

**Information Pack**  
**Head of Year (Teaching)**  
**Oasis Academy**  
**Silvertown**

# Welcome to Oasis Community Learning

A very warm welcome to Oasis Community Learning!

Oasis Community Learning was established as a Multi-Academy Trust in 2004 with the vision to create “Exceptional Education at the Heart of the Community”. We now run academies in five main regions throughout the UK, providing either Primary, Secondary or All-through education to over 32,000 young people - 47% of whom are from disadvantaged backgrounds and 31% who speak English as an additional language.

All of our academies are committed to providing a rich educational experience and ensuring that every child and young person has the opportunity to achieve at the highest level. Our ethos is integral to that provision. It is an expression of our character, a statement of who we are and therefore the lens through which we assess all we do. We are committed to a model of inclusion, equality, healthy relationships, hope and perseverance throughout all aspects of the life and culture of each academy community.

We passionately embrace learning and are committed to every child within our care reaching their full potential, developing holistically across every area of their lives both now and in their future. All of this is underpinned by our philosophy of education which highlights our focus on inspirational leadership, deep learning and healthy communities. It aspires to develop the character and competence of every child within every community of which we are a part.

At Oasis Community Learning therefore, we believe we are all ‘the architects of our students’ lives’ and as such we are committed to laying the right foundations for every one of our young people.

We also know that great schools are only sustainable within happy and healthy communities. In order to tackle the root causes of disadvantage we seek to ensure that school improvement and community development go hand in hand. In this way, the improvement is likely to be deeper, mutually supporting and long lasting.

Our academies are therefore just a part of an Oasis ‘Hub’ that provides wide-ranging and integrated services, designed to meet the needs of local people. Our shared aim is to work with and alongside disadvantaged children, young people, whole families and members of the wider community, empowering them to transform their neighbourhoods into places that are safe, supportive and full of opportunity.

We are now recruiting to appoint an exceptional Head of Year to join the team at Oasis Academy Silvertown.



# Oasis Academy Silvertown

Oasis Academy Silvertown was planned and founded by the West Silvertown community who dreamed of having a local school which ensured both academic excellence as well as nurturing care for local children. After many years of discussions, plans and applications to the Department for Education, the academy opened in September 2014 in portacabins and finally moved into its permanent home in September 2022.

Our academy vision is to ensure that all our students become 'Ready for University, Ready to Lead'. We have held tightly to the original dreams that the community had for our school, creating an environment where we have high academic aspirations for every student as well as ensuring we support and develop each child into growing and developing as a leader. Our small size means that every child is known by our staff and that we have a strong community feel where children want to learn and to behave well.

I worked at the academy as Assistant, Deputy and Acting Principal from September 2016 – August 2023 and feel so privileged to have had the opportunity to return as Principal from September 2024. The families, children and staff who make up the Oasis Academy Silvertown community care deeply about the success and futures of all our students and it is a joy to work alongside them in this role.

The academy has been through considerable change in the past year and is now in a new phase of growth focused on improving student outcomes through a focus on high aspirations, strong relationships and love for learning. We are now in our final period of expansion as we move towards full student capacity (600 students, September 2026).

We believe that school is crucially important for young people, but that they will develop best when also engaged with their local community. As a result, we work closely with local organisations to ensure that our children have the very best opportunities to learn, to be supported and to build relationships with local professionals.

## About you

We are looking for a talented, humble and highly motivated leader who understands the importance of exemplary behaviour and pastoral support in securing the very best outcomes for all our students, in particular those who are most vulnerable. An interest in our ways of working will be essential: high aspirations in everything that we do, love for learning for students and staff and a commitment to building and maintaining strong relationships across the staff body as well as with our students and their families.

You will be an experienced teacher who has a track record of successful implementation leading to outstanding impact, ideally with experience in inner-city, multi-cultural areas. As a calm, resilient and reflective leader, you will have the skills to build the capacity of others in leadership across the academy. A sound understanding of the pedagogy and power of impactful high expectations as well as restorative practices is key, as well as the ability to manage change and motivate staff and the community towards the achievement of clear and inspirational goals.

We welcome applications from both experienced Heads of Year and those wishing to take the next step in their career.

If you are interested in finding out more, we'd love to hear from you. We welcome and encourage all applicants to come and visit the academy prior to applying. Please email [Zaynab.kadir@oasissilvertown.org](mailto:Zaynab.kadir@oasissilvertown.org) to arrange a time and date for your visit.

A handwritten signature in black ink, appearing to read 'E Boxer'.

**Emily Boxer, Principal**

**Vision statement:**

'Ready for university, ready to lead'

**Values – our Five Be's:**

Be proud. Be professional. Be nice. Be resilient. Be independent.

**Golden threads of staff culture:**

- High aspirations for all staff, all students and all areas of work in the academy. We believe that our students deserve excellence, can achieve excellence and that our hard work can get us there.
- Love for learning for our students and as well as for us as staff. We cultivate a culture of continuous improvement, seeking out opportunities to learn from others so that we develop and get better at what we do. We give and welcome feedback and maintain a humble attitude that makes this possible.
- Strong relationships between staff, students, families and with the community are central to all that we do. We recognize that brilliant teams are greater than the sum of their parts and that everyone is more likely to thrive when work positively and productively with those around them. We develop our relationships by celebrating, supporting and challenging each other, by talking honestly *to* people, not *about* them, by assuming the best and by being resilient, seeking to restore and repair whenever needed.

## Job Description

<b>POST:</b>	Head of Year
<b>RESPONSIBLE TO:</b>	Principal, under the day-to-day management and leadership of a member of the Academy Leadership Team
<b>RESPONSIBLE FOR:</b>	Teaching and support staff within the learning area
<b>SALARY:</b>	MPS 1-6 + TLR 2A, Inner London Allowance plus Teachers' Pensions Scheme
<b>LOCATION:</b>	Oasis Academy Silvertown
<b>WORKING PATTERN:</b>	Full-time and as described in the School Teachers' Pay and Conditions Document
<b>DISCLOSURE LEVEL:</b>	Enhanced

## Purpose

To challenge educational and social disadvantage by leading the pastoral and academic performance of a year group in order to achieve the highest possible standards and prepare all our students to be ready for university, ready to lead.

A Head of Year works with the Senior Leadership Team to ensure excellent student outcomes, behaviour, attendance and personal development across the year group. They lead strategies for removing barriers to learning. As a role model for young people across the school, they foster an outstanding ethos and support the development of the academy's behaviour for learning policies. Heads of Year will manage a team of Tutors, will work closely with Deans and be responsible for working with parents to ensure that every student reaches their potential. This is in addition to carrying out the professional duties of a teacher in accordance with the current School Teachers' Pay and Conditions document.

## Duties and Responsibilities

### A: Leadership and management of student progress

- To lead the year team at year team meetings and briefings.
- To oversee and lead the learning coaching programme including a programme of year group assemblies

- To work alongside the Academy Leadership Team to oversee the production and quality assurance of reports.
- To ensure that student progress data, based on each cycle of assessment is analysed and presented to appropriate audiences.
- To identify progress data by groups, and to devise strategies for narrowing any gaps.
- To oversee preparation for Parents' Evenings and other whole school events.
- To monitor and report on student progress indicators such as reviews of student planners, equipment, rewards and sanctions and behaviour for learning.

### **B: Inclusion, personal development and behaviour for learning**

- To lead on strategies for achieving outstanding student behaviour for learning in lessons and across the academy during social time.
- To lead strategies for supporting students to improve their behaviour where they are not yet meeting the school's expectations.
- To ensure that reintegration meetings for students in receipt of internal or external exclusions are successful in bringing about improved behaviour.
- To lead on strategies for achieving outstanding student behaviour for learning in lessons and across the academy during social time.
- To act as a role model to staff and students.
- To be responsible for ensuring excellent attendance and punctuality across the year group.
- To ensure that the year group's systems for rewards and sanctions successfully support all students to make good and better progress.
- To run house competitions to generate aspiration and encourage engagement in learning beyond the formal curriculum

### **C: Curriculum**

- To devise, in liaison with the PSHE lead, effective programmes for coaching times and assemblies, including responding to needs and concerns as they arise.
- Quality assure the delivery of learning coaching times and work with Year team to improve delivery of these times.
- To oversee the coordination of relevant activities and school journeys for their year groups as required

#### **D: General**

- To take responsibility for own personal and professional development and show aptitude to develop further within and beyond this role.

#### **E: Teaching Commitment**

- The post holder will be expected to teach in line with the Academy's generic teacher's job specification. Designated non-contact time for leadership and management responsibilities will be made available.
- 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 are fulfilled through direct dialogue with employees, contractors and community members.

#### **F: Safeguarding Children**

- 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 enhanced DBS checks.

#### **G: 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

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• First degree or 2:1</li> <li>• Commitment to own continuing professional development</li> </ul>	NPQBC
<b>Vision and Values Alignment</b>	<ul style="list-style-type: none"> <li>• Commitment to the belief that every student can 'get it right' and that every day is a fresh start</li> <li>• Commitment to the belief that all young people, regardless of starting point, need or complexity will become employed in a career with prospects</li> <li>• Wholehearted belief and commitment that 4-9 grades are achievable by all students with the correct culture, curriculum and intervention</li> <li>• Wholehearted belief that ability or intellect is not fixed, but incremental, and can always be improved</li> <li>• Common shared understanding that the following core values are crucial to the success of a student:               <ul style="list-style-type: none"> <li>○ Be Proud</li> <li>○ Be Professional</li> <li>○ Be Nice</li> <li>○ Be Independent</li> <li>○ Be Resilient</li> </ul> </li> <li>• Commitment to the Golden Threads of Staff culture:               <ul style="list-style-type: none"> <li>○ High aspirations</li> <li>○ Love for learning</li> <li>○ Strong relationships</li> </ul> </li> </ul>	



<p><b>Experience, Skills &amp; Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Evidence of teaching outstanding lessons over time</li> <li>• Evidence of managing challenging behaviour successfully and implementing strategies to ensure a consistent approach to behaviour management is taken throughout a year group</li> <li>• Experience of working with students pastorally</li> <li>• Evidence of the ability, ambition and experience to develop and maintain a clear and vibrant vision for a year group</li> <li>• Experience of successfully contributing to aspects of whole school life</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of leading other teachers and having significant impact on the quality of teaching and learning and associated student outcomes</li> <li>• Evidence of efficient use of resources and financial management</li> </ul>
<p><b>Personal Qualities</b></p>	<ul style="list-style-type: none"> <li>• Drive, ambition and shared common moral purpose</li> <li>• Total commitment to the vision and values of the academy</li> <li>• Self-starter and self-motivated to lead and implement proactively areas of the academy development in line with the strategic development plan</li> <li>• Excellent people management skills and ability to motivate, support and challenge staff as appropriate - Excellent oral and written communication skills</li> <li>• Ability to be flexible and willingness to take on innovations and leadership positions out of the subject area</li> <li>• Ability to organize workload, priorities, meet deadlines and follow tasks to successful conclusion</li> <li>• Ability to set and meet ambitious, challenging goals and targets</li> <li>• Ability to delegate tasks effectively and monitor their implementation appropriately</li> <li>• Ability to manage students firmly, fairly and effectively</li> <li>• Commitment to safeguarding and promoting the welfare of children and young People</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to anticipate problems and solve them creatively</li> <li>• Ability to review progress, procedures and policies to develop areas of which there is individual or shared responsibility</li> </ul>

	<ul style="list-style-type: none"><li>• Willingness to undergo appropriate checks, including enhanced DBS checks - Motivation to work with children and young people</li><li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li><li>• Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline</li><li>• Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos.</li></ul>	
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