• Vision for the teaching of the subject</li> <li>• Secure knowledge of Programmes of Study for the subject at KS3 and KS4</li> <li>• Good knowledge of strategies to enhance teaching and learning of ICT within the subject area</li> <li>• An understanding of Emotional Literacy developments to support learning and teaching</li> <li>• An understanding of Health and Safety regulations affecting the curriculum area</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of efficient use of resources and financial management</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> <li>• Desire to play a wider role in school improvement</li> <li>• Ability of 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>

	<ul style="list-style-type: none"> <li>• Ability to use and promote a wide range of teaching methodologies</li> <li>• Excellent communication and presentation skills</li> <li>• Competent user of ICT</li> <li>• Competent co-ordinator and motivator</li> <li>• Ability to plan and resource effective interventions to meet curricular objectives</li> <li>• Ability to form and promote positive relationships with staff, students, parents, the local community and outside agencies</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>• Emotional resilience in working with challenging behaviours and attitudes</li> <li>• Well-developed emotional intelligence</li> </ul>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Commitment to safeguarding and promoting the welfare of children and young people.</li> <li>• Commitment to the value and promotion of vocational and work related learning</li> <li>• Willingness to undergo appropriate checks, including enhanced CRB checks.</li> <li>• Motivation to work with children and young people</li> <li>• Ability to form positive and productive relationships with students, colleagues, parents/carers and other stakeholders</li> <li>• Actively supports the Academy's aims</li> <li>• Active participation in Academy developments</li> <li>• Commitment to leading extra-curricular activities/ educational visits/out-of-hours learning</li> <li>• Commitment to innovative curriculum development and partnership with other schools and the wider community including business and industry links</li> <li>• A willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos.</li> </ul>	





# 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.

