



Oasis
Academy
Don Valley



Oasis Academy Don Valley
Teacher of Technology



Exceptional Education at the

Heart of the Community

Dear Applicant,

Thank you for your interest in applying for the post of Teacher of Technology at Oasis Academy Don Valley. I hope that you find the information provided helpful and welcome any further questions throughout your application process.

It is an exciting time to be joining Oasis Academy Don Valley as we expand our team in the secondary phase of our Academy. As a teacher of Technology, you will play an important role in ensuring there is clarity in progression from Year 7 to Year 11 allowing all of our students to make outstanding progress leading to exceptional outcomes.

We are looking to recruit a teacher with a passion for Technology and a firm belief that all children can achieve. It is an exciting time to be joining Oasis Community Learning as we are seeing our efforts coming to life. We have achieved sustained improvement with over 81% of our Academes achieving Good or Outstanding. We improve at a faster rate than the national average transforming lives and learning. Over 90% of parents whose child attend an Oasis Academy believes that their child is happy, well-taught and learning.

In this pack, you will find information on both Oasis Academy Don Valley and Oasis Community Learning as a multi-academy trust. I have also included a job description outlining expectations and duties for the role along with a person specification you can use to match your experience and suitability against.

Visits to the Academy are strongly encouraged as you will be able to meet with Senior Leaders from Oasis Academy Don Valley and get a feel for the academy and all we stand for. Please do get in touch with the Academy on 0114 2200 400 if you would like more information.

If you wish to apply for the position with us, please complete all sections of the Application Form, which can be found on our website www.ocicareers.org including the Equal Opportunities form.

Following the closing date, shortlisting will take place and applicants will be contacted. If you are invited to interview, we will provide further details nearer the time.

Thank you again for your interest in joining the Oasis family, and we hope to hear from you soon.

Yours sincerely,

James Pape
Principal, Oasis Academy Don Valley

Oasis Academy Don Valley
Leeds Road, Sheffield
S9 3TY
T: 0114 2200 400
E: recruitment@oasisdonvalley.org

Oasis Community Learning

Thank you for your interest in joining the Oasis Community Learning (OCL) family. We are looking for talented teachers who share in our vision and values, to join our team.

It is our vision that every young person in our academies reaches their potential, no matter what their starting point and leaves us with an aspirational, fulfilled and prosperous future ahead of them. We are at an exciting time for our organisation. In 2020 we introduced the OCL One Plan, uniting all areas of our organisation to achieve our mission by providing clear direction for the next five years, and a new entitlement for every child.

One of these entitlements is access to online learning wherever you are; each student in Oasis will receive an iPad to use at school or at home. Together, we will provide our young people with the opportunities that they deserve to realise their potential.

Our people are our most important resource and our catalyst for change. Are you the one to help us do this?

We hope that you find everything you need in this brochure, and welcome you to get in touch with the academy you are applying for with any questions you may have.

John Murphy
CEO, Oasis Community Learning



About Oasis Community Learning

Oasis Community Learning is one of the largest trusts in the UK and has a vision to create 'exceptional education at the heart of community.' We are a family of 52 academies: 31 primary, 18 secondary and 3 all through.

We specialise in working in socially deprived communities, and we have intentionally positioned our education services within some of the most challenging and disadvantaged communities in the country. Over 80% of our academies are now rated as Good or Outstanding. In keeping with our vision of community, each academy offers a wide range of integrated and holistic provision to both our students and the local community through its Hub strategy.



Our offer to you

Clear career progression opportunities

As a large trust, we are able to provide clear career progression opportunities from NQT, through to middle leader, senior leader, Principal and Regional Director roles. In partnership with external providers, we provide accredited and bespoke training programmes including the NPQML, NPQSL and the NPQH. We also work closely with the Ambition Institute 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 at secondary phase. By the end of 2020 we plan to have our primary curriculum ready too. 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.

Joining strategy groups to develop best practice (e.g. Assessment, SEND, Early Years, Equality and Diversity, Safeguarding). Becoming a middle and/or senior leader in our Trust.

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 intranet we have numerous strands of best practice that academies can access.

Oasis Teaching School: We have a Teaching School based at Oasis Academy Limeside in Oldham, Manchester, which acts as a source of best practice CPD.

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 our [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, by the end of the academic year 2019-2020 we plan to have this extended into the primary phase, so that children from age 2 to 18 have the very best possible curriculum entitlement.

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 9 Habits.

Our ethos is:

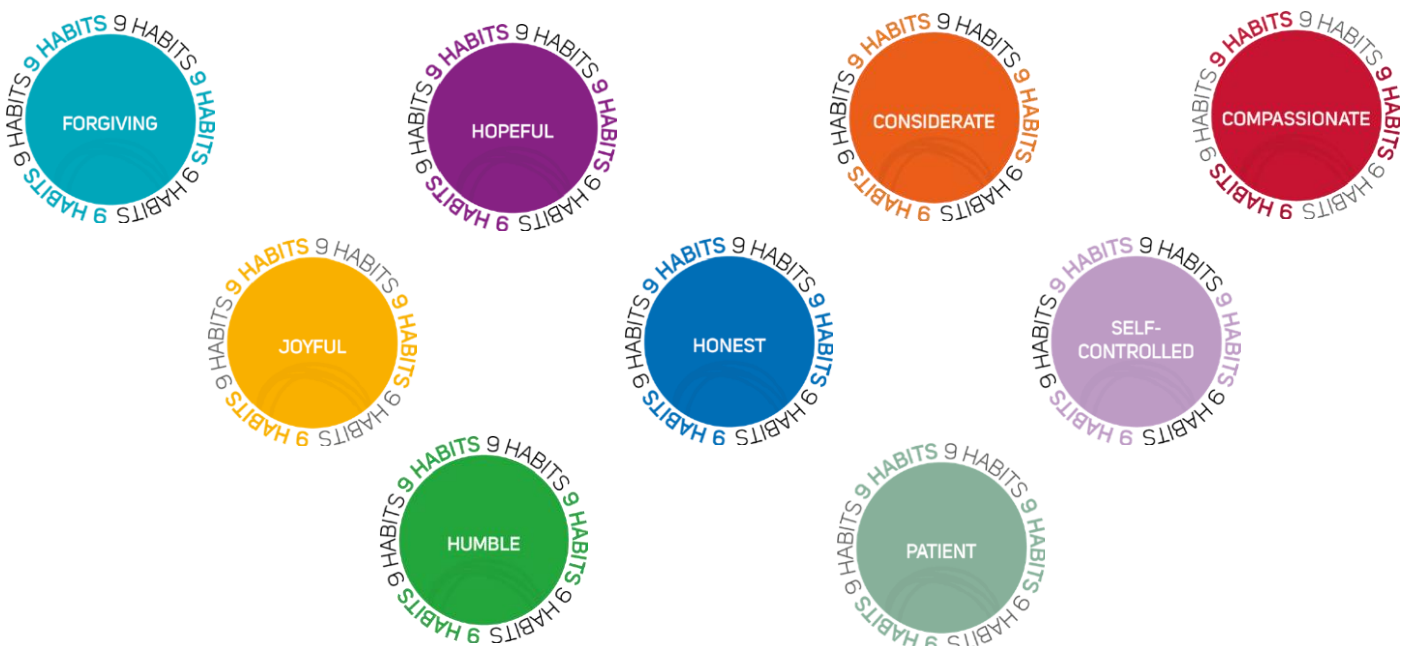
A passion to include everyone
A desire to treat everyone equally, respecting differences
A commitment to healthy and open relationships
A deep sense of hope that things can change and be transformed
A sense of perseverance to keep going for the long haul

Putting the community into Oasis

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 Oasis Academy Don Valley

At our Academy our mission is simple, to provide all children with an exceptional education which is at the heart of our community. Within the Academy, we celebrate diversity and relentlessly focus on the attainment of all of our students.

We achieve this by having high expectations of behaviour, through focused routines, an unwavering focus on outcomes and by offering the very best teaching and support. At Oasis Academy Don Valley students learn, behave and are well mannered.

Our Academy is values driven and from the moment children join our academy family we expect them to live our values. In our academic culture children are focused on working hard and endeavour to do well, striving to be the very best version of themselves.

The Academy has gone from strength to strength since opening in September 2015 and we believe we are developing a strong reputation across our community. We are especially proud that this year we were the first choice Academy for 97% of our families.

The relationships we have with our parents and wider community are extremely important to us because it is only by working together that our children can achieve their social, emotional and academic potential. That is why keeping children safe and challenging them to rise to our high expectations is our main priority.

Our Academy mission is to:

‘Provide an exception education at the heart of the community, which provides our students with the character and capacity to have a successful future

Oasis Academy Don Valley wants to be an integral part of our community as we recognise takes the whole community to create an exception Academy.



At Oasis Academy Don Valley, we are creating a thriving Academy that is at the heart of our community, committed to developing successful learners for the future, through delivering outstanding outcomes for all. Through this we will ensure that our learners' leave us prepared to have a successful future. We will aim to create an exciting, secure and happy environment, which provides opportunities for nurturing personal growth and fostering the development of enquiring minds.

Our Academy is a happy and vibrant place where expectations are high, everyone is valued and encouraged to be their very best. Our staff are passionate about achieving the very best for every child and we are committed to becoming an outstanding academy with inspirational teaching and learning an expectation.

Children, their families and our community play a large part as we celebrate each moment of our journey, so together we can feel proud of all that we achieve.

Our Values

- **Pride**
 - We endeavour to be proud of what we achieve
- **Respect**
 - We respect our similarities and our differences
- **Enthusiasm**
 - We approach everything we do with enthusiasm
- **Courage**
 - We approach every new opportunity with courage
- **Hope**
 - We maintain a deep sense of hope that the future can be transformed

Our Beliefs

- **Every Child**
 - All children can be successful, regardless of their background
- **No Excuses**
 - Adults – Teachers and other Academy staff, parents and carers are responsible for ensuring children achieve their potential
- **High Expectations**
 - Children, Staff, Schools and Communities will live up to the expectations placed upon them
- **Lead Learning**
 - The most important things that happen in a school happen in classrooms
- **No Islands**
 - When great Schools, Staff and Children work together, anything is possible



Job Description

POST: Teacher of Technology

RESPONSIBLE TO: The Principal under the day-to-day management and leadership of the Head of Faculty for Technology

RESPONSIBLE FOR: Teaching

SALARY: MPS/UPS + Teacher pension

LOCATION: Oasis Academy Don Valley

DISCLOSURE LEVEL: Enhanced

JOB PURPOSE:

To be responsible to the Head of Faculty for Technology, to ensure high quality curriculum provision and effective teaching and learning within the curriculum area and to achieve if not surpass the Academy's annual targets. To carry out the professional duties of a qualified teacher in accordance with the Teachers' pay and conditions.

SPECIFIC TASKS RELATED TO JOB PURPOSE:

RESPONSIBILITIES

A. Teaching

- Plan work in accordance with the curriculum area programmes of study and so that it addresses the personalised learning needs of every student.
- Liaise with relevant colleagues on the planning of units of work for collaborative delivery
- Work in collaboration with associate staff attached to any teaching group.
- Take account of students' prior levels of learning and achievement and use them to set targets for future improvements.
- Set work for students absent from school for health or disciplinary reasons
- Maintain positive relationships by adherence to the advice given to staff in the Behaviour for Learning Policy.
- Set high expectations for students' behaviour by establishing a purposeful working atmosphere in accordance with the Behaviour for Learning policy.
- Provide students with the opportunities to develop the skills required in order to learn.
- Set appropriate and demanding expectations for students' learning, motivation, and presentation of work.

B. Assessment, recording and reporting

- Maintain notes and plans of lessons undertaken and records of students' work in line with the Academy's Teaching and Learning policy.
- Mark, monitor and return work within a reasonable and agreed time span, as determined by the Academy, providing constructive oral and written feedback and clear targets for future learning as appropriate.
- Complete student records of achievement in line with policy and as specified in the published calendar.
- Attend the appropriate Parents' Evenings to keep parents informed about the progress of their child.
- Be familiar with the code of practice for identification and assessment for Special Educational Needs and keep appropriate records and personalised learning plans.

C. Care and guidance

- Undertake responsibility for an Advisory group or for any other arrangement for the care and guidance of students as is required by the Academy, including tutor, student, interviews and coaching and mentoring
- Be the first point of contact for parents
- Monitor (and set targets for) the social, personal, academic and vocational progress of individuals in their designated group
- Be prepared to undertake responsibility as required for the delivery of the PSHCE programme
- Promote good attendance and monitor in accordance with the Academy's attendance policy.

D. Professional standards

- Support the ethos, vision, principles and values of the Academy
- Treat colleagues, students and all members of the community, with respect and consideration
- Treat all students fairly, consistently and without prejudice
- Set a good example to students in terms of appropriate dress, standards of punctuality and attendance.
- Support the aims of the Academy through attendance at and participation in events such as open evenings, option evenings and the like (as appropriate to responsibilities).
- Support the ethos of the Academy by upholding the code of conduct, uniform rules, etc.
- Take responsibility for own professional development and participate in arrangements as adopted by the Academy for the assessment of his/her performance and that of other teachers
- Reflect on own practice as well as the practices of the Academy with the aim of improving all that we do and achieving excellence
- Read and adhere to the various policies of the Academy and implement Academy improvement plans
- Participate in the development and management of the Academy by attending various team and staff meetings
- Undertake duties as prescribed within the Academy's policies
- Ensure that all deadlines are met as published in the school calendar
- Undertake professional duties that may be reasonably assigned to them by the principal
- Be proactive and take responsibility for matters relating to health and safety
- Promote lifelong learning and promote enrichment and extension activities as part of the Academy's community hub

E. Knowledge and understanding

- A clear and well thought out understanding of current educational issues, theory and practice
- Have a detailed knowledge of the relevant aspects of the National Curriculum and other statutory requirements
- Have a secure knowledge and understanding of their specialised subject(s) equating to degree level, including the subject knowledge.
- Understand progression in their specialised subject(s).
- Cope securely with subject-related questions, which students raise and know about students' common misconceptions and mistakes as related to their specialised subject.

F. Planning and setting expectations

- Identify clear teaching and learning objectives, content, lesson structure and sequences appropriate to the subject matter and the subject being taught.
- Set appropriate and demanding expectations for students learning and motivation. Set clear targets for students learning building on prior attainment.
- Identify students who have Special Educational Needs, and speak English as a second language and know where to get help in order to give positive and targeted support. Implement and keep records on personalised learning needs.

G. Teaching and managing students' learning

- Ensure effective teaching of whole classroom, groups and individuals so that learning objectives are met, momentum, pace and challenge are maintained and the best use is made of learning time.

- Use teaching methods which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, with clear presentation and good use of resources.
- Set high expectation for students' behaviour establishing a good standard of discipline through well focused teaching and through positive and productive relationships.

H. Assessment and evaluation

- Assess how well learning objectives have been achieved and use this assessment to establish future learning objectives.
- Mark and monitor students' classwork and homework providing constructive oral and written feedback, setting targets for students; progress.
- When applicable, understand the demands expected of students in relation to Key Stage 3 and Key Stage 4 courses as well as post 16.

I. Student achievement

- Secure progress towards student targets. Reward achievement using the guidance from the Academy

J. Relationships with parents and the wider community

- Know how to prepare and present informative reports to parents.
- Recognise that learning takes place outside the Academy context and provide opportunities to develop students' understanding by relating their understanding to real and work related examples.
- Understanding the need to liaise with partner professionals responsible for students' welfare, care and guidance.
- To form a fulfilling and trusting partnership with parents and carers that will actively and positively contribute to the successful education of their child.
- To liaise with local primary schools in ensuring continuity of curriculum upon transfer as well as the spreading of good practice and expertise

K. Managing own performance and professional development

- Understand the need to take responsibility for their own professional development and keep up to date with research and developments in pedagogy and in the subjects that they teach
- Understand the professional responsibilities in relation the Academy policies and practices.
- Set a good example to the students in their presentation and in their personal conduct
- Evaluate their own teaching critically and use this to improve their effectiveness.

L. Managing and developing staff and other adults

- Establish effective working relationships with professional colleagues including, where applicable, associate staff and colleagues from the Oasis learning Community Family

M. Managing resources

- Select and make good use of resources

Other Duties

- The post holder will be subject to performance objectives agreed annually.
- The post holder is expected to carry out such other duties as may reasonably be assigned by the Principal.
- To take on any whole school initiative or responsibility that the Principal may direct.
- The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

Safeguarding children and young people

Oasis is 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 an enhanced DBS check.

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent spoken English is an essential requirement for this role.

This Job Description and Person Specification may be renegotiated by the Principal if the Academy faces changing circumstances

Oasis Community Learning is 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 DBS checks. Oasis Academies 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 learners 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 through encouraging a 'can do' culture which nurtures confident and competent people.

Person Specification – Teacher of Technology

Our Purpose

Oasis Academies exist 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 through encouraging a 'can do' culture which nurtures confident and competent people.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • A degree in relevant or related subject • Evidence of a commitment to own professional development • Recent relevant in-service training in the subject area 	<ul style="list-style-type: none"> • MA in a relevant subject
Experience, Skills & Knowledge	<ul style="list-style-type: none"> • The ability to converse at ease with parents/students and members of the public, and provide advice in accurate spoken English. • Successful experience of: • Achieving good student outcomes across Key Stages 3 and 4 • Developing Schemes of Work across Key Stages 3 and 4 • Working effectively as a Form Tutor • Involvement in school improvement initiatives • Making effective use of Assessment for Learning to engage students as partners in their learning • Leading effective interventions designed to raise levels of attainment • Using assessment and attainment information to improve practice and raise standards • Using strategies to promote good student relationships and high attainment in an inclusive environment • Secure knowledge of Programmes of Study for the subject at KS3 and KS4 • An understanding of Emotional Literacy developments to support learning and teaching • Ability to use and promote a wide range of teaching methodologies • Excellent communication and presentation skills • Competent user of ICT • Ability to form and promote positive relationships with staff, students, parents, the local community and outside agencies • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours and attitudes • Well-developed emotional intelligence 	<ul style="list-style-type: none"> • Evidence of efficient use of resources and financial management • Knowledge of current educational issues • Knowledge of strategies for raising attainment • Desire to play a wider role in school improvement • Ability of anticipate problems and solve them creatively • Knowledge of the Key Stage 2 curriculum for Technology

Personal Qualities	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and young people. • Commitment to the value and promotion of vocational and work related learning • Willingness to undergo appropriate checks, including enhanced CRB checks. • Motivation to work with children and young people • Ability to form positive and productive relationships with students, colleagues, parents/carers and other stakeholders • Actively supports the Academy's aims • Active participation in Academy developments • Commitment to leading extra-curricular activities/ educational visits/out-of-hours learning • Commitment to innovative curriculum development and partnership with other schools and the wider community including business and industry links • Commitment to continuous professional development in both Technology and teaching and learning • A willingness to demonstrate commitment to the values and behaviours, which flow from the Oasis ethos. 	
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The Oasis Education Charter

The Oasis Education Charter is who we are, how we are distinctive and the entitlement we provide for our children and their communities.

Oasis **Ethos**

Our ethos is rooted in what we believe and who we are.

- We have a passion to include everyone.
- We have a desire to treat everyone equally, respecting differences.
- We have a commitment to healthy and open relationships.
- We have a deep sense of hope that things can change and be transformed.
- We persevere and keep going for the long haul.



Oasis **Learning**

The purpose of education is to understand what it means to be human - living intentionally and asking two key questions: Who am I? Who am I becoming?

- The foundation of our students' learning is made up of five integrated objectives.
- We develop competence, striving for excellence in skills, knowledge and qualifications.
- We foster character and self-belief and encourage our students and staff to become the best versions of themselves through the 9 Habits.
- We embrace community, advocating the value of living interdependently with others.
- We equip our students and staff to be engaged local and global citizens who strive for a better society
- We nurture and empower a life-long passion for learning in all the people we serve.



Oasis **People**

As an interdependent family, we enjoy exceptional strength and opportunity.

- We believe that good relationships are at the heart of everything we do.
- We support and encourage each other in championing the Oasis ethos.
- We work, learn and develop together so that students and staff can share and benefit from everyone's best practice.



Oasis **Purpose**

We work in partnership with our communities to transform lives, where everyone is included, can contribute and is able to reach their God-given potential. We deliver this through an Oasis Hub our model of integrated community development.

- We deliver education in the context of our Hubs.
- We create a culture of excellence for all.



Oasis **Inclusion**

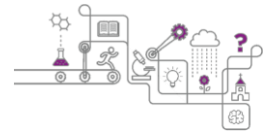
Our vision is driven through a passion and commitment to include everyone.

- We believe all our children and young people are precious; we prioritise social inclusion and integration in all we do.
- We model and set high aspirations and expectations for every child and young person and member of staff.
- We provide opportunities and experiences for all of our students, as well as their wider families, giving advantage to the disadvantaged.



Oasis **Curriculum**

The curriculum is the heart of Oasis's educational provision.



- We make great learning the foundation of every lesson.
- We design our curriculum to meet the needs of all.
- We strive for personal as well as academic and vocational excellence, achieving outcomes that drive social mobility, and give everyone freedom of choice through their lives

A number of reference documents support the Oasis Education Charter, and are available on www.oasiscommunitylearning.org

THE OASIS OFFER

Underpinned by our values and beliefs, all our work is designed to ensure each student receives the very best educational offer. Oasis operates as a national family of Academies across four regions.

The regional teams provide standards leadership and a professional governance service.

The Oasis family of Academies is led by empowered, and empowering, resilient leaders who through deeply held beliefs and values always strive to make decisions in the best interests of the students and their communities.

Each Oasis Academy has its own identity and purpose and serves the local community by working with it to transform learning aspirations and opportunities.

As a family, Oasis Academies work interdependently, benefiting from sharing best practice and inspirational pedagogy. Leaders and teachers build understanding of what is needed to secure the best possible sustainable outcomes for all learners.

Each Oasis Academy is committed to enabling children and students to become effective, enthusiastic, independent learners committed to life-long development.

Each Oasis Academy is dedicated to the task of working continuously in pursuit of excellence across all aspects of its life and work.