



# Key Stage Co-ordinator in English (Secondary Phase)



Dear Applicant,

Thank you for your enquiry regarding the position of **English Key Stage Co-ordinator** in our Secondary Phase 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 English teacher to join the leadership team in the English Learning Area for April or September 2019.

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 Peri Mehmet, HR Manager, by either of the following ways:

Email: [hr@oasishadley.org](mailto:hr@oasishadley.org)

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

If you would like to discuss the post please contact HR on 020 8804 6946 ext 73012 or [hr@oasishadley.org](mailto:hr@oasishadley.org).

The closing deadline for applications is no later than **8am on Monday 25<sup>th</sup> February 2019**.

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 Wednesday 6<sup>th</sup> February. If you have not been invited to attend by **Wednesday 27<sup>th</sup> February**, 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](http://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  
Associate 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, 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.

The percentage of students achieving the best grades at both GCSE and A Level has risen significantly over the years. Last summer our Progress 8 score was +0.32 placing us in the top 15% of schools in the country. At GCSE 76% of students achieved Level 4+ in English and 64% in Maths. We have been successful in narrowing the gap with disadvantaged students achieving in line with advantaged students. Consequently, students make good and outstanding progress. At A level and BTEC Level 3 the success continues where over 94% of our students have progressed to university including 60% Russell Group and top third universities following a wide range of courses including engineering, politics, psychology and law.

Phase 1, our primary section, began in September 2010, admitting 60 Reception age children. In phase 1 our students receive the best possible start to their education in our nursery and reception where the 'Good Level of Development' measure is above national averages and progress is outstanding. Similarly, our Year 1 Phonics test results and KS1 and 2 SATS results this summer demonstrated very strong progress. We offer full time day-care for 2 and 3 year olds including the Government 30 hours free day care. Our admissions arrangements also give staff have priority for places in our nurseries and school. The all-through Academy brings huge benefits to students, their families and to staff in terms of curriculum continuity and progression, facilitating parental involvement

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 the ethnically and economically diverse local communities of Enfield Lock and Enfield Island Village. A number of students travel from Ponders End, Edmonton and further afield to the Academy. The intake is mixed, some students live in the private housing close to the academy and others come from some of the most deprived housing areas in the country. High numbers of students are eligible for pupil premium. There is a high proportion of students with English as an additional language (54%) with over 60 languages spoken. Turkish, Black Caribbean, Black African 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.

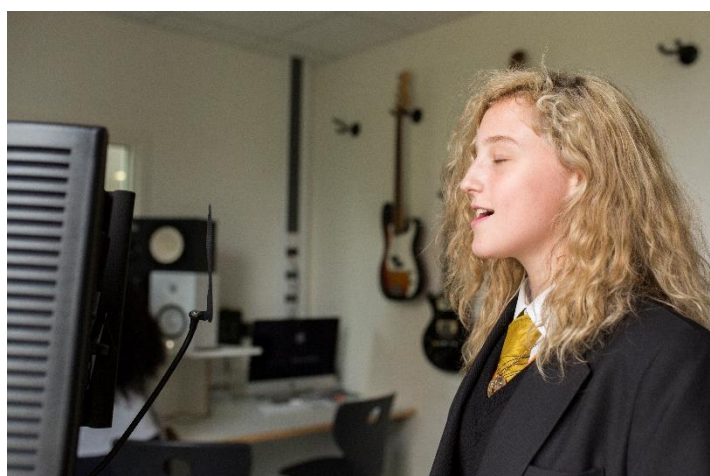
Oasis Community Learning is an education trust established in 2004 with the express purpose of transforming lives and communities through the development of Oasis Academies. There are over 40 academies each with their own character and identity and as one organisation are committed to share effective 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 through 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](http://www.oasiscommunitylearning.org)

# About English

We are looking to recruit an inspirational teacher to join the English leadership team as Key Stage Co-ordinator (TLR 2b). The Key Stage will depend on the skills and experience of the successful candidate.

The team is based on the second floor of the building and, along with Media and MFL, forms part of the Communication Faculty. There are 10 full time English teachers and the team is dynamic, creative and well established. Teamwork is strong within the department with an ethos of joint planning to develop stimulating, engaging lessons.

The Faculty is well-equipped with interactive whiteboards in every room, printer/photocopier and laptop trolleys and a computer suite. All teaching staff are provided with their own laptop. A high standard of decor and display provide a stimulating environment in where students want to learn. Schemes of work and resources are centrally held electronically.

In Years 7 and 8 the students study a broad and challenging curriculum that covers a range of texts, media and skills. The curriculum has been designed to develop students' love of English, meet the needs of our students and develop the skills needed to be successful at GCSE.

Year 9 is a preparatory year for GCSE and at GCSE, all students study the Edexcel Language and Literature course. Our GCSE English results have been outstanding in recent years with the percentage of students making expected and above expected progress well above national averages. This year the progress 8 for English is +0.30 putting us in the top 10% of schools nationally.

At A-Level results are good. We currently follow the Edexcel specification with an examination at the end of the two-year course.

Outside of the curriculum, the English department leads the drive for whole academy reading and literacy and is seeking to expand its extra- curricular offerings to continue to support and extend the learning in the classroom.

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



# Job Description

## POST:

Key Stage Co-ordinator in English

## ACCOUNTABLE TO:

The Associate Principal, under the day-to-day management and leadership of Head of Department

## GRADE:

MPS/UPS (Outer London) + TLR 2b - £4,531

## 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 an area of the Academy, in consultation with the 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.

The post holder is expected to carry out the professional duties of a qualified teacher in accordance with the current DCFS Teachers' Pay and Conditions document and those described in the Outcomes.

This job description should be read with the Main Scale Teacher or Post Threshold Teacher job description.

## RESPONSIBILITIES:

1. To assist the Learning Co-ordinator and Second in Charge in providing leadership and in managing the Learning Area.
2. To lead, manage and develop teaching and learning within a Key Stage of the Learning Area.
3. To actively support the vision, ethos and policies of the Academy.
4. To promote and safeguard the welfare of children you teach or come into contact with.

## OUTCOMES:

### **Achievement and standards**

- Set high expectations and stretching targets for Key Stage which contribute significantly to Academy 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 specified Key Stage through the use of appropriate assessments and records and regular analysis of the data.
- Ensure that teachers within the learning area 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 Key Stage 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 specified key stage for the moderation of teacher assessments to ensure reliability.

## OUTCOMES:

### ***Professional Standards - Attributes, Knowledge and Understanding***

- Commitment to a collaborative Academy vision of excellence and equality that sets high standards for every student
- Ability to analyse and evaluate performance data.
- Take appropriate action when performance is unsatisfactory within their specified areas of responsibility.
- Have a good knowledge and understanding of the assessment

### **2. Quality of Provision**

- Support the Learning Co-ordinator in raising the quality of teaching and learning so that lessons are good or better and there is no inadequate teaching within the learning area.
- Construct, revise and develop schemes of work within your specified key stage 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.
- Implement strategies that ensure high standards of behaviour.
- Promote extra-curricular activities and out of hours learning which enhance learning opportunities.
- Have a teaching commitment in line with other Key Stage Co-ordinators within the Academy.

### ***Professional Standards - Attributes, Knowledge and Understanding***

- Ensure a culture where all students can achieve success.
- Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

### **3. Leadership and Management**

- Take the lead for specified a specified Key Stage.
- Play a key role in creating an environment within the Academy where students and staff develop and maintain positive attitudes towards each other, the environment and community.
- Contribute to the development and review of the Learning Area Improvement Plan and Self Evaluation.
- Take an active role as a Key Stage Co-ordinator 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.

### ***Professional Standards - Attributes, Knowledge and Understanding***

- Act as a lead professional, setting a professional example to staff and students.
- Able to delegate and monitor the implementation of management tasks



## OUTCOMES:

### **4. Personal Development and Well-Being**

- Lead within your specified Key Stage the implementation of the personalised learning agenda, raising achievement and improving the quality of teaching and learning.
- Ensure a consistent focus on student achievement, using baseline and progress data to monitor progress within your specified Key Stage.
- 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 Academy programme including visits.
- Treat all members of the Academy community fairly, equitably and with respect to create and maintain the Academy ethos.

#### ***Professional Standards for Teachers – Attributes, Knowledge and Understanding***

- Have a commitment to choice and flexibility in learning to meet the needs of every student.

### **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.
- Prepare guidance materials within your specified aspects for parents and carers to help them support their child's learning.

#### ***Professional Standards – Attributes, Knowledge and Understanding***

- Recognises and takes account to the richness and diversity of the Academy's community.
- Builds and maintains relationships with parents, carers and the community that enhances the education of all students.

### **6. Professional Development**

- Keep up to date with current research in the specified Key Stage.
- Lead professional development activities, as appropriate, to update and develop the skills of colleagues.
- Participate in Performance Management accordance with Academy policy.

#### ***Professional Standards – Attributes, Knowledge and Understanding***

- Build a collaborative learning culture within the specified Key Stage team.

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.

# Key Stage Co-ordinator Person

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>Degree</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>Recent relevant professional development</li> </ul>	
<b>Experience</b>	<ul style="list-style-type: none"> <li>Successful teaching experience in a secondary school or academy</li> <li>Knowledge and understanding of the National Curriculum at Key 3 and GCSE</li> </ul>	<ul style="list-style-type: none"> <li>A level teaching experience</li> </ul>
<b>Skills and Understanding</b>	<ul style="list-style-type: none"> <li>Proven record of success in raising standards</li> <li>Understanding of what is required to secure effective teaching and learning</li> <li>Ability to use assessment data effectively to set targets and raise achievement</li> <li>Ability to provide appropriate challenge and support for students</li> <li>Knowledge of behaviour management strategies and an ability to maintain good 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 and staff</li> <li>Good communication skills</li> <li>Good IT skills</li> <li>Ability to lead and work as part of a team</li> <li>Ability to use and act on own initiative</li> <li>Ability to reflect</li> <li>Ability to form and maintain appropriate relationships and personal boundaries with children</li> <li>Willingness to undergo appropriate checks, including enhanced DBS checks.</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 (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 licence 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.