

# English Teacher



Oasis  
Academy:  
Hadley

Dear Candidate,

Thank you for your enquiry regarding the position of **English Teacher** at Oasis Academy Hadley. We are part of Oasis Community Learning which runs over 50 academies across the UK.

I hope you find the information pack helpful. If you would like to know more about us before you apply please see our website [www.oasisacademyhadley.org](http://www.oasisacademyhadley.org). We welcome visits to the Academy. Please contact Alice Weeks, People Directorate Officer, on 020 8804 6946 ext 73012 or [hadley.hr@oasishadley.org](mailto:hadley.hr@oasishadley.org) to arrange a visit or if you would like to discuss any aspect of the post.

If you would like to apply, please complete the Application Form and Equal Opportunities monitoring (CVs are not accepted) and return it by either of the following ways:

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

Post: People Directorate Office  
Oasis Academy Hadley  
143 South Street  
Enfield  
EN3 4PX

The closing deadline for applications is no later than **8am on Friday 30<sup>th</sup> September 2022**.

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.

Interviews will be on the week commencing **Monday 3<sup>rd</sup> October 2022**. If you have not been invited to attend by **Wednesday 5<sup>th</sup> October 2022**, 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.

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  
Principal

# About Oasis Academy Hadley

Oasis Academy Hadley is a great place to work and learn. We are an all-through family school, where children at every key stage from ages 2 to 19 learn well and make good progress.

We pride ourselves on being inclusive and championing the gifts and talents of every individual. The happiness, care and wellbeing of all our children is central to our approach and enables everyone at Hadley to thrive in a safe and secure environment.

We have an established culture of high expectations, where children are taught well and encouraged to develop both academically and culturally. Having such a well-rounded learning experience is central to our purpose as it is this that enables our children to be aspirational for themselves, their families and their community. By nurturing a positive mindset we build children's confidence to be successful whichever path they choose.

Being an all-through school means that many children are with us for the majority of their formal education and do stay on into our very popular Sixth Form where each year, approximately 95% go onto University with 85% going to Russell Group and top third Universities which are some of the best in the world.

Hadley has a track record of great achievements and is an inspirational place to learn and work. Throughout all phases of our Academy we have a team of skilled and dedicated staff with a great deal of expertise who are committed to securing the best outcomes. To achieve this, we place a great deal of importance in continuing professional development and we have an established leadership development programme.

Oasis Academy Hadley is one of 53 Academies who form part of the Oasis Community Learning. Each Oasis Academy and the services behind them, are committed to creating exceptional entitlement that ensures that all children have real choice in their lives.



## 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)

At Oasis Academy Hadley we interpret the Oasis Ethos through the Hadley Way.

## The Hadley Way

**ASPIRE:** We will have the highest expectations of ourselves and others for both learning and behaviour.

**ACHIEVE:** We will be the best we can

**CARE:** We will consider others and make positive contributions to the Academy, local and global communities in which we live

**ENDEAVOUR:** We will be resilient, enjoy a challenge and not give up easily.

# About English

We are looking for a dynamic, talented teacher to join our English team. You will have a passion for learning and teaching in English together with the skills to inspire and motivate our students.

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.

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.

We are committed to providing staff with high quality professional development. Mid-week masterclasses run by experienced colleagues focusing on academy priorities are available to all teachers.

This is an excellent opportunity for an ECT or experienced teacher looking to make a difference to the lives of young people. You will join a friendly and supportive team which strives to ensure that all students enjoy their learning and surpass expectations of achievement. If you wish to grow professionally, join us and become part of the team developing an Outstanding academy.

# Job Description

## POST:

Teacher

## ACCOUNTABLE TO:

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

## GRADE:

MPS/UPS (Outer London)

## 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 contribute to the teaching under the direction of the Head of Department. The post holder is expected to carry out the professional duties of a qualified teacher in accordance with the current DFE Teachers' Pay and Conditions document and those described in the Outcomes. The post holder is expected to meet the current Teachers' Standards.

## RESPONSIBILITIES:

1. To provide high quality teaching which promotes good progress and outcomes by students.
2. To actively support the vision, ethos and policies of the Academy.
3. To promote and safeguard the welfare of children you teach or come into contact with.

## OUTCOMES:

### **A) Achievement and standards**

- Set challenging targets that build on prior attainment of every student.
- Evaluate student progress through the use of appropriate assessments and records and regular analysis of the data.
- Set, track, evaluate and report on individual student progress towards their targets.
- Mark and monitor students' work giving formative, next step feedback and targets for improvement in line with the Academy Assessment policy.
- Keep systematic records to show student's understanding and completion of work and the identified strengths, areas for development and grades awarded.

### ***Teachers' Standards***

- 1. Set high expectations which inspire, motivate and challenge students**
  - Establish a safe and stimulating environment for students, rooted in mutual respect.
  - Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
  - Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.
- 2. Promote good progress and outcomes by students**
  - Be accountable for students' attainment, progress and outcomes.
  - Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.
  - Guide students to reflect on the progress

## OUTCOMES:

- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
- Encourage students to take a responsible and conscientious attitude to their own work and study.

### **3. Make accurate and productive use of assessment**

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure students' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

### **B) Quality of Provision**

- Teach allocated students by planning your teaching to ensure appropriate progression of learning.
- Plan and deliver lessons appropriate to students' individual needs, which are both engaging and challenging, in accordance with the Academy's Teaching and Learning Policy.
- Keep systematic records and plans of lessons taught.
- Work collaboratively with Additional Adults attached to any teaching group, where appropriate jointly planning the lessons.
- Set high expectations for behaviour in the classroom in line with the Academy Behaviour for Learning Policy.
- Ensure safe well-ordered learning environment by having clear routines for classroom management which are applied consistently and fairly.
- Contribute to the development of schemes of work and materials.
- Monitor and control the storage and use of teaching materials and books related to their teaching;
- Critically evaluate your own teaching and participate in partnership teaching and teacher coaching as appropriate to improve effectiveness.
- Set appropriate cover work for all classes which are covered in the event of absence (foreseen and unforeseen)

### **Teachers' Standards**

#### **4. Demonstrate good subject and curriculum knowledge**

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### **5. Plan and teach well-structured lessons**

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.

#### **6. Adapt teaching to respond to the strengths and needs of all students**

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development.
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

## ***Teachers' Standards***

### **7. Adapt teaching to respond to the strengths and needs of all students**

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development.
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### **D) Professional Development**

- Keep up to date with current developments in curriculum development and teaching methods.
- Participate in professional development activities, as appropriate, to update and develop skills.
- Attend and contribute to Academy meetings.
- Attend parent/carer meetings as required.
- Participate in Performance Management accordance with Academy Policy.

## ***Teachers' Standards***

### **8. Fulfil wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to students' achievements and well-being.

### **E) Personal and professional conduct**

- Demonstrate consistently high standards of personal and professional conduct.
- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - Have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - Show tolerance of and respect for the rights of others
- Uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensure that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

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.

# Teacher Person Specification

	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>Experience, Skills and Understanding</b>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the National Curriculum, particularly statutory requirements</li> <li>• Understanding of what is required to secure effective teaching and learning</li> <li>• Ability to use assessment data in planning</li> <li>• Ability to provide appropriate challenge for students</li> <li>• Knowledge of behaviour management strategies and an ability to maintain good classroom 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</li> <li>• Good communication skills</li> <li>• Good ICT skills</li> <li>• Ability to work as part of a team</li> <li>• Ability to be a reflective practitioner</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>• Ability to form and maintain appropriate relationships and personal boundaries with children</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 license 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.