Information Pack:

Teacher of Science

Oasis Academy Immingham

Dear Applicant

Thank you for your enquiry regarding a position of Teacher of Science at Oasis Academy Immingham.

I hope you find the information pack helpful. If you feel that that this is a post for which you would like to apply, please complete all sections of the Application Form and the Equal Opportunities monitoring (CVs are not accepted) and return it to Paula Pearce, Principal's PA, HR, Office Manager, by either of the following ways:

Email: Paula.pearce@oasisimmingham.org

Post: Oasis Academy Immingham
Pelham Road
Immingham
North East Lincolnshire
DN40 1JU

The closing deadline for applications is no later than 11am Wednesday 9th May 2018.
Please ensure you provide the name, address and status of two referees**,** one of whom should be your current direct 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 held week commencing 14th May 2018. If you have not been invited to attend by Friday 11th May 2018, 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.

If you would like to know more about us before you apply please see our website www.oasisacademyimmingham.org, or if you are not clear about any aspect of the application procedure, do not hesitate to contact us for clarification. Visits to the Academy are welcome by prior arrangement.

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

Yours sincerely

Mrs Sara McLoughlin
Principal

About Oasis Academy Immingham

Oasis Academy Immingham opened in 2007 and is the only secondary school in the community which serves the port of Immingham and the surrounding villages. As part of the Oasis Community Learning Trust, the Academy ethos is one of inclusion and aspiration. We are committed to transforming the lives of our young people by providing a first class educational provision, believing that all learners, from all backgrounds should have the same quality of opportunity. The Academy provides access to excellent facilities, exciting opportunities and first-class support. Our students are subject to high expectations and are stretched and challenged in their learning and personal development. All students are treated as individuals; there is no 'one size fits all' approach. We believe in fostering independence and supporting our students to develop the skills as well as the knowledge to be successful. Learning is an active process, and should be hands on, engaging and fun.

The school was inspected by Ofsted in May 2016 and was judged Good in all areas.

Key features of Oasis Academy Immingham are:

- A strong ethos and culture, fostering high academic expectations and personal development.
- Learning is inspired by great teaching; staff strive to be and are supported to be outstanding teachers and leaders.
- The Academy systems are designed to promote learning and support teachers to be consistently effective in the classroom.
- From below average starting points, our students achieve in line with national average.
- Our students are positive, polite and respectful, creating a positive attitude to learning.
- Our students have built a positive reputation across the region of North East Lincs.

Learning – Curriculum

Our curriculum is designed to help our students thrive. With a culture of high expectations, we ensure access to a core foundation curriculum preparing the majority of learners to access the EBACC. This is because we believe that they deserve the same entitlement as all other young people nationally and we want them to be competitive in the future skills market. We protect the arts and enable our students to make early option choices, to allow them the time they need to excel in any given subject.

Key Stage 3
Students follow learning programmes based on National Curriculum schemes of work in English, Maths, Science & STEM, Humanities, French, Expressive Arts, PE and ICT. In year 9 they commence with their full, KS4 curriculum. To support PSHE we allocate 6 drop down days each year, where students will enjoy intensive exposure to a wide range of personal development opportunities.

Key Stage 4
In Key Stage 4 students follow a core curriculum of English, Maths, Science, PE, languages and Humanities. Students then choose from a full complement of GCSEs, BTEC and other vocational courses.

Facilities

The Academy has a wide range of facilities and services and supports the local community through access to these. A state of the art gym is available, with a range of classes also on offer whilst the students enjoy use of a large sports hall and outdoor playing area. With an open agora space and adjacent hall, the academy is well equipped for community and school events alike. Whole school assemblies occur for special occasions and this adds to the sense of belonging together as a family.

All classrooms have access to ICT, including whiteboards and laptops.

About Oasis Community Learning

Oasis Community Learning was set up in 2004 with the express purpose of transforming learning, lives and communities through the development of the Oasis Academies.

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 seeks 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

Job Description

POST:	Teacher
SUBJECT:	Science
GRADE:	Main Scale
RESPONSIBLE TO:	Learning Director
WORKING PATTERN:	Full-time: 195 days per year and as described in the Secondary Teachers' Pay and Conditions document
KEY RELATIONSHIPS:	Academy Leadership Team; relevant teaching and support staff; LA representatives; external agencies; parents. Dotted line to other Oasis Academies.
DISCLOSURE:	Enhanced

JOB PURPOSE:

- The provision of a full and effective learning experience and support for students
- To promote the 5 outcomes of 'Every child matters' through the delivery of the Oasis Community Learning purpose, ethos and values statement.
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher/form tutor.
- To mentor an identified group of students in order to raise standards of attainment.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the academy's responsibility to provide and monitor opportunities for personal and academic growth.

RESPONSIBILITIES

A Operational/Strategic Planning

1. Assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area
2. Contribute to the Curriculum Area's development plan and its implementation.
3. Plan and prepare courses and lessons via the VLE.

4. Contribute to the whole Academy's planning activities.

B Subject Knowledge

1. Retain a thorough and up to date knowledge of the relevant aspects of the National Curriculum and related National Strategies.
2. Take account of further curriculum guidance in planning and teaching, e.g. QCA schemes of work.
3. Understand the contribution that ICT can make to teaching and have the appropriate knowledge and skills to use ICT in teaching.
4. Take account of the curriculum as a whole, e.g. developing information-seeking skills in students.
5. Understand and utilise the connections between different curriculum learning areas in relation to Academy specialism.

C. Lesson Planning

1. Derive your planning from the Academy's agreed schemes of work or long term planning and the relevant aspects of the National Curriculum.
2. Identify, record and communicate learning objectives for lessons and sequences of lessons delivered through VLE.
3. Take account of the needs of individual students, groups or classes in your planning.
4. Demonstrate progression in students' acquisition of knowledge, skills and understanding in your planning of sequences of lessons.
5. Make effective use of 'out of Academy' learning and other opportunities for learning outside of the classroom.

D. Teaching / Classroom management

1. Understand and apply effective lesson structures, classroom organisation, teaching strategies and methods appropriate to motivate different students and groups of students.
2. Use a range of strategies to ensure that there is appropriate pace and challenge in lessons for all students.
3. Manage efficiently and creatively the full range of resources available, including adults other than teachers.
4. Provide positive and targeted support for any students with particular learning needs.
5. Set clear expectations for maintaining appropriate learning behaviour in line with Academy learning policy.
6. Maintain high levels of behaviour and discipline, dealing promptly and effectively with misbehaviour and bullying.

E. Data Analysis/Assessment for learning:

1. Regularly evaluate the progress of students in relation to their prior attainment.
2. Use analysis of data from internal academy assessments and National Curriculum assessments to plan lessons and sequences of lessons.

3. Use local and national comparative academy data together with information about prior attainment to establish benchmarks and set targets for improvement.
4. Report to colleagues on the progress of an individual, group or class, eg when changing classes.
5. Monitor the progress of students through the continuous assessment of attainment against the learning outcomes set.
6. Provide constructive, formative and summative feedback to students.
7. Report to parents on the progress achieved by their child and the action required for further improvement.
8. Liaise and work effectively with other professionals and agencies involved in the assessment and provision for students' needs (e.g. educational psychologist and SENCO).

F. Student Progress:

1. Demonstrate that all students make appropriate and consistent progress against their prior attainment.
2. Develop students' literacy, Numeracy and ICT skills through all subject teaching.
3. Demonstrate that the level of students' progress is as good as or better than local or national student performance in similar settings.
4. Demonstrate that students of different background, behaviour and/or ability make appropriate progress.
5. Demonstrate that students meet or exceed their own challenging individual targets and that the rate of their progress is generally better than that achieved by students in similar settings both locally and nationally

G. Professional Development:

1. Create and maintain a professional development portfolio in line with academy professional development policy.
2. Participate in and engage with academy and/or external INSET and professional development activities.
3. Demonstrate improvement in your teaching and students' learning as a result of professional development.
4. Share the outcomes of professional development with colleagues.
5. Use the opportunity of changing duty, role or responsibility to develop further professional expertise.
6. Take action as a result of feedback and identified development needs.

H. Academy Ethos:

1. Implement Academy policies and procedures consistently.
2. Ensure your work contributes to the Academy's ability to meet its aims, vision and values.
3. Contribute to team, learning area or Academy improvement planning.

4. Demonstrate that your work contributes to the progress made by the Academy in achieving its priorities for development.

I. Professional Characteristics:

1. Provide challenge and support to all students.
2. Inspire trust and confidence in students.
3. Build team commitment amongst students and with colleagues.
4. Engage and motivate students to do their best.
5. Demonstrate analytical thinking in your work.
6. Demonstrate positive action to improve the quality of students' learning.

J. Pastoral System:

1. To liaise with Pastoral Team to ensure the implementation of the Academy's pastoral system.
2. To register students, accompany them to Assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life.
3. To facilitate student participation in Assemblies.

K. Communications:

1. To follow agreed policies for communications in the Academy.
2. Where appropriate, to communicate and co-operate with persons or bodies outside the Academy.
3. To communicate effectively with the parents of students as appropriate..

L. Marketing & Liaison:

1. To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, Review days and liaison events with partner academies.

2. To contribute to the development of effective subject links with external agencies.

M. Other specific duties:

1. To play a full part in the life of the Academy community.
2. To support the Academy in meeting its legal requirements for worship.
3. To promote actively the Academy's corporate policies.
4. To continue personal development as agreed.
5. To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate.
6. To undertake any other duty as may, from time to time, be required by the Principal.

Additional Notes

1. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

2. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

3. The academy will endeavor to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

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.

Teacher
Person Specification

Our Purpose

Oasis Academy Immingham 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 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. By encouraging a 'can do' culture we will nurture confident and competent people.

Oasis Community Learning Ethos

Our ethos is an expression of our character - it is a statement of who we are and therefore the lens through which we assess all we do. Our work is motivated and inspired by the life, message and example of Christ, which shapes and guides every aspect of each of our schools. This is foundational to our belief that all people are created and loved by God as equal and unique beings, and to our commitment to model inclusion and compassion throughout all the aspects of the life and culture of each Academy community.

For further information, please refer to the Oasis Community Learning Purpose, Ethos and Values document which can be downloaded from www.oasiscommunitylearning.org/about_ocl.html.

	Essential	Desirable
Qualifications	• A Degree + PGCE (or equivalent teaching qualification)	• Further completed professional study

Experience, skills and knowledge	• Evidence of excellent teaching ability • Excellent communication skills • Competent in ICT and willing to be trained as required	• Evidence of raising achievement
Experience, skills and knowledge (contd.)	• Commitment to extended learning • A demonstrable ability to analyse performance data, reviewing patterns and take appropriate action. • Demonstrable ability to undertake rigorous self-evaluation and use the findings effectively.	

Personal qualities	• Willingness to own Oasis Community Learning ethos and values (see footnote) • A good role model for other staff and students - relentlessly enthusiastic, reliable and committed. • A demonstrable commitment to the performance management • Able to prioritise and manage own time effectively, balancing the demands made by teaching, subject or team management and involvement in Academy development. • Able to demonstrate diplomacy, credibility and stature • Creative thinker • Team player who is able to work collaboratively in a diverse team • Able to deal with people from a broad cross-section of backgrounds at all levels internally and externally • Comfortable when working in uncharted territory • Sound personal judgement and discretion. • The ability to converse at ease with parents/students and members of the public, and provide advice in accurate spoken English.	

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. 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 license 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.