Oasis academy hadley

Learning Co-ordinator English as an Additional Language





Dear Candidate,

Thank you for your enquiry regarding the position of **Learning Co-ordinator English as an Additional Language** at Oasis Academy Hadley. We are part of Oasis Community Learning which runs over 40 academies across the UK. We need an enthusiastic and talented teacher to the provision for English as an Additional Language to join the Communication team for January 2018.

I hope you find the information pack helpful. If you would like to know more about us before you apply please see our website www.oasisacademyhadley.org. We welcome visits to the Academy. For an informal, confidential discussion, or to arrange a visit please contact our HR Manager, Peri Mehmet, on 020 8804 6946 ext 73012 or hr@oasishadley.org

If you would like to apply, please complete the Application Form and Equal Opportunities monitoring (CVs are not accepted) and return it by either of the following ways:

Email: hr@oasishadley.org
Post: Peri Mehmet
Oasis Academy Hadley
143 South Street
Enfield
EN3 4PX

The closing deadline for applications is no later than **8am** on **Monday 16th October 2017.** Applications will be reviewed on an ongoing basis so early applications are encouraged.

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.

Interviews will be on **Wednesday 18th October 2017**. If you have not been invited to attend by **Tuesday 17th October 2017,** you should assume that your application has not been successful. Unfortunately, we will not be able to provide feedback on your application at this stage.

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

Yours sincerely,

L. Dawes

Lynne Dawes
Principal

About Oasis Academy Hadley

Oasis Academy Hadley is an inclusive all-through, 2 to 18 academy that is committed to giving children the best possible education. We are located in our state of the art building, on South Street, Ponders End, a two minute walk from Ponders End train station.

The Academy has been very successful since it opened. In June 2016 Ofsted confirmed that the Academy continues to be good in all areas.

'The Hadley Way is ensuring that pupils' lives are transformed'

'In all phases rates of progress for pupils are at least good'

'The ambition and culture of high expectations have been sustained since the last inspection'

'Good quality care pervades all aspects of the school's life and work'

The popularity of the Academy has increased year on year and we are now the school of choice for our local families and we are over-subscribed in many year groups. The Sixth Form is the first choice for Year 11 students and has become increasingly popular with external students from local schools.

The percentage of students achieving the best grades at both GCSE and A Level has risen significantly over the years. Last summer 55% of students achieved Level 4+ in the Basics - English and maths GCSE. We have been successful in narrowing the gap with disadvantaged students achieving in line with advantaged students. Consequently, students make good and outstanding progress. At A level and BTEC Level 3 our students continue to make good progress. Over 94% of our students have progressed to university including 47% Russell Group universities following a wide range of courses including from English, politics to engineering, psychology and law.

Phase 1, our primary section, began in September 2010, admitting 60 Reception age children. Students make very good progress across Phase 1. Our Year 1 Phonics test results and KS1 SATS results this summer were line with national averages. The Nursery opened when we moved to our new site in January and is very popular. In July 2013 we were asked to be part of the 2 year olds pilot scheme by Department for Education and we now have a very successful 2-year-old Nursery. We offer full time day-care for 2 and 3 year olds including the Government 30 hours free day care. Our admissions arrangements give staff have priority for places in our nurseries and school.

The all-through Academy brings huge benefits to students, their families and to staff in terms of curriculum continuity and progression, facilitating parental involvement in their children's learning and professional development opportunities.

The Academy mainly serves ethnically and economically diverse local communities of Ponders End, in North Eastern Enfield. A number of students travel from Enfield Lock, Edmonton and Haringey to the Academy. 90% of students come from 30 most deprived areas in the country. High numbers (60%) receive pupil premium. There is a high proportion of students with English as an additional language (69%) with over 60 languages spoken. Turkish, Black Caribbean, Somali and Bangladeshi are our biggest ethnic groups. Despite the challenges many of our students face in their day to day lives our students are ambitious and work hard, seeing education as the key to a successful future.

Oasis was established in 1985 and has grown into a group of charities working to deliver housing, training, youth work, health care, family support and primary, secondary and higher education. In the UK Oasis employs over 4000 staff as well as working with over 1000 volunteers. Oasis work in ten other countries around Europe, Africa, Asia and North America. Our academy is twinned with projects in Uganda and Kyrgyzstan.

Oasis Community Learning is an education trust established in 2004 with the express purpose of transforming lives and communities through the development of Oasis Academies. There are over 40 academies each with their own character and identity and as one organisation are committed to share effective practice across the group. As a leading academy sponsor Oasis is a growing organisation which is committed to improving the life chances of children, young people and the communities they live in.

The Oasis Hub Hadley supports the work of the Academy providing integrated, high quality services that benefit the whole person and the whole community. This is achieved by bringing together the Oasis ethos and values, local and national resources and expertise, and working together in and with local partners. Hadley Hub's work includes youth work, family support services, holiday activities, volunteering, community engagement, lettings as well as the Academy. In addition to the main Academy site Oasis rents a shop on South Street to provide an additional facility to work with the local community.

The Academy operates a totally inclusive admissions policy, accepting students irrespective of faith or ability. Our goal is to create an environment where students 'want' to learn rather than 'have' to learn.













About Oasis Community Learning

The vision of Oasis Academies is to create both outstanding schools and community hubs. As well as delivering first-class and innovative education, Oasis builds 'Hubs' in the area it works in; creating safe and inspiring local neighbourhoods that provide integrated and diverse services to benefit the whole person and the whole community.

Oasis Community Learning seek to create and sustain networks of excellent learning communities working in the context of the Oasis Ethos where every student can reach their full potential. Oasis believes this can be achieved through clear leadership, outstanding staff, a positive and affirming environment, strong partnership between students, parents/carers and the local community, along with the wider national and international links the Oasis' global operations create.

Our ethos is an expression of our character- it is a statement of who we are and therefore a lens though which we assess all we do. The work of Oasis Community Learning is motivated and inspired by the life, message and example of Christ. This is encapsulated by the following five statements:

- 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

The full Education Charter explains how our ethos impacts in Oasis Academies and can be found on www.oasiscommunitylearning.org

At Oasis Academy Hadley we interpret the Oasis Ethos through the Hadley Way.

The Hadley Way

ASPIRE: We will have the highest expectations of ourselves and others for both learning and behaviour.

ACHIEVE: We will be the best we can

CARE: We will consider others and make positive contributions to the Academy, local and global communities in which we live

ENDEAVOUR: We will be resilient, enjoy a challenge and not give up easily.

About English as an Additional Language

We believe that every student should have an equality of opportunity and access to a broad and balanced curriculum, and this role shows our commitment to supporting students for whom English is not their first language. We are looking for an outstanding and innovative teacher with excellent interpersonal skills ready to take on the leadership role for EAL students.

The successful candidate will lead on the development of high quality teaching and the provision of high quality support and interventions for students with English as an additional language.

We use a range of strategies to help achieve our aim of all students making outstanding progress.

English as an Additional Language Team
The EAL team currently consists of the Learning Co-ordinator, one full time EAL teacher and a teacher who teaches Turkish and EAL students. Across the academy we have staff who are fluent in our main community languages and support both students and families.

Introduction to English
An Introduction to English course is delivered to students who start the Academy with little or no English language. Student start their education at the Academy full time and follow a programme that aims to familiarise them with the English language in a supportive and nurturing environment. Assessments are carried out at the start and during this programme, so that students can be integrated into mainstream lessons once they are able to access the curriculum.

Intervention Programme
The Intervention Programme supports students, who are at early stages of language acquisition to develop subject specific language and the skills necessary to access the curriculum in all areas, many students will participate in this course when they start at the Academy or as they exit the Introduction to English course. These may be one to one sessions or small group activities as appropriate and dependent on student need.

You will be part of the Communication Faculty along with English, Media and MFL. The Communication team is a mix of experience teachers and those new to teaching. Teamwork is strong within the faculty with an ethos of joint working. The Faculty is well-equipped with Interactive Whiteboards in every room, printer/photocopier and laptop trolleys and a computer suite. All teaching staff are provided with their own laptop.

If you can inspire young people, are passionate about supporting students with English as an additional language getting the best education and prepared to go the extra mile we would welcome an application from you.




Job Description

POST:
Learning Co-ordinator English as an additional Language

ACCOUNTABLE TO:
The Principal, under the day-to-day management and leadership of Assistant Principal

GRADE:
MPS/UPS Outer London + TLR 2c

KEY RELATIONSHIPS:
Academy Leadership Team; relevant teaching and support staff; students; partner professionals; parents; local community; other Oasis Academies and Oasis Community Learning central staff.

LOCATION:
Oasis Academy Hadley

WORKING PATTERN:
Full-time and as described in the School Teachers' Pay and Conditions Document.

JOB PURPOSE:

Provide leadership for an area of the Academy, in consultation with the Principal, staff, parents and Academy Council, which brings about high standards of education.

All leaders in the Academy share in devising strategies for raising achievement and ensuring high standards of behaviour.

The post holder is expected to carry out the professional duties of a qualified teacher in accordance with the current DFE Teachers' Pay and Conditions document and those described in the Outcomes.

This job description should be read with the Teacher Standards.

RESPONSIBILITIES:

1. To provide strategic and operational leadership of the provision for students with English as an Additional Language.
2. To actively support the vision, ethos and policies of the Academy.
3. To promote and safeguard the welfare of children you teach or come into contact with.

OUTCOMES:

1. Achievement and standards

- Set high expectations and stretching targets for your areas of responsibility which contribute significantly to Academy targets.
- 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 the specified aspects of the learning area through the use of appropriate assessments and records and regular analysis of the data.
- Ensure that teachers within the learning area set, track, evaluate and report on individual student progress towards their targets.
- Use national, local and Academy data effectively to analyse and evaluate student progress; planning and implementing effective interventions to support students within the specified aspects.
- Ensure that teachers within the subject area mark and monitor students' work giving formative, next step feedback and targets for improvement in line with the Academy Assessment policy.

OUTCOMES:

- Ensure that appropriate procedures are in place within your specified aspect for the moderation teacher assessments to ensure reliability.
- Continuously monitor and evaluate the effectiveness of learning outcomes within your specified aspect.

Professional Standards - Attributes, Knowledge and Understanding

- Commitment to a collaborative Academy vision of excellence and equality that sets high standards for every student
- Ability to analyse and evaluate performance data.
- Take appropriate action when performance in unsatisfactory within their specified areas of responsibility.
- Have a good knowledge and understanding of the assessment

2. Quality of Provision

- Raise the quality of teaching and learning so that lessons are good or better and there is no inadequate teaching within the learning area.
- Construct, revise and develop schemes of work within your specified aspect with accompanying learning materials ensuring that they meet statutory and legal requirements and provide a range of teaching and learning methods that personalise the learning experience for students giving the equality of opportunity to make progress.
- Prepare students for end of Key Stage examinations and assessments.
- Contribute to the development of teaching and learning by supporting training programmes, coaching and mentoring of teachers.
- Develop and maintain Academy policies and practices which promote high achievement and inclusion through effective teaching and learning across the Academy.
- 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.
- Implement strategies that ensure high standards of behaviour.
- Promote extra-curricular activities and out of hours learning which enhance learning opportunities.
- Have a teaching commitment in line with other equivalent Co-ordinators within the Academy.

Professional Standards - Attributes, Knowledge and Understanding

- Ensure a culture of challenge and support where all students can achieve success.
- Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- Ability to initiate and support research and debate about effective teaching and learning and develop strategies to improve performance.

3. Leadership and Management

- Take the lead strategic oversight for specified areas of improvement and development.
- Play a key role in creating an environment within the Academy where students and staff develop and maintain positive attitudes towards each other, the environment and community.
- Contribute to the development and review of the Learning Area Improvement Plan, Self Evaluation Form and the related documentation.
- Maintain clear expectations, high standards of professionalism and collaboration to meet the Academy Improvement Planning priorities.
- Lead the implementation of Accelerated Reader within the English Learning Area.

Professional Standards - Attributes, Knowledge and Understanding

- Act as a lead professional, setting a professional example to staff and students.
- Able to delegate and monitor the implementation of management tasks

OUTCOMES:

4. Personal Development and Well-Being

- Lead within your specified aspects the implementation of the personalised learning agenda, raising achievement and improving the quality of teaching, learning and support within the subject area.
- Ensures a consistent and continuous focus on student achievement, using baseline and progress data to monitor progress within your specified aspects.
- Recognise and reward students who are making good progress, and identify underachievement putting in place appropriate support to address the areas of weakness.
- Support the extended school programme including visits.
- Treat all members of the academy community fairly, equitably and with respect to create and maintain the Academy ethos.

Professional Standards for Teachers – Attributes, Knowledge and Understanding

Have a commitment to choice and flexibility in learning to meet the needs of every student.

5. Views of Learners, Parent/Carers and other Stakeholders

Ensure an effective partnership with parents and carers to support students' academic and personal development.

Professional Standards – Attributes, Knowledge and Understanding

Recognises and takes account to the richness and diversity of the Academy's community.
Builds and maintains relationships with parents, carers and the community that enhances the education of all students.

6. Professional Development

- Keep up to date with current research in school improvement in the specified areas of responsibility.
- Lead professional development activities, as appropriate, to update and develop the skills of colleagues.
- Provide coaching and mentoring for less experienced colleagues.
- Participate in Performance Management accordance with Academy policy.

Professional Standards – Attributes, Knowledge and Understanding

Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.
Build a collaborative learning culture within the specified areas of responsibility.

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. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions, including extra-curricular activities, 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.

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.

Learning Co-ordinator English as an Additional Language Person Specification

	Essential	Desirable
Qualifications	• Qualified Teacher Status	• Degree
Professional Development	• Recent relevant professional development	
Experience	• Successful teaching experience • Proven record of success in raising student achievement of children with English as an additional language	
Skills and Understanding	• Understanding of what is required to secure effective teaching and learning to improve student performance in an inclusive environment • Knowledge and understanding of strategies to support students with English as an additional language • Knowledge and experience of using ICT to develop teaching and learning • Ability to use assessment data effectively to set targets and raise achievement • Ability to provide appropriate challenge and support for students • Knowledge of behaviour management strategies and an ability to maintain good discipline • Ability to converse at ease with parents/students and members of the public and provide advice in accurate spoken English • Understanding of the practical application of Equal Opportunities in an Academy context	
Personal Qualities	• Ability to motivate students and staff • Good communication skills • Ability to lead and work as part of a team • Ability to use and act on own initiative • Ability to reflect • Ability to form and maintain appropriate relationships and personal boundaries with children • Emotional resilience in working in a range challenging situations • Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos	

Explanatory Notes

Applications will only be accepted from candidates completing the enclosed Application Form. Please complete ALL Sections of the Application Form which are relevant to you as clearly and fully as possible (Sections A & B). CVs will not be accepted in place of a completed Application Form.

Safeguarding Children & Young People

We are 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 Disclosure and Barring checks

1. Candidates should be aware that all posts in Oasis Community Learning involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
2. Accordingly this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.
3. If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including those related to children or young people (whether the disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
4. Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may where appropriate be answered not applicable if your duties have not brought you into contact with children or young people.

Interview Process

After the closing date, short listing will be conducted by a Panel, who will match your skills/ experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy Disclosure and Barring check requirements such as a current driving licence including a photograph and/or a passport and/or a full birth certificate
- Documentary proof of current name and address (i.e. utility bill, financial statement etc.)
- Where appropriate any documentation evidencing a change of name
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post.

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

We will seek references on shortlisted candidates for Academy based positions and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

For Academy based positions, in addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- 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
- Attitudes to use of authority and maintaining discipline.

Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon: -

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity and qualifications
- Vetting and Barring Checks
- Satisfactory Disclosure and Barring check
- Verification of professional status such as QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period.
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance

For teaching posts

- Verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)
- Verification of medical fitness in accordance with DFE Circular 4/99 Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or ISA and/or other relevant investigating bodies.