

Behaviour and SEMH Leader



Oasis
Academy:
Hadley

Welcome

Dear Candidate,

A warm welcome and thank you for your interest in the position of **Behaviour and SEMH Leader** here at Oasis Academy Hadley.

We are one of 52 academies which form part of Oasis Community Learning, a well-established Trust with a great reputation for supporting and developing staff.

I hope you find the information pack helpful. If you would like to know more about us, check out our website www.oasisacademyhadley.org.

If you have any further questions about the role or would like to visit us in person prior to applying, please contact the HR team on 020 8804 6946 or by email hadley.hr@oasishadley.org

If you think this role could be for you, please complete the Application and Equal Opportunities monitoring form linked to the job advert on our website or email it to: Hadley.hr@oasishadley.org
CVs will not be accepted for this role.

The deadline for applications is **12pm on Wednesday 15th May 2024**.

Wishing you well and looking forward to hearing from you.

Yours sincerely,

A handwritten signature in black ink, appearing to be 'Z Thompson', with a stylized flourish at the end.

Zoë Thompson
Principal

About Oasis Academy Hadley

Oasis Academy Hadley is a great place to work and learn.

We are an all-through family school, where children at every key stage from ages 2 to 19 learn well and make good progress.

We pride ourselves on being inclusive and championing the gifts and talents of every individual. The happiness, care, and wellbeing of all our children is central to our approach and enables everyone at Hadley to thrive in a safe and secure environment.

We have an established culture of high expectations, where children are taught well and encouraged to develop both academically and culturally. Having such a well-rounded learning experience is central to our purpose as it is this that enables our children to be aspirational for themselves, their families, and their community. By nurturing a positive mindset, we build children's confidence to be successful whichever path they choose.

Being an all-through school means that many children are with us for the majority of their formal education and do stay on into our very popular Sixth Form where each year, approximately 95% go onto university with 85% going to Russell Group and top third Universities which are some of the best in the world.

Hadley has a track record of great achievements and is an inspirational place to grow and develop. Throughout all phases of our Academy, we have a team of skilled and dedicated staff with a great deal of expertise who are committed to securing the best outcomes. To achieve this, we place a great deal of importance in continuing professional development and we have an established leadership development program.

Oasis Academy Hadley is one of 52 Academies who form part of the Oasis Community Learning. Each Oasis Academy and the services behind them, are committed to creating exceptional entitlement that ensures that all children have real choice in their lives.

To find out more about what it's like to work for Oasis and the huge benefits that come with this, go to [OCLCareers.org](https://www.oclcareers.org).

Our Offer to you

Clear career progression opportunities



As a large trust, we are able to provide clear career progression opportunities from ECT, through to middle leader, senior leader, Principal and Regional Director roles. In partnership with the National Institute of Teaching we provide accredited and bespoke training programmes that include the full NPQ suite of qualifications. We also work closely with a range of other providers 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 in Primary and secondary Phases. 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 or Joining strategy groups to develop best practice.

These include Assessment, SEND, Early Years, Equality and Diversity and Safeguarding to name a few.

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 Learning and Development Zone we have numerous strands of best practice that academies can access.

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 the Oasis Careers 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.

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 our

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

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.

Nine Habits



About the Inclusion Team

Inclusion is at the heart of our work at Oasis Academy Hadley. We work hard to support our students so that they can fully access their education. We are very proud that we have significantly raised achievement with very low levels of exclusions.

We have high expectations of all students regardless of their challenges or starting points and believe in doing all we can to ensure every student is successful. In order to achieve this, every student should have equality of opportunity and access to a broad and balanced curriculum, and this role shows our commitment to supporting all. We have a creative approach to inclusion and use a wide range of strategies to support our students with additional educational needs.

We have a small number of students in each key stage who find the full mainstream curriculum particularly challenging. This can be for a range of reasons both medium and long term. In order to support their learning and eventual reintegration into the mainstream curriculum, we have three personalised learning provisions located onsite.

The specialist provisions are focussed on key stages of learning. One for years 7-9, one for year 10 and another for year 11.

In each learning area, the students are taught the full curriculum by specialist teachers and receive guidance, support and mentoring from the room leader. Each area can support up to ten students.

The room leader in each learning area oversees the learning and provides mentoring, guidance and support to individual students. They work under the direction of the Head of Inclusion and the alternative provision leader. Mainstream teachers contribute to the teaching in both areas. The room leaders will review students' progress on a daily basis and liaise with key staff, parents and other professionals accordingly.

Job Description

POST:

Room Leader and Mentor

ACCOUNTABLE TO:

The Principal, under the day-to-day management and leadership of the Academy Leadership Team Line Manager

GRADE:

Support Staff Scale 5, 12- 18 (Outer London) - £23,812 - £26,288 (actual) plus Local Government Pension Scheme

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:

37 hours per week

39 weeks per year (Term Time Only)

JOB PURPOSE:

Lead an alternative provision room that supports identified students with Additional Educational Needs (AEN) and breaks down barriers to learning.

RESPONSIBILITIES:

1. To lead, manage and co-ordinate an alternative provision room or intervention
2. To contribute to the raising of the achievement of AEN students and support them in making expected or better progress
3. To contribute to the promotion of the well-being of AEN students within the Academy
4. To promote and safeguard the welfare of children you teach or come into contact with.

DUTIES:

1. Strategic Development and Academy Development

- Responsible, as a member of staff, for promoting and developing a positive culture and to ensure diversity within the Academy community is recognised and respected.
- Contribute to the development of the Academy's vision, values and aims and to abide by agreed professional behaviours and attitudes.

2. Key Tasks

- Lead an alternative provision room.
- Plan and deliver the curriculum, timetable and sessions to support students' academic and social progress.
- Work with the Alternative Provision Leaders to develop a learning programmes that meets the social, emotional and academic needs of the students.
- Ensure all students access to the curriculum is supported by a creative approach which includes core subjects and other relevant activities which support the needs and interests of students.
- Work with other inclusion staff to plan the programme with clear targets and timeframes for individual students referred to the alternative provision.
- Work closely with Inclusion teachers, learning support assistants, class teachers and other staff to ensure identified students' needs are met.

- Assist with and implement, under the guidance of appropriate professional staff, Student Support Plans (SSP), Education, Health Care Plans (EHCP) and Pastoral Support Programmes (PSPs).
- Work with small groups of students or one to one to support access to curriculum and engagement.
- Work with individual students on personalised support programmes and interventions
- Develop, make and adapt resources as necessary for identified students.
- Where appropriate, prioritise the teaching and development of knowledge and skills that will provide the students with the best opportunities to return fully to a mainstream curriculum.
- Work with other staff deployed to the alternative provision to ensure high standards of provision.
- Monitor the progress of students in the alternative provision through the use of appropriate assessments and records and regular analysis of the data.
- Keep records of work and progress for the students supported in the alternative provision.
- In liaison with mainstream teachers plan the reintegration programme for students into mainstream provision and support the management of the transition of students from alternative provision to mainstream lessons.
- Carry out assessments to identify the needs and track the progress of students in the alternative provision.
- Liaise with teachers and other professional staff for planning, review, monitoring purposes.
- Assist with the review of Student Support Plans, EHCPs and PSPs as required.
- Support students with Access Arrangements in Academy and public examinations tests as required.

3. Student Well-Being

- Assist in the physical management of individual students.
- Work with individual and groups of students to encourage them to achieve greater independence and self-confidence.
- Assist with lunchtime clubs in the Inclusion area.
- Help with escorting students on educational visits and participate in extra-curricular activities as required.
- Develop positive partnerships with parents and carers.

4. General

- Attend training including the Academy's Training Days.
- Attend team meetings
- Carry out routine administrative tasks
- Participate in the Academy's Performance Management process

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.

The post holder will be subject to performance objectives agreed annually with the relevant body and these objectives will be reviewed annually.

Room Leader and Mentor Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> GCSE English and maths at A*-C or level 2 equivalent 	<ul style="list-style-type: none"> Qualified to degree level (or equivalent)
Experience, Skills and Understanding	<ul style="list-style-type: none"> Commitment to and or experience of working with children with a range of Additional Educational Needs (AEN) Experience of working with children whose behaviour is a barrier to their learning. Commitment to ensuring access to the curriculum for children with AEN Ability to motivate and encourage children to meet their targets for learning and/or behaviour Ability to write brief reports and keep records Understanding of the practical application of Equal Opportunities in an Academy context Ability to converse at ease with parents and students and members of the public and provide advice in accurate spoken English 	<ul style="list-style-type: none"> Experience of working in a school or academy setting
Personal Qualities	<ul style="list-style-type: none"> Good organisational skills, ability to show initiative Good communication skills Good ICT skills Ability to lead and work as part of a team Ability to reflect Ability to demonstrate patience with firmness. Ability to maintain confidentiality Ability to form and maintain appropriate relationships and personal boundaries with children Be able to maintain confidentiality Emotional resilience in working in a range of 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.

Safeguarding Children

We are committed to safeguarding and promoting the welfare of children. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced checks.

Disclosure and Barring checks

- Candidates should be aware that all posts in Oasis Community Learning involve some degree of responsibility for safeguarding children, although the extent of that responsibility will vary depending on the nature of the post.
- 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.
- If you are currently working with children in any capacity, your current employer will be asked about disciplinary offences, including those related to children (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.
- 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.

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.

All candidates invited to interview must bring original copies of the following documents:

- Documentary evidence of right to work in the UK
- Evidence of identity that satisfies DBS requirements such as a current driving license and/or a passport and/or a full birth certificate and any documentation evidencing a change of name
- Documentary proof of current name and address (i.e. utility bill, financial statement etc.
- Documents confirming any qualifications that are necessary or relevant for the post.

We will seek references on shortlisted candidates and will approach previous employers for information to verify experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview. In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and welfare of children, including:

- Motivation to work with children
- Able to form and maintain appropriate relationships and personal boundaries with children
- Emotional resilience in working with challenging behaviours and 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 and receipt of at least two satisfactory references
- Verification of identity and qualifications and professional status such as QTS Status, NPQH (where required)
- Satisfactory Disclosure, Barring Service check
- Satisfactory completion of a Health Assessment and 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 a successful statutory induction period (for 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.