



Head of Faculty – English and Literacy



Dear Candidate,

Thank you for your enquiry regarding the position of **Head of Faculty – English and Literacy** at Oasis Academy Enfield. We need an enthusiastic and talented teacher to join the English department on a full time or part time basis from September 2025. 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.oasisacademyenfield.org. We welcome visits to the Academy. For an informal, confidential discussion, or to arrange a visit please contact our HR Office, on 01992 655424 or Enfield.HR@oasisenfield.org.

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

Email: Enfield.HR@oasisenfield.org

Post: Oasis Academy Enfield
9 Kinetic Crescent,
Innova Park,
Mollison Avenue,
Enfield, EN3 7XH

The closing deadline for applications is **8am on Friday 2nd May 2025**. Applications will be reviewed on an ongoing basis so early applications are encouraged.

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 held on **week commencing 5th May 2025**. 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,



Emma Robinson
Principal

About Oasis Academy Enfield

Oasis Academy Enfield opened in September 2007 as a new academy. Initially a group of portacabins and a pioneering spirit, the Academy moved into its £30 million purpose-built accommodation two years later on Innova Business Park, or just 12 minutes walk from Enfield Lock Station.

The Academy has enjoyed considerable success in its 18 year history. In 2018, Ofsted confirmed that we continue to be a good academy.

Academy leaders and staff share high expectations for all students

Students behave well, and treat each other and staff with respect

Safeguarding is a strength of the Academy, and staff are proactive at supporting the children to stay safe both in school and out

Students feel safe and happy in school. Parents support this view and are happy with the progress their children are making

We provide students with high quality teaching, which not only enables them to make to the best possible progress and achieve the highest grades, but also equips them with the skills, behaviour and character, which will help them be successful and make a positive contribution to their community.

We want all our students to gain the qualifications that enable them to move onto college, work, apprenticeships or university. The majority of our sixth form students' progress to university with two thirds going to Russell Group and other leading universities following a wide range of courses from English, history to engineering, psychology and law.

We are committed to providing staff with high quality professional development. As a partner in NIOTT, we offer the full range of NPQs. We support all staff to develop professionally and host a range of apprenticeship programmes, exam board training and an extensive internal professional development programme. All staff who want to develop their skills in their current role or look towards the next step in their career.

The induction of new staff is important. We have a tailored programme for staff in training, which is tailored to meet their needs. All new staff have an experienced mentor who will meet with them and support them as they settle into the Academy. In addition, ECT's also have an Induction Tutor who is responsible for supporting them in successfully completing their Induction year.

As part of the Oasis family of academies we benefit from wide range of opportunities to network with colleagues across the region and nationally through a variety of joint training and professional development opportunities. National Lead Practitioners offer advice and guidance and share resources through concerns and visits to the academy. The annual regional conference brings all the staff across London and the South East together to network and share best practice from across the region.

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 as well. The intake is mixed, some students live in the private housing close to the academy and others come from some of 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 50 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.

To view the prospectus and watch a short video on Oasis Academy Enfield please follow the link below:
<https://www.oasisacademyenfield.org/about-us/working-at-oasis-enfield>

Why you should work for us:

- Two-week October half term.
- Pre-created teaching resources which you just need to adapt – saving time and workload.
- Whole class approach to marking and feedback – saving time and workload.
- Opportunities to earn extra money for lunch time enrichment and duties.
- A wide range of opportunities to progress and make your mark on student wellbeing and progress.
- 1:1 peer instructional coaching and high quality CPD sessions support you to teach great lessons every lesson.
- On-site parking.
- We are a soon to be Trauma Informed Practice school – we have a calm and relational approach to dealing with behaviour issues and ensure our students feel a strong sense of belonging to the academy family.
- Free access to our fully equipped boxing / keep fit gymnasium
- Friendly matches played between staff regularly.
- Access to mental health support and wellbeing resources.
- Access to Oasis Benefits - deals and discounts at hundreds of retailers.
- Up to 25% discount at gyms across the UK.
- Cycle to Work Scheme
- Access to Healthcare Cash Plan and dental cover.

To find out more about the benefits, read the OAE wellness charter which is attached to the job pack



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

About the English Department

You will join a team of committed English teachers. All of our staff are enthusiastic, flexible and determined to develop the Learning Area into an outstanding department. You will be supported by a knowledgeable and experienced Academy Leadership Team and subject area, who work alongside all department leaders to introduce many new teaching resources and schemes of work.

We are seeking to appoint an enthusiastic and inspirational Head of Faculty to join the English team. The English team of subject specialists is hard working, flexible and committed to ensuring that English continues its journey in becoming an outstanding subject area. Staff work together and share strategies to help everyone deliver good and outstanding lessons. The English department is well equipped with interactive whiteboards in every classroom. All teaching staff are provided with their own laptop. Schemes of Work and a wide variety of teaching resources are held electronically and in hard copy and we are always looking to develop new and innovative lessons.

Our 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 and beyond. The Curriculum incorporates the Hochman method for teaching writing and this methodology is built into all lesson. There is also a clear and cumulative pathway. For example, in Year 7, pupils study Abrahamic Tales and allusions. This helps to build their understanding of more difficult texts in later years such as Macbeth, allowing and encouraging pupils to see connections between texts.

The subject is popular at A Level. We currently follow the Edexcel specification with an examination at the end of the two-year course.

We are committed to providing staff with high quality professional development. Mid-week masterclasses run by experienced colleagues, focussing on Academy priorities are available to all teachers. We hold middle and senior leadership courses run by NIOTT open to all staff who want to develop their skills in their current role or look towards the next step in their career. We have a programme for staff in training which is tailored to meet their needs. All newly qualified staff are allocated an experienced subject mentor who will meet them regularly and supports them as they settle into the Academy as well as the Induction Tutor who is responsible for supporting newly qualified teachers in successfully completing their induction year.

As a supportive Learning Area, we aim to make colleagues feel valued; the team ethos is, consequently, strong and we are constantly working together to improve the quality and enjoyment of the lessons. Everyone is encouraged to develop professionally and as such there are frequent CPD opportunities both internally and externally.

This is an exciting time to work at the Academy. Not only are there the fantastic opportunities provided by the Academy, but we are rapidly moving forward as a learning area by tailoring the courses available to each student according to their needs, skills and aspirations effectively. All of this creates an inclusive environment, where every student has the real opportunity to meet in their full potential. All classrooms are equipped with interactive whiteboards as well as a range of resources and developed schemes of work.

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:

Head of Faculty English and Literacy

ACCOUNTABLE TO:

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

GRADE:

L8 – 12 (Outer London) plus Teachers Pension Scheme

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 Enfield

WORKING PATTERN:

Full-time and as described in the School Teachers' Pay and Conditions Document.

Disclosure level:

Enhanced DBS

JOB PURPOSE:

To provide leadership for department in 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.

RESPONSIBILITIES:

1. To lead, manage and develop the curriculum provision within a specified learning area (English) and wider leadership area (literacy).
2. To develop the quality of teaching and learning within a specified 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 meet.

OUTCOMES:

1. Achievement and standards

- Set high expectations and stretching targets for your areas of responsibility 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 aspects of the learning area using 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 subject area mark and monitor students' work giving formative, next step feedback and targets for improvement in line with the Academy Assessment policy.
- 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 subject area 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 aspect for the moderation teacher assessments to ensure reliability.
- Continuously monitor and evaluate the effectiveness of learning outcomes within your specified aspect.

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 and how to use it to raise standards and outcomes

2. Quality of Provision

- Raise the quality of teaching and learning so that lessons are good or better and there is no inadequate teaching within the learning area.
- Monitor the quality of teaching and students' learning through the analysis of performance data, observation of teaching, work scrutiny, student interviews in collaboration with the Academy Leadership team.
- Construct, revise and develop schemes of work for Year 7 to 13 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.
- 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.
- Implement strategies that ensure high standards of behaviour within the learning area.
- Promote extra-curricular activities and out of hours learning which enhance learning opportunities.
- Have a teaching commitment in line with other Learning Co-ordinators within the Academy.

Professional Standards - Attributes, Knowledge and Understanding

- Ensure a culture of challenge and support 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.
- Ability to initiate and support research and debate about effective teaching and learning and develop strategies to improve performance.

3. Leadership and Management

- Play a key role in creating an environment within the learning area where students and staff develop and maintain positive attitudes towards each other, the environment and community.
- Line manages designated teaching and support staff working collaboratively to raise student achievement and attainment and provide effective support, guidance, challenge and information for all staff within specified learning area.
- Take an active role as a Team Leader 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.
- Assist in the appointment of staff and their deployment to make most effective use of their skills, expertise and experience to raise standards of achievement within the learning area.
- Ensure that all staff within the learning area have a clear understanding of their roles and responsibilities.
- Effectively manage and deploy relevant finances within the learning area.

Professional Standards - Attributes, Knowledge and Understanding

- Act as a lead professional, setting a professional example to staff and students.
- Know about the use of a range of evidence, including performance data, to evaluate and improve aspects of school life, including challenging poor performance.
- Able to delegate and monitor the implementation of management tasks

4. Personal Development and Well-Being

- Lead within your specified aspects the implementation of the personalised learning agenda, raising achievement and improving the quality of teaching, learning and support within the subject area.
- Ensures a consistent and continuous focus on student achievement, using baseline and progress data to monitor progress within your specified aspects.
- 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 school programme including visits.
- Treat all members of the school 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 choose 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 school improvement in the specified areas of responsibility.
- Lead professional development activities, as appropriate, to update and develop the skills of colleagues.
- Provide regular coaching and mentoring for less experienced colleagues.
- Participate in Performance Management accordance with Academy policy.

Professional Standards – Attributes, Knowledge and Understanding

- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.
- Build a collaborative learning culture within the specified areas of responsibility.

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 Associate 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.

Head of Faculty English and Literacy Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Qualified Teacher Status 	
Professional Development	<ul style="list-style-type: none"> Recent relevant professional development 	<ul style="list-style-type: none"> Experience of leading a Key Stage Experience of teaching A level English
Experience	<ul style="list-style-type: none"> Successful teaching experience in a secondary or academy Knowledge and understanding of English curriculum Key stage 2-5 Knowledge of and understanding of English GCSE and A level courses Knowledge and experience of using ICT to develop teaching and learning. 	
Knowledge and Understanding	<ul style="list-style-type: none"> Proven record of success in raising standards in English Understanding of what is required to secure effective teaching and learning to improve student performance in an inclusive environment Ability to use assessment data effectively to set targets and raise achievement Ability to provide appropriate challenge and support for students Ability to converse at ease with parents/students and members of the public and provide advice in accurate spoken English Knowledge of what is required to raise standards of literacy across Key Stage 3-5 Ability to use literacy data to raise standards of literacy on a whole academy level Knowledge of behaviour management strategies and an ability to maintain good discipline Understanding of the practical application of Equal Opportunities in an Academy 	
Personal Qualities	<ul style="list-style-type: none"> Ability to motivate students and staff Good communication skills Ability to lead and work as part of a team Ability to use and act on own initiative Ability to reflect Ability to form and maintain appropriate relationships and personal boundaries with children Emotional resilience in working in a range challenging situations Willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos. 	

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.