



**Information Pack
Deputy SENDCo
Oasis Academy Silvertown**



October 2024

Dear Applicant,

Thank you for your enquiry regarding the position of **Deputy SENDCo**, Oasis Academy Silvertown, London.

Oasis Academy Silvertown is a successful secondary academy in the Royal Docks area of East London. Oasis Silvertown has recently received its Ofsted Inspection in November 2022 and were delighted to be awarded "good" recognising the "**high expectations**" we have of our students, as well as our "**ambitious curriculum**" and "**strong culture of safeguarding**". We have an ambitious mission statement for all our students: Ready for University. Ready to Lead. Our mission is underpinned by our core values, which staff and students hold: Be proud, be professional, be nice, be independent, and be resilient.

We moved into our state-of-the-art building in September 2022 and are delighted to be in our permanent home in the heart of the West Silvertown community.

We are seeking an exceptional Deputy SENCo with untiring dedication, positivity and initiative to assist in the further development and growth of our Academy.

This is an exciting opportunity to become part of a high performing team who are passionately committed to securing the best possible life chances for the young people of Silvertown. At Oasis we are driven by a commitment to inclusion for all and this role plays an important part in that commitment, ensuring that our students with SEND have the very best teaching and support. This role will require huge amounts of resilience, perseverance for the long haul and a constant drive for innovative excellence. To support their success, the successful candidate will work with a passionate and dedicated team and will be offered excellent training and development opportunities.

If you would like to apply, please complete the Application Form (CVs are not accepted). Please ensure you provide the name, address and status of two referees, one of whom should be your current Line Manager. 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.

If you would like to know more about OAS, please see our website <http://www.oasisacademysilvertown.org> and [Instagram](#) page.

If you are not clear about any aspect of the application procedure, do not hesitate to contact us for clarification.

We are particularly interested in applications from underrepresented groups.
We do reserve the right to close this advertisement early if we receive suitable applications.

Completed applications should be returned by email to Zaynab Kadir at zaynab.kadir@oasissilvertown.org

I wish you well and thank you once again for your interest in this important and exciting role.

Yours sincerely
Emily Boxer
Principal



Job Description

POST: Deputy SENDCo

RESPONSIBLE TO: SENDCo

RESPONSIBLE FOR: Students with special educational needs

GRADE: MPS, Inner London + TLR 2b

LOCATION: Silvertown, London

DISCLOSURE LEVEL: Enhanced

A. PROFESSIONAL AND PERSONAL CHARACTERISTICS

- Post holder will have a committed and wholehearted belief that all young People, regardless of starting point, need or complexity can make outstanding progress and achieve well at GCSE and A Level
- Post holder will have an optimistic and positive belief that all young people can change and transform into confident, ambitious, honest, happy, hard-working, respectful citizens. More widely, a desire to be part of a team that is leading community transformation. Post holder will be committed to challenging the status quo.
- Post holder will instil in young People a belief in themselves about what is possible and will consistently act as an aspirational role model in all that they do.
- Post holder will fully include all children regardless of complexity, need or starting point. Post holder will be committed to including all aspects of a child's social, emotional and cultural development. Post holder will never isolate, exclude or disconnect a student or group of students.
- Post holder will be determined, hardworking and relentless in achieving the vision and instilling the values in our school.
- Post holder will be committed to instilling a sense of responsibility for helping our community and altruistically 'giving back' to our immediate, local, national and global communities.

B. JOB PURPOSE:

- Accountable for the delivery of high-quality teaching and learning and high achievement of identified groups of SEND students across the academy
- To consistently teach high quality lessons which bring about excellent outcomes for students
- The post holder is expected to meet all of the Teachers' standards.
- The post holder may be required to teach outside of their subject area as part of our Enrichment Curriculum (Sport, Music, Cookery, Art, Film etc)
- The post holder may be required to teach lessons outside of their subject area

C. RESPONSIBILITIES:

Personalised learning provision:

- Lead small group support as part of students' personalised learning programmes. Ensuring leadership of staff working in this provision have support and guidance as required; students make progress against individual targets; and parents/carers are actively involved in the support for their students.
- Support in delivery of bespoke curriculum packages for students as required. Including delivery of Functional Skills English & Maths
- Providing evaluation, and feedback to the SENCO, regarding impact of LSP led interventions

Transition KS4 – post 16 SEND

- Play a leading role in supporting the transition process for SEND and vulnerable students for KS4-Post 16
- Lead on co-ordination of provision in ensuring that appropriate exam access arrangements are in place for external examinations.

Other duties required of the role

- Support the SENCO and LSPs in maintaining accurate records and documentation related to students with special educational needs or disabilities.
- To attend staff meetings and SEND professional development opportunities, including Trust and local networking events, as required
- Deputise for the SENDCO as required

Quality of Teaching and Learning

- To ensure your teaching secures good or outstanding outcomes for students
- To work in partnership with colleagues to develop curriculum and pedagogy through shared planning, instructional coaching and other subject specific training
- To ensure you are up to date with national and international curriculum developments for students with SEND
- To fully participate in whole academy continued professional development to ensure outstanding outcomes for students.

- To be at the cutting edge of pedagogical research in order to influence and develop best practice here
- Seek opportunities to collaborate with other Academies, innovative and high achieving schools through the Oasis Community Learning and other relevant networks to share and develop excellent Pedagogies.
- Lead parental meetings for specified SEND support students, ensuring parental involvement and teacher implementation of SEND Student Profiles. Train and update staff regarding individual student provision and support strategies.
- Ensure teaching staff are adequately and appropriately equipped to support children with SEND in their lessons, through frequent communication.

Student Achievement and Attainment

- Evaluate student progress through frequent quizzing, GROW lessons and summative assessments.
- Give students regular feedback in order to ensure progression
- Ensure your quality of feedback is in line with Assessment for Learning policy
- Set, track, evaluate and report on individual student progress and groups of students towards their targets.
- Keep systematic records to show students' understanding and completion of work and the identified strengths, areas for development and grades awarded.
- 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 specified areas of responsibility through the use of appropriate assessments and records and regular analysis of the data.
- Use national, local and Academy data effectively to analyse and evaluate student progress; planning and implementing effective interventions to support students. Use local and national statistical data and other information, in order to provide (a) a comparative baseline for evaluating learners' progress and attainment, (b) a means of judging the effectiveness of their teaching, and (c) a basis for improving teaching and learning

D. 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.

OTHER: 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.

Person Specification

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.

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.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • First degree or 2:1 in related subject 	<ul style="list-style-type: none"> • Master's Degree • NASENDCo, SENDCo NPQ or a willingness to complete the course
Vision and Values Alignment	<ul style="list-style-type: none"> • Commitment to the belief that all young People, regardless of starting point, need or complexity will become employed in a career with prospects • Wholehearted belief and commitment that 4-9 grades are achievable by all students with the correct culture, curriculum and intervention • Wholehearted belief that ability or intellect is not fixed, but incremental, and can always be improved 	

	Essential	Desirable
Vision and Values Alignment	<ul style="list-style-type: none"> • Belief in the right of all children with SEND to access high quality teaching, appropriate for their needs • Common shared understanding that the following core values are crucial to the success of a student: <ul style="list-style-type: none"> ○ Be Proud ○ Be Professional ○ Be Nice ○ Be Independent ○ Be Resilient 	
Experience, Skills & Knowledge	<ul style="list-style-type: none"> • Evidence of high quality adaptations which secure strong outcomes for students with SEND • Evidence of teaching lessons at or above expected standard during teacher training and/or throughout teaching career • Evidence of managing challenging behaviour successfully and implementing strategies to ensure a consistent approach to behaviour management is taken throughout a faculty • Experience of successful team membership • Experience of successfully contributing to aspects of whole school life 	<ul style="list-style-type: none"> •

	Essential	Desirable
Personal Qualities	<ul style="list-style-type: none"> • Drive, ambition and shared common moral purpose • Total commitment to the vision and values of the academy • Self-starter and self-motivated to lead and implement areas of the academy development in line with the strategic development plan • Excellent oral and written communication skills • Ability to be flexible and willingness to get involved in all aspects of academy life • Ability to organize workload, priorities, meet deadlines and follow tasks to successful conclusion • Ability to set and meet ambitious, challenging goals and targets • Ability to manage students firmly, fairly and effectively • Commitment to safeguarding and promoting the welfare of children and young People • Willingness to undergo appropriate checks, including enhanced CRB 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 behaviors and attitudes to use of authority and maintaining discipline • Have a willingness to demonstrate commitment to 	<ul style="list-style-type: none"> • Ability to anticipate problems and solve them creatively • Ability to review progress, procedures and policies to develop areas of which there is individual or shared responsibility



	<p>the values and behaviors which flow from the Oasis ethos</p> <ul style="list-style-type: none">• Commitment to own continuing professional development	
Other	<ul style="list-style-type: none">• Excellent Personal presentation• Optimism and ambition	