

Teacher of Science

MPS 1-6

Fixed Term Maternity Cover

Oasis Academy Lister Park

Welcome from the Principal

At Oasis Academy Lister Park we are committed to providing the best possible educational experience for the families and community we serve. We set very high expectations for all our students both academically in terms of progress and exam results.

The climate for learning in Oasis Academy Lister Park is based upon our insistence on self-discipline and a 'can do attitude' that promotes a positive approach to learning. This starts with the professional expectations we demonstrate as teachers and support staff, and how lessons are prepared and differentiated to meet every student's academic and pastoral needs.

I am incredibly proud to be the Principal of such a vibrant and progressive Academy that works hand in hand with its community to ensure that our students develop the right character whilst they are in our care.

Our ethos is built firmly on our pillars of the community: mutual respect, pride, creativity, resilience, ambition and an atmosphere which regards the whole community as our family.

Our aim is to develop open-minded, flexible, resilient young people who can be successful in modern Britain and contribute positively as global citizens.

The curriculum students will enjoy whilst at Lister Park enables them to progress to the top universities and apprenticeship programmes, but I firmly believe in balance and the emphasis we place on arts and practical subjects. This allows all our students to have successful outcomes and develop their areas of interest and excellence through a comprehensive extra-curricular programme.

Should you wish to arrange an informal visit the academy prior to application, I would be more than happy to welcome you. Please contact Human Resources by email at tracey.halls@oasislisterpark.org to arrange a visit or if you need any further information.

I look forward to receiving your application.

Ian Simpson
Principal
Oasis Academy Lister Park

Oasis Community Learning develops and promotes 9 character habits as an integral part of our ethos as a Trust.



A message from our CEO

A very warm welcome to Oasis Community Learning!

I am delighted that you are interested in becoming part of Oasis Academy Arena.

Oasis Community Learning was established as a Multi Academy Trust in 2004 with the vision to create:

"Exceptional Education at the Heart of the Community".

We now run Academies in four main regions throughout the UK, providing either primary, secondary or all-through education. All our Academies are committed to providing a rich educational experience and ensuring that every child and young person has the opportunity to achieve at the highest level.

Our ethos is integral to that provision: it is an expression of our character, a statement of who we are and therefore the lens through which we assess all we do. We are committed to a model of inclusion, equality, healthy relationships, hope and perseverance throughout all the aspects of the life and culture of each Academy community.

We passionately embrace learning and are committed to every child within our care reaching their full potential and developing holistically across every area of their lives, both now and in the future.

All of this is underpinned by our philosophy of education which highlights our focus on inspirational leadership, deep learning and healthy communities and aspires to develop the character and competence of every child of every community that we are part of.

At Oasis Community Learning therefore, we believe we are all 'the architects of our students' lives' and as such we are committed to laying the right foundations for every one of our young people.

So we look forward to you potentially becoming part of Oasis.

Best wishes,
John Murphy

A message from our Founder

When I started Oasis, back in 1985, I had no idea it would grow into the wonderful family of charities that it has become today. We have not only become the country's second largest provider of academy schools, educating around 25,000 children and young people, we also provide housing for vulnerable young people, and run everything from community farms to coffee houses and churches to children's centres, and much more besides, in communities from Gateshead in the North East to Bristol in the South West. So, the question is…why?

Not only do we believe a child should receive the very best formal education, but also that there is more to a healthy life and future than simply the knowledge they hold. Every one of us is a product of the community we live in. that's why Oasis is passionate that every community one of our Academies is part of should be a happy, healthy place where every person is included, valued and is able to achieve their full God given potential and thrive. That's why Oasis' vision not only aims to deliver outstanding education, but also to help build great local neighbourhoods.

We're motivated by our core Christian ethos which means that we believe every person – those of all faiths or none – are equally valuable and have a part to contribute in helping this vision become a reality. Helping a young person realise who they are meant to be is about more than simply the qualifications they get or the job they want; it's about how they see themselves and those around them. That's why Oasis' goal is to play its part in helping to create great communities where every young person achieves their best, respects themselves, values those around them and contributes to the good of all.

Steve Chalke, MBE

JOB DESCRIPTION

POST:	**TEACHER / PART TIME / FIXED TERM MATERNITY COVER**
SUBJECT:	**SCIENCE**
GRADE:	**MPS 1-6**
RESPONSIBLE TO:	Principal, under the day-to-day management and leadership of the Curriculum Leader
WORKING PATTERN:	Full time and as described in the School Teachers' Pay and Conditions Document
LOCATION:	Oasis Academy Lister Park, North Avenue, Bradford, BD8 7ND
DISCLOSURE LEVEL:	Enhanced DBS

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

CORE PURPOSE: Teach across the age and ability range, in line with the National Curriculum programmes of study, in such a way as to challenge and inspire students of all abilities

All teachers are required to perform their professional duties as set out in line with the current School Teachers' Pay and Conditions document/DfE Teachers' Standards May 2012

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

A teacher must:

Set high expectations which inspire, motivate and challenge students.

- Establish a safe and stimulating environment for students, rooted in mutual respect.
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

Promote good progress and outcomes by students.

- Be accountable for student's attainment, progress and outcomes.
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide students to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
- Encourage students to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge.

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject.
- If teaching reading, demonstrate a clear understanding and need for students to practice.

Plan and teach well-structured lesson.

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set homework and plan other out-of class activities to consolidate and extend the knowledge and understanding students have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
- Plan teaching to achieve progression for students' learning.
- Provide clear structures for lessons which maintain pace, motivation and challenge for students.

Adapt teaching to respond to the strengths and needs of all students.

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development.
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Other Professional Requirements:

Make accurate and productive use of assessment.

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure students' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.
- Assess how well learning objectives have been achieved and use this assessment.
- Mark and monitor students' assigned class work and homework, providing constructive oral and written feedback, and setting targets for students' progress.
- Assess and records students' progress systematically.
- Use comparative data to set clear targets for student achievement.

Manage behaviour effectively to ensure a good and safe learning environment.

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the schools behaviour policy.
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.

- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.
- Ensure effective teaching.
- Evaluate their own teaching critically and use this to improve their effectiveness.

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to students' achievements and well-being.
- Make a significant contribution to the SMSC Department so that the department meets the aims and objectives of the school.

Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

    - Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional positions.
    - Having regards for the need to safeguard student's well-being, in accordance with statutory provisions.
    - Showing tolerance of and respect for the rights of others.
    - Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
    - Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

- Teachers must have proper and professional regards for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teacher must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.