



**Associate Assistant Principal - SENDCO**  
**Oasis Academy Daventry Road**  
**(Bristol)**



## Exceptional Education at the Heart of the Community

Dear Colleague

Thank you for your interest in the post of Associate Assistant Principal - SENDCO at Oasis Academy Daventry Road (OADR), a new secondary school in South Bristol. The community that we serve are excited to have a new school open directly within their community!

Alongside myself as Executive Principal and Paul Coombes as Head of School, we will be working together to realise our ambition of providing an exceptional education at the heart of our local community. We will be leading and inspiring a high performing team and establishing the culture to ensure that all of our young people are equipped to be successful learners who are well placed and prepared to thrive in life.

In the role of AAP-SENDCO, the successful candidate will form part of our Senior Team, which consists of myself, Paul and 2 Associate Assistant Principals. To date the AP SENDCO from OAJW has been working across both sites, but we are now in the position to recruit full time to this role at OADR. They will determine the strategic direction and development of the special educational needs (SEN) provision in the academy, with responsibility for day-to-day operation of the SEND team. Our SEND team currently consists of a Lead TA and 4 Teaching Assistants. They will provide professional guidance to teaching and support colleagues and work closely with parents, the Local Authority and other agencies and partners.

I hope you find the information in the pack useful in making your decision as to whether to apply to join our team; it really is a unique opportunity!

With very best wishes

A handwritten signature in black ink, appearing to read 'V. Boomer-Clark'.

Victoria Boomer-Clark



Executive Principal, Oasis Academy John Williams & Oasis Academy Daventry Road



## Exceptional Education at the Heart of the Community

A very warm welcome to Oasis Academy Daventry Road (OADR). Firstly, thank you for taking the time to apply for this role at our community's brand-new free school. Starting with just Year 7 and growing year on year, we have a once in a generation opportunity to set up a new school and establish the culture and practice that will enable us to deliver an exceptional education at the heart of our community. We are looking for highly ambitious, committed and passionate people to join our team.

OADR will grow to become an 11-16 coeducational Academy for 900 young people in the heart of Knowle, South Bristol. Our academy opened in temporary accommodation on the site of Oasis Academy John Williams (Petherton Road, Bristol) in September 2023 before we move into our permanent home on Daventry Road, Bristol. Having worked on the senior team at OAJW for over ten years I have seen how committed, skilled and dedicated professionals can transform a school and the life chances of the young people we serve. It is such a privilege to be appointed Head of School for OADR and be able to build a new team to begin the next chapter in our journey towards improving the educational outcomes for young people in south Bristol.

Students at OADR are taught a centrally planned OCL curriculum developed by expert teachers from across the trust and adapted by our local teachers on the ground. We make use of some specialist facilities at OAJW whilst we remain in our temporary home to ensure our curriculum offer remains broad and balanced whilst we await the completion of our new, state of the art building. Students and staff are provided with iPads to enhance learning both in and outside the classroom, and for staff, coaching and deliberate practice supports development. All staff also will have access to a wealth of CPD opportunities through both the Academy and Trust offer and leadership training through the National Institute of Teaching, of which OCL is a core member.

Teaching is more than just imparting knowledge and implementing routines, it's about building and developing strong relationships with students, parents, families and the wider community as well as with colleagues both at the Academy and across the Trust. OADR will be a proud member of the South Bristol Hub and contribute significantly to our wider and extremely important work within our community to build relationships and foster positive change.

I hope that you are excited by the opportunity presented by this role and by the potential of being part of the founding staff team of a brand new school! If, whilst reading this brochure, you have any questions or wish to discuss the role further, please contact us via email [kate.aldworth@oasisdaventryroad.org](mailto:kate.aldworth@oasisdaventryroad.org) to arrange a telephone conversation or face to face meeting.

For the right person, this is a truly unique opportunity.  
Yours sincerely

A handwritten signature in black ink that reads 'P. D. Coombes'.

Paul Coombes  
Head of School





# About Oasis

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

Born out of the Oasis global charity, previously established in 1985 by Rev. Steve Chalke MBE, our first Academy opened in 2007. 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 52 academies spread across the UK, each part of a developing 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, and believe passionately in each of the communities we serve. We know them to be places of great potential and are committed to their continual positive transformation.

You will be joining our family at a very exciting time for Oasis Community Learning (OCL) – our sustained improvement rate has risen from 30% to 88% ‘Good’ or better Ofsted judgements since 2014.

To learn more please about Oasis Community Learning visit – [www.oasiscommunitylearning.org](http://www.oasiscommunitylearning.org)



Over **30,000** pupils



Over **5,000** staff



**52** academies

# Oasis' Vision

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

Within the context of Oasis' overall vision, is to create **'Exceptional Education at the Heart of the Community.'**

Oasis understands the complex responsibilities of education through the lens of character, competence and community. These principles are intentionally developed and embedded in all of our academies.

Together, Oasis staff aspire to:

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



# The Oasis Ethos

Our ethos is the lens through which we view everything. At Oasis we look to employ 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

Compassionate	Patient	Humble
Joyful	Honest	Hopeful
Considerate	Forgiving	Self-controlled

# Welcome to Oasis Academy Daventry Road

## About Oasis Academy Daventry Road

OADR is a new 11- 16, six forms of entry [180 students per year group] secondary school in South Bristol. The school opened in September 2023 for year 7 students only, initially taking students in Year 7 only, growing year on year with an eventual capacity of 900 young people. OADR opened in temporary accommodation in September 2023 and will move to our permanent site on Daventry Road, in a new, state of the art building in due course.

We are an inclusive Academy, committed to delivering first class education and playing an active role in the local community. OADR is in close proximity to 3 Oasis Primary Academies [Connaught, Marksbury Road & New Oak] and 2 Oasis Secondary Academies [John Williams & Brislington] and as such will benefit directly from close working partnerships and a supportive network.

## Effective Partnerships

Oasis Academy Daventry Road is outward looking and has engaged with a wide range of external partners, both within the Oasis family and beyond to ensure continued improvement and dynamic opportunities.

The Academy benefits from support from National Lead Practitioners both from within the South West cluster/region and further afield. The Academy is heavily involved in the local education system and works closely with all schools and Academies within the region.

As a Trust we care deeply for our staff, children and community and the development of all is at the heart of what we do. The Academy benefits from a large professional development offer which is associated with being part of one of the largest Multi-Academy Trusts in the UK.



## Staff Development

Staff training is a key aspect of the Academy. We provide an extensive professional development offer, which includes everyone being part of a coaching programme and the opportunity to access the full range of National Professional Qualifications.

Within the cluster/region, staff benefit from the Regional Improvement Networks (RINs) which sees staff from the Secondary academies in region join together in subject or role specific teams to learn from one another. These sessions are often further supported by the extensive expertise available within and across the Trust. The enthusiastic and skillful staff team are bursting with potential.

## Additional information:

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. Oasis is committed to making a difference to the lives of the communities it works in, and as such you must show a willingness to demonstrate commitment to the values and behaviours, which flow from the Oasis ethos.

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 DBS checks and a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis Community Learning Ethos. Oasis Community Learning supports Equal Opportunities Employment.



# Job Description



<b>POST:</b>	<b>Associate Assistant Principal - Special Educational Needs Co-Ordinator (SENDCO)</b>
<b>RESPONSIBLE TO:</b>	<b>Principal/Head of School</b>
<b>SALARY:</b>	<b>Leadership Scale 7-11</b>
<b>LOCATION:</b>	<b>Oasis Academy Daventry Road [South Bristol]</b>
<b>WORKING PATTERN:</b>	<b>Full Time</b>
<b>DISCLOSURE LEVEL:</b>	<b>Enhanced Criminal Records Disclosure with Barred List Check</b>
<b>START DATE:</b>	<b>April/September 2024, or before</b>

## **JOB PURPOSE:**

As a member of the Senior Leadership Team, the AAP SENDCO will determine the strategic direction and development of the special educational needs (SEN) provision in the academy, with responsibility for day-to-day operation of the SEND team. They will provide professional guidance to teaching and support colleagues and work closely with parents, the Local Authority and other agencies and partners. The SENDCO will be expected to fulfil the responsibilities of a teacher, as set out in the School Teachers' Pay & Conditions Document.

## **SPECIFIC RESPONSIBILITIES:**

### ***A. Ensuring all practitioners in the Academy understand their responsibilities to children with SEND and the Trust's approach to identifying and meeting SEND***

The AAP SENDCO will:

- work with the Principal/Head of School to implement The Oasis Way for Inclusive Practice including the SEND policy
- be responsible for the day-to-day operation of the Academy's SEND strategy and policy, and for coordinating provision across the Academy
- have a strategic overview of the SEND graduated response across the Academy, including allocation of whole-school resources and application of the assess, plan, do, review process to meet the needs of individual children
- ensure all staff are able to understand and implement the graduated response for individuals and groups of children who require provision different from or additional to the universal offer
- maintain high quality records in line with local authority, Oasis Community Learning and statutory requirements, ensuring information is easily accessible to and actively used by all staff to meet the needs of children with SEND
- use a range of strategies to actively involve staff in processes of identification and ongoing assessment of SEND
- draw on a range of sources, including the views of the child, supported by reliable evidence of effectiveness, to inform their advice and support to colleagues on different approaches to improving children's progress
- contribute to the monitoring of children's progress through robust provision mapping and develop rapid responses including through targeted and time-bound interventions that are carefully tracked to secure progress
- regularly monitor and review the development of The Oasis Way and the impact of systems and processes to ensure children with SEND make progress in line with their peers



## **B. Advising and supporting colleagues**

The AAP SENDCo will:

- ensure all practitioners in the Academy understand:
  - their responsibilities to children with SEND
  - their responsibilities to deliver inclusive high-quality teaching and demonstrate a range of adaptations to meet the needs of any child who may require additional support
  - how to work actively and effectively within the Assess Plan Do Review SEND support cycle
  - the Academy's approach to identifying and meeting SEND needs including their role in the process
  - how the Academy responds to any cause for concern and identifies and responds to special educational needs and disabilities, including their duty to support assessment processes
  - how the Academy works in partnership with parents to identify a child as having SEND
  - how the practitioner and the SENDCO agree, in consultation with the parent and the child, the outcomes they are seeking for the child
- evaluate the needs of the staff and devise training and other sources of support to develop the knowledge and practice of practitioners
- ensure that support staff are carefully deployed and managed, and receive effective training to support their professional development
- support individual or targeted practitioners to assess their skills and competencies, identify any gaps and implement next steps in professional development
- link with others who have a role in supporting the development and delivery of training both for Academies and on a wider basis

## **C. Ensuring parents and children are closely involved throughout and that their insights inform action taken by the Academy.**

The AAP SENDCO will:

- make sure parents receive the information, advice and support that they need in order to participate in the SEND decision-making process
- use a range of strategies to support parents and children to become active partners and ensure parents are closely involved throughout and that their insights inform action taken by the Academy
- involve parents in the discussion of any early concerns, in identifying any SEND, and agreeing:
  - the outcomes being sought for the child
  - the interventions and support to be put in place
  - the expected impact on progress, development, behaviour
  - date for review
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities

## **D. Liaising with professionals or agencies beyond the Academy**

The AAP SENDCO will:

- understand the local offer, including the provision that the local authority expects to be available from local providers
- understand the support available including:
  - education
  - health and social care services for children with SEND
  - services assisting providers to support young children with medical conditions
  - childcare for children with SEND
  - services providing parents and children with information, advice and support on SEND

- support groups who can support parent carers of disabled children
- for Children who are Looked After by the local authority
- link with the local authority to liaise over provision for individual children including local arrangements for EHCP needs assessments, Annual Reviews, appeals processes and specialist placements
- link with the local authority and Trust support on wider strategic issues, engaging with training and local networks to forge relationships and develop a robust knowledge of local processes
- understand local authority funding processes and take responsibility for the distribution of funds in the Academy to meet the needs of children with SEND
- work with relevant colleagues in the local authority and neighbouring schools to ensure smooth transition processes are in place for children with SEND including:
  - effective sharing of information between professionals
  - effective engagement with families ensuring their views and preferences are heard
  - personalised support for the child to prepare for transitions
- liaise with professionals or agencies beyond the Academy and Trust, including, but not limited to:
  - SEND support or learning support services
  - sensory support services or specialist teachers
  - therapies such as speech and language therapy, occupational therapy and physiotherapy
  - educational psychology services
  - support available to parents to aid their child's development at home
  - Independent Advice and Support Services (SENDIASS)
  - Local voluntary agencies that provide support to children and their families
  - Social Care Services

### **E. Continually develop own practice**

Effective practitioners reflect on their own practice and undertake continuous professional development. The AAP SENDCO will:

- understand:
  - their own responsibilities to children with SEND, their carers/parents
  - the Trust and Academy's approach to identifying and meeting SEND
  - how to determine reliability of evidence of the effectiveness of provision
- make use of The Oasis Way SEND audit to assess their own skills and competencies, identify any gaps and next steps in professional development and that of the wider Academy
- identify and use training and other sources of support to address their own development needs including from the Trust and local authority
- keep up-to-date with the latest developments in research related to SEND practice and inclusive high quality teaching

## ORGANISATIONAL RESPONSIBILITIES

### **Safeguarding children and young people**

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 an enhanced DBS check.

- **To work to the best of ability, to be diligent, honest and ethical in the performance of duties and to conduct personal and professional life in a way which seeks to uphold the Oasis Ethos and the Oasis 9 Habits**
- To effectively contribute to our organisational commitment to excellent education at the heart of our communities.
- To be aware of and understand our Equality and Diversity Policy and ensure at all times that the duties of the post are carried out in accordance with the Policy.
- To ensure compliance with all Health and Safety legislation and associated codes of practice and policies.
- Review and develop own professional practice, maintain effectiveness as a member of the academy staff by taking responsibility for own continuing professional development.

- Demonstrate a willingness to engage with further training and other opportunities to gain appropriate skills, knowledge and vocational or academic qualifications.

**OTHER:**

**The above responsibilities are subject to the general duties and responsibilities contained in your Contract 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.**

# Person Specification

## Associate Assistant Principal - SENDCO

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• NASENCo/NPQ SEND (from Sept 2024) or willingness to undertake either qualification</li> </ul>	<ul style="list-style-type: none"> <li>• Willingness to undertake the NPQ SENDCO qualification (if NASENCo already achieved)</li> <li>• Willingness to undertake additional SEND specific training and qualifications including SEND assessment (e.g. Certificate in psychometric testing, assessment and access arrangements)</li> </ul>
<b>Experience, Skills &amp; Knowledge</b>	<ul style="list-style-type: none"> <li>• Experienced teacher</li> <li>• In depth experience and knowledge of supporting SEND needs in an education setting</li> <li>• Knowledge and awareness of the <i>Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan</i></li> <li>• The ability to converse at ease with parents/students and members of the public, and provide advice in accurate spoken English'</li> <li>• Experience of leading a team or organising and overseeing the work of others</li> <li>• Demonstrate sound knowledge and understanding of:               <ul style="list-style-type: none"> <li>○ Effective child protection and safeguarding practice and procedures</li> <li>○ Working together to safeguard children 2018</li> <li>○ SEND Code of Practice 2015</li> <li>○ The Equality Act 2010</li> </ul> </li> <li>• Experience of monitoring and evaluating the impact of whole school strategies and developing relevant action plans to improve practice</li> <li>• Ability to analyse a range of data sets in relation to individual pupils and school wide trends and provide accurate reports to the senior team</li> </ul>	<ul style="list-style-type: none"> <li>• In depth experience and knowledge in developing and delivering whole school CPD materials in particular on high quality teaching or specific areas of SEND practice or needs</li> <li>• Working alongside local authority partners and a range of external agencies with confidence</li> <li>• Providing high quality feedback and coaching to support the development of individual practitioners</li> <li>• Knowledge of and experience implementing The Oasis Way for Inclusive Practice including its 4 SEND levers</li> <li>• An in depth understanding of how trauma and attachment impacts the development of children and its interaction with behaviour and SEND</li> <li>• An understanding of the disproportionate impact of exclusions for children with SEND and experience of implementing strategies to reduce the risk of exclusion for vulnerable children</li> </ul>

	<ul style="list-style-type: none"> <li>• Experience of maintaining accurate and high quality records, ensuring timely distribution to relevant stakeholders</li> <li>• Good IT skills</li> </ul>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• A demonstrable commitment to inclusion and a sound whole school vision for SEND provision</li> <li>• Good organisational skills</li> <li>• Ability to encourage and motivate learning with high expectations of behaviour particularly for children with additional needs</li> <li>• Good interpersonal skills and the ability to work effectively with a wide range of people across the organisation and external agencies and stakeholders</li> <li>• High level of discretion and confidentiality</li> <li>• Reliability, motivation, adaptability and resilience under pressure</li> <li>• Commitment to safeguarding and promoting the welfare of children and young people</li> <li>• Willingness to undergo appropriate checks, including enhanced DBS checks</li> <li>• Motivation to work with children and young people and their families</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people and their families</li> <li>• Emotional resilience in working with challenging behaviours and managing challenging conversations with staff and families</li> <li>• Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos</li> </ul>	<ul style="list-style-type: none"> <li>• A commitment to child centered planning and co-production</li> <li>• Having a solution focused approach to tackle challenges and create a culture of high expectations and support for children with SEND</li> <li>• A commitment to ongoing research in child development, pedagogy and SEND</li> </ul>



Dear Applicant

Thank you for your enquiry regarding the position of **Associate Assistant Principal - SENDCO** at Oasis Academy Daventry Road.

I hope you find the information pack helpful. If you feel that that this is a post for which you would like to apply, please complete the online application form by submitting your form directly through the eteach portal or by emailing it to Kate Aldworth, HR Lead at [kate.aldworth@oasisdaventryroad.org](mailto:kate.aldworth@oasisdaventryroad.org)

If you would like to arrange a telephone conversation or a face to face meeting with either Victoria Boomer-Clark or Paul Coombes, please contact me via the email address above

The closing deadline for applications is **9.00am Monday 4 December 2023**.

Please ensure you provide the name, address and status of two referees, one of whom should be your current direct Manager. Candidates should be aware 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.

Interviews will be held on **Friday 8 December**. If you have not been invited to attend by **6 December 2023** 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.oasisacademydaventryroad.org](http://www.oasisacademydaventryroad.org), or 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 this post.

Yours sincerely

Kate Aldworth  
HR Lead

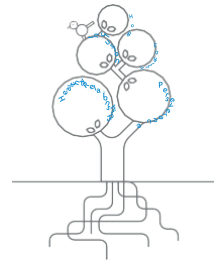
# The Oasis Education Charter



## 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 our 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

