

# Primary Class Teacher



Oasis  
Academy:  
Hadley

# Welcome

Dear Candidate,

A warm welcome and thank you for your interest in the position of **Primary Class Teacher** 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](http://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 by email at [hadley.hr@oasishadley.org](mailto:hadley.hr@oasishadley.org)

Wishing you well and looking forward to hearing from you.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Zoë 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.oclearners.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

## Nine Habits



## 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.

# About Phase 1 - Our Primary Phase

At Hadley we are committed to providing a great educational experience for our children, and we are proud to serve a local community which is culturally and economically diverse. We always maintain high expectations of all children, encouraging them to be ambitious and aspirational, providing them with life experiences they may not otherwise have and developing their cultural capital.

Oasis Academy Hadley operates very much as one all through school in one building with two Phases. Phase 1 - our Primary Phase, starting from Nursery going to Year six, and Phase 2- our Secondary Phase, educating children from Years 7 to 13. Our Primary phase admits children in two forms of entry.

Having one large Academy within a large family of schools, enables us to have so many great resources due to economies of scale. We are an official Apple school which means that all children from Reception to Year 13 have their own Apple iPad to use at home and school to support learning and wellbeing. All teachers and teaching assistants also have iPads, and all classrooms in Phase 1 have the latest Clevertouch boards. We also have a large well-resourced library and excellent sport facilities including a big sports hall, gym, dance studio, recital rooms and music studio. We follow a centralised Oasis curriculum for Reading, Writing, Maths and Science which is adapted to meet the needs of individuals and receive support from Oasis National Lead practitioners for each subject.

In Phase 1, the teaching of PE, French, Spanish, Music and Dance is carried out by specialist Phase 2 teachers, allowing our primary specialist teachers to focus on planning and teaching in the core curriculum areas.

Our admissions arrangements give staff priority for places in our nurseries and school. We also operate a full wrap around care service throughout the year.



# Job Description

## POST:

Primary Class Teacher

## ACCOUNTABLE TO:

The Principal, under the day-to-day management and leadership of the Deputy Principal, Primary Phase Leader.

## GRADE:

MPS/UPS (Outer London)

Plus Teachers' 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:

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

## **Job Purpose:**

To contribute to the teaching under the direction of the Deputy Principal Phase 1. 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. The post holder is expected to meet the current Teachers' Standards.

## **Responsibilities:**

1. To provide high quality teaching which promotes good progress and outcomes by students.
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:**

### **A) Achievement and standards**

- Set challenging targets that build on prior attainment of every student.
- Evaluate student progress through the use of appropriate assessments and records and regular analysis of the data.
- Set, track, evaluate and report on individual student progress towards their targets.
- Mark and monitor students' work giving formative, next step feedback and targets for improvement in line with the Academy Assessment policy.
- Keep systematic records to show student's understanding and completion of work and the identified strengths, areas for development and grades awarded.

## **Teachers' Standards**

- 1. 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.
- 2. Promote good progress and outcomes by students**
  - Be accountable for students' 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

## **Outcomes:**

- 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.

### **3. 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.

## **B) Quality of Provision**

- Teach allocated students by planning your teaching to ensure appropriate progression of learning.
- Plan and deliver lessons appropriate to students' individual needs, which are both engaging and challenging, in accordance with the Academy's Teaching and Learning Policy.
- Keep systematic records and plans of lessons taught.
- Work collaboratively with Additional Adults attached to any teaching group, where appropriate jointly planning the lessons.
- Set high expectations for behaviour in the classroom in line with the Academy Behaviour for Learning Policy.
- Ensure safe well-ordered learning environment by having clear routines for classroom management which are applied consistently and fairly.
- Contribute to the development of schemes of work and materials.
- Monitor and control the storage and use of teaching materials and books related to their teaching;
- Critically evaluate your own teaching and participate in partnership teaching and teacher coaching as appropriate to improve effectiveness.
- Set appropriate cover work for all classes which are covered in the event of absence (foreseen and unforeseen)

## **Teachers' Standards**

### **4. 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 a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- 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 early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### **5. Plan and teach well-structured lessons**

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.

### **6. 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.

## *Teachers' Standards*

### **7. 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.

### **D) Professional Development**

- Keep up to date with current developments in curriculum development and teaching methods.
- Participate in professional development activities, as appropriate, to update and develop skills.
- Attend and contribute to Academy meetings.
- Attend parent/carer meetings as required.
- Participate in Performance Management accordance with Academy Policy.

## *Teachers' Standards*

### **8. 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.

### **E) Personal and professional conduct**

- Demonstrate consistently high standards of personal and professional conduct.
- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - Have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - Show tolerance of and respect for the rights of others
  - Uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - Ensure that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

# Class Teacher Person Specification

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Degree</li> </ul>	<ul style="list-style-type: none"> <li>• QTS</li> </ul>
<b>Experience, Skills and Understanding</b>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the National Curriculum, particularly statutory requirements</li> <li>• Understanding of what is required to secure effective teaching and learning</li> <li>• Ability to use assessment data in planning</li> <li>• Ability to provide appropriate challenge for students</li> <li>• Knowledge of behaviour management strategies and an ability to maintain good classroom discipline</li> <li>• Ability to converse at ease with parents/students and members of the public and provide advice in accurate spoken English</li> <li>• Understanding of the practical application of Equal Opportunities in an Academy context</li> </ul>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Ability to motivate students</li> <li>• Good communication skills</li> <li>• Good ICT skills</li> <li>• Ability to work as part of a team</li> <li>• Ability to be a reflective practitioner</li> <li>• Commitment to safeguarding and promoting the welfare of children and young people.</li> <li>• Willingness to undergo appropriate checks, including enhanced DBS checks.</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children</li> <li>• Emotional resilience in working in a range of challenging situations</li> <li>• Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos</li> </ul>	

## 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.