



# Key Stage Co-ordinator in English



Dear Applicant,

Thank you for your enquiry regarding the position of **Key Stage Coordinator-English Teacher** at Oasis Academy Hadley. We are part of Oasis Community Learning which runs over 50 academies across the UK. We need an enthusiastic and talented practitioner to join the English Department.

I hope you find the information pack helpful. If you would like to apply, please complete the Application Form and Equal Opportunities form (CVs are not accepted) and return it to Alice Weeks, People Directorate Officer, by either of the following ways:

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

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

If you would like to discuss the post please contact, Alice Weeks, People Directorate Officer on 020 8804 6946 ext 73012 or email [hr@oasishadley.org](mailto:hr@oasishadley.org).

The closing deadline for applications is no later than **8am on Wednesday 16<sup>th</sup> June 2021**. 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 Headteacher. 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 Week Commencing **Monday 21<sup>st</sup> June 2021**, if you have not been invited to attend by **Tuesday 22<sup>nd</sup> June 2021**, 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.oasisacademyhadley.org](http://www.oasisacademyhadley.org), 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 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.

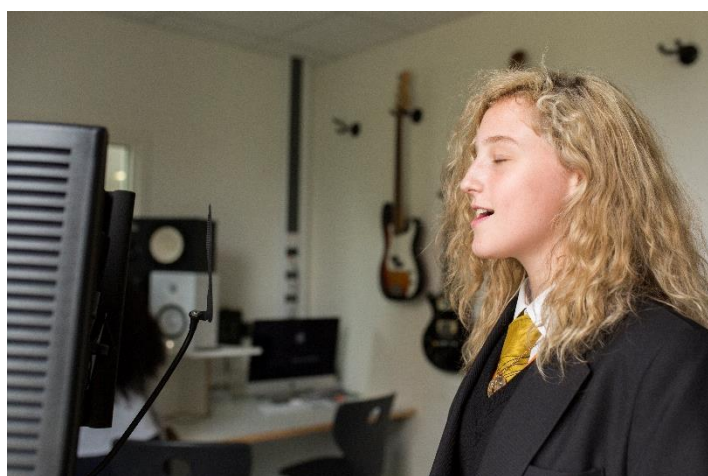
We have an established culture of high expectations, where children are taught well and encouraged to develop both academically and culturally. Having such a well-rounded learning experience is central to our purpose as it is this that enables our children to be aspirational for themselves, their families 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 to recruit an inspirational teacher to join the English leadership team as Key Stage Co-ordinator (TLR 2b). The Key Stage will depend on the skills and experience of the successful candidate.

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. This year the progress 8 for English is +0.30 putting us in the top 10% of schools nationally.

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.

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:

Key Stage Co-ordinator in English

## ACCOUNTABLE TO:

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

## GRADE:

MPS/UPS (Outer London) + TLR 2b - £4,785

## 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 provide leadership for an area of 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.

The post holder is expected to carry out the professional duties of a qualified teacher in accordance with the current DCFS Teachers' Pay and Conditions document and those described in the Outcomes.

This job description should be read with the Main Scale Teacher or Post Threshold Teacher job description.

## RESPONSIBILITIES:

1. To assist the Learning Co-ordinator and Second in Charge in providing leadership and in managing the Learning Area.
2. To lead, manage and develop teaching and learning within a Key Stage of the 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 come into contact with.

## OUTCOMES:

### **Achievement and standards**

- Set high expectations and stretching targets for Key Stage 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 Key Stage through the use of 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 Key Stage 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 key stage for the moderation of teacher assessments to ensure reliability.

## OUTCOMES:

### ***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

### **2. Quality of Provision**

- Support the Learning Co-ordinator in raising the quality of teaching and learning so that lessons are good or better and there is no inadequate teaching within the learning area.
- Construct, revise and develop schemes of work within your specified key stage 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.
- Implement strategies that ensure high standards of behaviour.
- Promote extra-curricular activities and out of hours learning which enhance learning opportunities.
- Have a teaching commitment in line with other Key Stage Co-ordinators within the Academy.

### ***Professional Standards - Attributes, Knowledge and Understanding***

- Ensure a culture 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.

### **3. Leadership and Management**

- Take the lead for specified a specified Key Stage.
- Play a key role in creating an environment within the Academy where students and staff develop and maintain positive attitudes towards each other, the environment and community.
- Contribute to the development and review of the Learning Area Improvement Plan and Self Evaluation.
- Take an active role as a Key Stage Co-ordinator 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.

### ***Professional Standards - Attributes, Knowledge and Understanding***

- Act as a lead professional, setting a professional example to staff and students.
- Able to delegate and monitor the implementation of management tasks



## OUTCOMES:

### **4. Personal Development and Well-Being**

- Lead within your specified Key Stage the implementation of the personalised learning agenda, raising achievement and improving the quality of teaching and learning.
- Ensure a consistent focus on student achievement, using baseline and progress data to monitor progress within your specified Key Stage.
- 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 Academy programme including visits.
- Treat all members of the Academy 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 choice 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 the specified Key Stage.
- Lead professional development activities, as appropriate, to update and develop the skills of colleagues.
- Participate in Performance Management accordance with Academy policy.

#### ***Professional Standards – Attributes, Knowledge and Understanding***

- Build a collaborative learning culture within the specified Key Stage team.

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.



# Key Stage Co-ordinator Person

	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>Professional Development</b>	<ul style="list-style-type: none"> <li>Recent relevant professional development</li> </ul>	
<b>Experience</b>	<ul style="list-style-type: none"> <li>Successful teaching experience in a secondary school or academy</li> <li>Knowledge and understanding of the National Curriculum at Key 3 and GCSE</li> </ul>	<ul style="list-style-type: none"> <li>A level teaching experience</li> </ul>
<b>Skills and Understanding</b>	<ul style="list-style-type: none"> <li>Proven record of success in raising standards</li> <li>Understanding of what is required to secure effective teaching and learning</li> <li>Ability to use assessment data effectively to set targets and raise achievement</li> <li>Ability to provide appropriate challenge and support for students</li> <li>Knowledge of behaviour management strategies and an ability to maintain good 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 and staff</li> <li>Good communication skills</li> <li>Good IT skills</li> <li>Ability to lead and work as part of a team</li> <li>Ability to use and act on own initiative</li> <li>Ability to reflect</li> <li>Ability to form and maintain appropriate relationships and personal boundaries with children</li> <li>Willingness to undergo appropriate checks, including enhanced DBS checks.</li> <li>Emotional resilience in working in a range 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 licence 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.