Oasis Academy: Hadley

Head of Art and Technology





Dear Applicant,

Thank you for your enquiry regarding the position of **Head of Art and Technology** at Oasis Academy Hadley. We are part of Oasis Community Learning which runs over 50 academies across the UK. We need an enthusiastic and talented leader to join the Technology Team for January 2020.

I hope you find the information pack helpful. If you would like to apply, please complete the Application Form and Equal Opportunities monitoring (CVs are not accepted) and return it to David Tyrrell, PD Assistant, by either of the following ways:

Email: hr@oasishadley.org

Post: HR Office
Oasis Academy Hadley
143 South Street
Enfield
EN3 4PX

If you would like to discuss the post please contact, David Tyrrell, People Directorate Assistant on 020 8804 6946 ext 73012 or 72803 or email hr@oasishadley.org.

The closing deadline for applications is no later than **8am** on **Friday 15th November 2019.** 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 Headteacher. 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 **Thursday 21st November 2019** if you have not been invited to attend by **Tuesday 19th November 2019** 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.oasisacademyhadley.org, if you are not clear about any aspect of the application procedure, do not hesitate to contact us for clarification.

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

Yours sincerely,



Zoë Thompson
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 that will enable them to achieve their best. We are located in a spacious new building with great facilities on South Street, Ponders End, and a two minute walk from Ponders End train station.

Since opening, we have celebrated many successes. Our last Ofsted inspection in June 2016, confirmed that our 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''

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

The popularity of our 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. Our Sixth Form is the first choice for Year 11 students and is popular with external students from local schools.

Oasis Academy Hadley opened in September 2009 and in January 2013 moved to our new, state of the art building, on South Street, Ponders End, EN3 4PX, a two minute walk from Ponders End train station.

The Academy has been very successful since it opened. In 2016 the Ofsted Inspection judged the Academy to be good in all areas. The popularity of the Academy has increased year on year and we are now the school of choice for our local families and is over-subscribed in many year groups. The Sixth Form is the first choice for our 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. 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. Students also make good progress across primary phase. We began Phase 1, our primary section, in September 2010, and the Nursery opened when we moved to the new site. We now have a very successful 2 and 3 year old Nursery with full day care.

We value our staff and place a great deal of importance in training and development. We run a comprehensive programme of professional development opportunities throughout the academic year focused on developing our skills knowledge and expertise.

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 White British 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 Enfield 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. Enfield Hub's work includes youth work, family support services, holiday activities, volunteering, community engagement, lettings as well as the Academy.

The Academy operates a totally inclusive admissions policy, accepting students irrespective of faith or ability. Our goal is to create an environment where students make very good progress, within an Academy, which values them as individuals.









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

About Art and Technology

The Art and Technology team is based on the ground and first floor of the building. Our Art and Technology team comprises of four teachers and is supported by two technicians.

The Art and Technology occupy a suite of classrooms and specialist workshops grouped close to our Staff Work Room. There are two Food Technology rooms, a Textiles room, two Product Design workshops, two Art rooms including a kiln room and dark room and a mixed media room . The department is well-equipped with Interactive Whiteboards and whiteboards in every classroom. An It area and laptop trolleys are located in the area. All teaching staff are provided with their own laptop.

Year 7 follow an integrated iCreate curriculum that includes Technology and Art. In year 8 and 9 students work through a Technology carousel of Food, Textiles and Product Design and have separate art lessons. Lesson activities build upon the prior learning of the children. Students of all abilities are given the opportunity to develop their skills, knowledge and understanding. The schemes of work have progression so that the students are increasingly challenged as they move through the school. The curriculum is being regularly reviewed and adapted to meet the needs of our students and the requirements of the ever changing educational and cultural context.

At Key Stage 4 the department offers AQA Food and Nutrition and also at Key Stage 4 we offer NCFE level 2 Certificate in Creative Studies/Craft brief, NCFE Food and Cookery and ZZ Art. A level Art is currently taught as part of our joint Sixth Form.

A range of trips are organised including visits to art galleries and museums to support learning in these area.

This is an excellent opportunity for a teacher looking to take on a leadership role. You will be able to shape the future direction of Art and Technology at the Academy. The opportunity to teach art, product design or food is offered.

The induction of new staff is important. We are committed to providing staff with high quality professional development. Masterclasses run by experienced colleagues, focussing on Academy priorities are available to all teachers. We hold middle and senior leadership courses run by Institute of Education at UCL open to all staff who want to develop their skills in their current role or look towards the next step in their career.

If you can inspire young people, are passionate about Art and technology education and prepared to go the extra mile, we would welcome an application from you.

Job Description

POST:
Head of Department

ACCOUNTABLE TO:
The Principal, under the day-to-day management and leadership of the Academy Leadership Team

GRADE:
MPS/UPS (Outer London) + TLR 2c - £6.646 + 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 provide leadership for department in the Academy, in consultation with the Executive Principal and 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.

RESPONSIBILITIES:

1. To lead, manage and develop the curriculum provision within a specified department.
2. To develop the quality of teaching and learning within a specified department.
3. To monitor and support academic progress, achievement, attendance and behaviour of students in a specified department.
4. To ensure that strategies are in place to maximise achievement and address underachievement of students in the department.
5. To actively support the vision, ethos and policies of the Academy.
6. 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 the department which contribute significantly to Academy targets.
   - Ensure that students, and their parents, understand how prior attainment data is used by staff to set academic targets and that they are skilled in the use of this data to set their own academic 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 department through the use of appropriate assessments and records and regular analysis of the data.
   - Ensure that teachers within the department 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.

- Ensure that appropriate procedures are in place within your department for the moderation teacher assessments to ensure reliability.
- Identify students who are underachieving within the department and, where necessary, create and implement interventions to support those students in achieving their potential.
- Quality control assessment data for reports to parents for the department and address any concerns.

2. Quality of Provision

- Raise the quality of teaching and learning, by utilising pedagogy that enables all student to make good progress, so that lessons are good or better and there is no inadequate teaching within the department.
- Monitor the quality of teaching and students' learning through the analysis of performance data, observation of teaching, work scrutiny, student interviews in collaboration with the Academy Leadership team.
- Construct, revise and develop schemes of work for Year 7 to 13 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 within the department.
- Promote extra-curricular activities and out of hours learning which enhance learning opportunities.
- Ensure the effective setting of homework and monitor the use of Show My Homework for recording and completion of homework by class teachers.
- Regularly liaise with SENCO regarding the academic needs of students in the department.
- Liaise with Community Leaders regarding student progress as necessary and take appropriate action where monitoring and evaluation reveal underachievement or particular issues.
- Enhance the learning of students in the relevant learning by the promotion of activities beyond the classroom.
- Have a teaching commitment in line with other Heads of Department on a similar TLR within the Academy.

3. Leadership and Management

- Play a key role in creating an environment within the department where students and staff develop and maintain positive attitudes towards each other, the environment and community.
- Line manage designated teaching and support staff working collaboratively to raise student achievement and attainment and provide effective support, guidance, challenge and information for all staff within specified department.
- Organise effective Department Team meetings and briefings
- Take an active role as a Team Leader within the Academy's Performance Management policy in addition to promoting and providing induction and Continuous Professional Development opportunities to ensure the professional effectiveness of teaching and support staff colleagues.
- Maintain clear expectations, high standards of professionalism and collaboration to meet the Academy Improvement Planning priorities.
- Assist in the appointment of staff and their deployment to make most effective use of their skills, expertise and experience to raise standards of achievement within the department.
- Ensure that all staff within the department have a clear understanding of their roles and responsibilities.
- Effectively manage and deploy relevant finances within the department.
- Set and maintain high standards of behaviour from students in the Department by effective role modelling, supporting class teachers and liaising with Community Leaders.

- Intervene when issues and incidents arise, including taking the lead with students who are causing concern across the curriculum and liaising with parents and Community Leaders.
- Support class teachers in the consistent implementation of whole school policies and procedures.
- Induct new class teachers and give guidance and support to all class teachers on the effective development of their teaching.
- Attend academic team meetings to represent the interests of the department at these meetings and to feedback from these meetings to the team.
- Ensure high expectations and consistent excellent practice across the team.
- Implement department detentions for poor behaviour, poor quality class or homework, etc. alerting ALT line manager of actual or potential problems.
- Ensure that risk assessments and health and safety checks are carried out in line with academy policy

4. Personal Development and Well-Being

- Lead within the department the implementation of the personalised learning agenda, raising achievement and improving the quality of teaching, learning and support within the department.
- Be a high profile member of staff around academy and a positive role model in terms of the quality of teaching and insisting on high standards of conduct and behaviour.
- 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 school community fairly, equitably and with respect to create and maintain the Academy ethos.
- Promote and celebrate department activities and individuals' achievements on plasma screens, noticeboards, through assemblies, student zone and the website.
- Create opportunities to show case student work to parents, carers and other members of the community.

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

- Ensure an effective partnership with parents and carers to support students' academic and personal development.
- Ensure parents and carers are well informed about their child's progress and targets.
- Respond speedily to parental communication and be available for effective home academy liaison.
- Ensure teachers are prepared for Academic Review meetings and Parents' Evenings,
- Prepare guidance materials within the department for parents and carers to help them support their child's learning.
- Ensure that the curriculum information is distributed to all parents and students and monitor the impact and use, in liaison with the relevant Community Leader.

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 regular coaching and mentoring for less experienced colleagues.
- Participate in Performance Management accordance with Academy policy.

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.

Head of Department Person Specification

	Essential	Desirable
Qualifications	• Qualified Teacher Status	
Professional Development	• Recent relevant professional development	
Experience	• Successful teaching experience in a secondary or academy • Knowledge and understanding of curriculum Key stage 3 • Knowledge of and understanding of GCSE and A level courses where appropriate • Knowledge and experience of using ICT to develop teaching and learning	• Experience of leading an area • Experience of teaching A level or Level 3 vocational courses where appropriate
Knowledge and Understanding	• Proven record of success in raising standards • Understanding of what is required to secure effective teaching and learning to improve student performance in an inclusive environment • Ability to use assessment data effectively to set targets and raise achievement • Ability to provide appropriate challenge and support for students • Ability to converse at ease with parents/students and members of the public and provide advice in accurate spoken English • Knowledge of behaviour management strategies and an ability to maintain good discipline • 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 • 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 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.