

Exceptional Education at the Heart
of the Community



Class Teacher
Oasis Academy Fir Vale



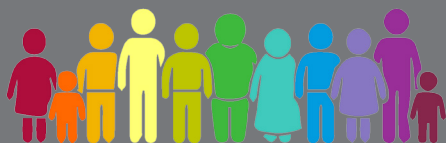
About Oasis

For over a decade Oasis Community Learning has been helping children and young people reach and realise their potential

Born from the Oasis global charity, previously established in 1985 by Rev. Steve Chalke MBE, our first academy opened in 2004. It was Steve's vision to open a school that was inclusive of all and provided opportunity for the whole community. Since then we have grown as a family into 47 academies spread across the UK, each connected to a community Hub. We are proud to be one of the largest Multi-Academy Trusts in the UK.

We work in some of the most socially disadvantaged areas, but believe passionately in each of the communities we are based in. We know them to be places of great potential and are committed to transforming them.

This is made possible by the outstanding people who work for us - leaders with vision, determination and drive to raise standards. In fact we are securing better education across the group and closing the gap for our disadvantaged students each day through exceptional teaching and support. In just two years our sustained improvement has seen the percentage of Ofsted inspected academies attaining 'Good' or better from 30% to 69%.



24, 000 pupils



47 Academies



Over 4500 Staff

Oasis' Vision

The over-arching vision of Oasis is for community - a place where everyone is included, making a contribution and reaching their potential. As well as delivering first-class, innovative education Oasis seeks to build 'Hubs' in the areas it works; creating safe and inspiring local neighbourhoods that provide integrated and diverse services to benefit the whole person and community.

Oasis Community Learning's vision is to create **'Exceptional Education at the Heart of the Community.'**

The complex responsibilities of education are understood through the lens of Character, Competence and Community. These principals are intentionally developed and embedded in all of our academies.

Together Oasis staff aspire to:

- Create safe, stimulating learning environments
- Increase progress and attainment to above national averages
- Provide teaching quality which secures good and accelerated progress for all students

The Oasis Ethos

Our ethos is a part of everything we do. At Oasis we look to employ people who not only share in our vision but are champions of our ethos.

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





Oasis Academy Fir Vale

Oasis

Oasis was established in 1985 and has now 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 we employ around 4,000 staff as well as working with thousands more volunteers. We also work in nine other countries around Europe, Asia, Africa and North America.

Oasis Community Learning

Oasis Community Learning is an educational trust established in 2004 with the express purpose of transforming learning, lives and communities through the development of Oasis Academies. Currently there are 47 Academies in the Oasis family across primary, secondary and post 16 phases.

Oasis Academy Fir Vale - a community gathered together to grow and learn

Oasis Academy Firvale opened in September 2014 as a brand new purpose built Academy in the centre of the vibrant Firvale community in Sheffield. When full, the Academy will be a two form entry Primary School with 52 part time places available in Nursery. The Academy will expand year on year until full at 420 places.

The vision for the Academy is to be an inclusive school where every child is given the best possible opportunities in order to reach their full potential. The Academy serves the whole community and has an ethos based on the belief that all pupils, regardless of background or ability have a sense of aspiration, self-belief, justice and respect for community and one another.

The development of an Academy hub is seen as a priority. This will offer a variety of support to families and members of the local community.

Oasis Academy Fir Vale benefits from being part of the northern region and particularly a Sheffield cluster with experienced Principals serving Oasis beyond their own Academy in various supportive roles.



Job Description

Post:

Class Teacher

Responsible to:

Principal

Responsible for:

The responsibilities of the post are to be performed in accordance with the provisions of the most up to date edition of the School Teachers' Pay and Conditions document and within the range of teachers' duties set out in that document.

Location:

Oasis Academy Fir Vale,
Sheffield

Working Hours:

Full time

Job Purpose

- To carry out the professional duties of a teacher and to have responsibility for an assigned class.
- To be responsible for the day-to-day work and management of the class and the safety and welfare of the pupils, during on-site and off-site activities.
- To ensure high quality education for all pupils in a designated class and improve the quality of learning and standards of achievement
- To promote the aims and objectives of the Academy and maintain its philosophy of education.



Class Teacher's will be responsible for:

- To create and manage a caring, supportive, purposeful and stimulating environment which is conducive to children's learning.
- To plan and prepare lessons in order to deliver the National Curriculum and bespoke Academy curriculum, ensuring breadth and balance in all subjects.
- To plan and deliver a creative, responsive and appropriate curriculum for the profile of learners in your class. To identify clear teaching objectives and learning outcomes, with appropriate challenge and high expectations.
- To strongly develop basic skills in Language and Mathematics, ensuring at least good progress.
- To maintain good order and discipline among the pupils, safeguarding their health and safety.
- To organise and manage groups or individual pupils ensuring differentiation of learning needs, reflecting all abilities.
- To plan opportunities to develop the social, emotional and cultural aspects of pupils' learning.
- To support inwardly mobile pupils through baseline assessment, knowledge of pupil records and appropriate pastoral and teaching support.
- To maintain a regular system of monitoring, assessment, record-keeping and reporting of children's progress.
- To prepare appropriate records for the transfer of pupils.
- To ensure effective use of support staff within the classroom, including parent helpers.
- To participate in staff meetings as required.
- To contribute to the development and co-ordination of a particular area of the curriculum.
- To be part of a whole Academy team, actively involved in decision-making on the preparation and development of policies and programmes of study, teaching materials, resources, methods of teaching and pastoral arrangements.
- To ensure that Academy policies are reflected in daily practice.
- To communicate and consult with parents over all aspects of their children's education – academic, social and emotional.
- To liaise with outside agencies when appropriate e.g. Educational Psychologist.

- To meet individual needs of all groups of pupils.
- To undertake continuing professional development, maintaining a portfolio of training undertaken.
- To meet with parents and appropriate agencies, to contribute positively to the education of the children concerned. To support the Principal and leadership team in promoting the ethos of the Academy.
- To promote the welfare of children and to support the Academy in safeguarding children through relevant policies and procedures.
- To promote equality as an integral part of the role and to treat everyone with fairness and dignity.
- To recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the Academy's Health and Safety policy and any Academy-specific procedures / rules that apply to this role.

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.

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.



Our Purpose

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 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.

Oasis 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.

Class Teacher

Person Specification

	Essential	Desirable
Qualifications & Training	<ul style="list-style-type: none"> • Qualified Teacher status. • Evidence of enhanced DBS clearance. • Right to work in the UK. 	<ul style="list-style-type: none"> • A degree or equivalent qualification • Evidence of in service professional development.
Experience, Skills & Knowledge	<ul style="list-style-type: none"> • Up to date knowledge of the range of teaching, learning and behaviour management strategies and how to implement them effectively. • Up to date knowledge of the primary curriculum and a range of assessment requirements and arrangements. • A thorough understanding of the teaching of basic skills including phonics. • Knowledge and understanding of the implications of equal opportunities, multicultural education and inclusion. • Understand the legal requirements, national policy and guidance on the safeguarding of children. 	<ul style="list-style-type: none"> • Thorough understanding of pedagogy and child development. • Able to use local and national statistics to evaluate the effectiveness of teaching. • Knowledge of using a range of devices to create a cohesive and appropriate digital curriculum • Knowledge and understanding of the potential of digital learning and computer programming to enhance the curriculum.



Person Specification

	Essential	Desirable
Experience, Skills & Knowledge	<ul style="list-style-type: none"> Ability to provide appropriate levels of challenge so that pupils make good progress. Able to secure high standards of behavior. Ability to prepare, plan and assess effectively. Ability to prioritise and management time effectively. Ability to work as part of a team Ability to forge positive and constructive links and relationships with the local community. Experience of reflecting on and improving teaching practice to increase pupil achievement. Experience of raising attainment in a challenging classroom environment. 	
Personal Qualities	<ul style="list-style-type: none"> High expectations and a commitment to raising standards of attainment. Good organisational skills. Acts as a role model for staff and pupils Commitment to undertaking regular professional development to enhance own practice. Commitment to safeguarding and promoting the welfare of children and young people. Willingness to undergo appropriate checks, including enhanced DBS checks. 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 and attitudes to use of authority and maintaining discipline. Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos. 	

The Oasis Vision for Education

Exceptional Education at the Heart of the Community



OASIS' AIMS:

Transform Lives - Every person matters and everyone is loved and valued.

Transform Learning - We have a passion for learning and we want everyone to achieve their full potential.

Transform Communities - We are committed to community development and the aim of all our work is to increase community cohesion locally, regionally, nationally and globally.

OASIS PHILOSOPHY OF EDUCATION

Three important ancient Hebrew words underpin Oasis' whole life learning and philosophy of education.

Healthy Communities: Shalom (peace; completeness; nothing missing; nothing broken; well-being, wholeness) Seeks to ensure that every classroom encounter, each piece of curriculum planning, each assessment experience are all shaped, informed and delivered in the light of our desire for wholeness and well-being in the widest sense of the word; for everyone at every level of their lives – academically, vocationally, physically, spiritually, morally, socially, economically, environmentally and culturally.

Deep Learning: Yada (to know; to see; to perceive; to understand; to experience; to have a relationship with) Gives students the opportunity to encounter and experience learning personally and relationally. It is never an abstract, theoretical or academic idea simply to be contemplated but, rather, primarily about gaining wisdom – the practical application of knowledge to every area of life. Life is not straightforward; learning from failure and mistakes and being resilient is an important part of it. It is hands-on learning throughout life which can only be obtained through on-going active, intentional engagement with it and with others.

Inspirational Leadership: Rabbi (my teacher; my guide; my role model; a term of respect)

Through personal example and strong relationships, all teachers are encouraged to be inspirational role models for their students. In this way, a teacher is not simply a purveyor of 'knowledge', dropping it into the minds of those they teach. Instead, they are communicating and bringing knowledge, wisdom and understanding through their words, actions and whole lives, helping students to reflect and think for themselves.

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 lead 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.

