



**Information Pack
Lead Practitioner (English)
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 Lead Practitioner to join the English and Teaching and Learning teams 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 of 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 of 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 is passionate about securing the very best outcomes for all of 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 in English, 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 as teachers within and beyond your subject. A sound understanding of curriculum and pedagogy 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 Lead Practitioners/Subjects Leads and excellent teachers 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 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

JOB TITLE: Lead Practitioner (English)
SALARY: LP2 – LP6, Inner London + TPS
ACCOUNTABLE TO: Academy Leadership Team

Job Purpose:

- Improve the quality of teaching and learning in their subject area as well as across the academy
- Form part of a teaching and learning team supporting the development of curriculum and pedagogy across the academy

In order to promote and achieve the Academy's vision and purpose, the Lead Practitioner (English) will:

- Support the leadership of the English Department in collaboratively planning and refining schemes of work and lesson resources including resources for homework e.g. Knowledge Organisers, Satchel etc.
- Meet all the requirements of a class teacher
- Maintain expert knowledge of curriculum and pedagogy and disseminate this to other teachers
- Maintain knowledge and understanding of the Academy's aims, values, priorities, targets, self-evaluation and action plans
- Understand and promote the benefits and effective use of ICT
- Understand and promote links between their subject and the wider curriculum
- Assist in planning and delivering induction and training for all trainees and ECTs.
- Support and coach other staff to improve their practice

Lead Practitioner (English) will support staff teaching in the Academy to consistently and effectively plan lessons and sequences of lessons, to meet students' individual learning needs by:

- Disseminating examples of effective planning practice (including adaptations of shared resources) within the Academy
- Sharing inclusion needs of all pupils and groups and making provision for this in their planning
- Taking steps to ensure that feedback from lesson observation, work scrutiny and analysis of assessment data is appropriately acted upon
- Creating and refining planning, including short, medium and long term plans for the development and resourcing of English

Lead Practitioner (English) will support staff teaching in the Academy to consistently and effectively use a range of appropriate strategies for teaching and classroom management:

- Supporting and training teachers to improve the quality of teaching and learning in lessons
- Observing colleagues' teaching and providing feedback and coaching on the effectiveness of their teaching strategies to bring about further improvement



- Identifying and promoting innovative and effective strategies within the Academy to meet the needs of all students

Lead Practitioner (English) will support staff teaching in the Academy to consistently and effectively use information about prior attainment to set well-grounded expectations for students and monitor progress to give clear and constructive feedback by:

- Evaluating and interpreting relevant national, local and Academy data, research and inspection evidence to inform policies, expectations and teaching methods
- Monitoring and evaluating assessment data across the Academy to identify trends in student performance and issues for development
- Defining intervention strategies to address issues for development that are identified
- Evaluating and reporting on the effectiveness of intervention strategies used to address identified issues
- Using assessment data to make comparative evaluation of students' performance in the subject area

Lead Practitioner (English) will support staff teaching in the Academy such that, as a result of their teaching, their students achieve well in relation to prior attainment, making progress as good as or better than similar students nationally by:

- Identifying quantifiable and challenging student progress objectives with teachers within their appraisal/ performance management objectives
- Supporting teachers in planning appropriate strategies to achieve student progress target levels and objectives
- Taking steps to ensure that agreed student target grades within the Academy are achieved or exceeded
- Encouraging students' motivation and enthusiasm in the Academy, developing positive responses to challenge and high expectations
- Monitoring the objectives and targets for students with SEN in English and promoting the importance of raising their achievement

Lead Practitioner (English) will take responsibility for their own professional development and use the outcomes to improve their teaching and students learning by:

- Maintaining 'leading edge' knowledge through reading, INSET and research to inform their own practice, demonstrating impact in teaching and on students' learning
- Assimilating and implementing new curriculum and pedagogy guidance to lead the process of change within the Academy
- Prioritising and managing their own time effectively, balancing the demands made by teaching, leadership and involvement in Academy's development
- Achieving their own challenging professional objectives

Lead Practitioner (English) will contribute to policies and Academy priorities by:

- Co-ordinating strategies to achieve relevant Academy improvement priorities
- Evaluating and reporting on the effectiveness of practice in the Academy annually, suggesting areas and issues for further improvement
- Leading and delivering professional development / INSET activities



- Building effective links with the local business and industry, in order to develop the Academy's network
- Building effective links with universities in order to improve opportunities to raise aspirations and for students to learn about further education.

Lead Practitioner (English) will develop effective professionals who challenge and support all students to do their best by:

- Creating a climate, which enables staff to develop, challenge and support each other, resulting in positive growth
- Mentoring and coaching staff to develop confidence and maintain positive attitudes
- Communicating effectively with professional integrity within and beyond the Academy community
- Taking action to build and maintain effective teamwork with high expectations of outcomes

Safeguarding:

Oasis is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

OTHER: The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • First degree or 2:1 in related subject • Commitment to own continuing professional development 	<ul style="list-style-type: none"> • Training and/or qualification in instructional coaching
Vision and Values Alignment	<ul style="list-style-type: none"> • Commitment to the belief that all young people, regardless of starting point, need or complexity can progress and achieve well • Wholehearted belief that ability or intellect is not fixed, but incremental, and can always be improved • Common shared understanding that the following core values are crucial to the success of a student: <ul style="list-style-type: none"> ○ Be Proud ○ Be Professional ○ Be Nice ○ Be Independent ○ Be Resilient • Commitment to the Golden Threads of staff culture: <ul style="list-style-type: none"> ○ High aspirations ○ Love for learning ○ Strong relationships 	
Experience, Skills & Knowledge	<ul style="list-style-type: none"> • Evidence of teaching lessons which secure excellent outcomes from students over time • Evidence of significantly improving teaching and learning and student outcomes at Key Stage 3 and 4. • Evidence of managing challenging behaviour successfully • Experience of successful team leadership and team membership • Experience of developing teaching quality in others 	<ul style="list-style-type: none"> • Evidence of leading a department and having significant impact on the quality of teaching and learning and attainment and achievement. • Evidence of efficient use of resources and financial management • Prior experience in subject leadership • Use of target setting, monitoring and evaluation to raise standards

	<ul style="list-style-type: none"> • Experience of successfully contributing to aspects of whole school life 	<ul style="list-style-type: none"> • Knowledge of current educational issues • Knowledge of strategies for raising attainment
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • Drive, ambition and moral purpose • Total commitment to the vision and values of the academy • Self-starter and self-motivated to lead and implement proactively areas of the academy development in line with the strategic development plan • Excellent people management skills and ability to motivate, support and challenge staff as appropriate • Excellent oral and written communication skills • Ability to be flexible and willingness to take on innovations and leadership positions out of the subject area • Ability to organize workload, priorities, meet deadlines and follow tasks to successful conclusion • Ability to set and meet ambitious, challenging goals and targets • Ability to delegate tasks effectively and monitor their implementation appropriately • Ability to manage students firmly, fairly and effectively • Commitment to safeguarding and promoting the welfare of children and young People • Willingness to undergo appropriate checks, including enhanced DBS checks • Motivation to work with children and young People • Ability to form and maintain appropriate relationships and 	<ul style="list-style-type: none"> • Ability to anticipate problems and solve them creatively • Ability to review progress, procedures and policies to develop areas of which there is individual or shared responsibility



	Personal boundaries with children and young People	
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	Essential	Desirable
Personal Qualities	<ul style="list-style-type: none"> • Drive, ambition and shared common moral purpose • Total commitment to the vision and values of the academy • Self-starter and self-motivated to lead and implement proactively areas of the academy development in line with the strategic development plan • Excellent people management skills and ability to motivate, support and challenge staff as appropriate • Excellent oral and written communication skills • Ability to be flexible and willingness to take on innovations and leadership positions out of the subject area • Ability to organize workload, priorities, meet deadlines and follow tasks to successful conclusion • Ability to set and meet ambitious, challenging goals and targets • Ability to delegate tasks effectively and monitor their implementation appropriately • Ability to manage students firmly, fairly and effectively • Commitment to safeguarding and promoting the welfare of children and young People • Willingness to undergo appropriate checks, including enhanced DBS checks • Motivation to work with children and young People • Ability to form and maintain appropriate relationships and Personal boundaries with children and young People 	<ul style="list-style-type: none"> • Ability to anticipate problems and solve them creatively • Ability to review progress, procedures and policies to develop areas of which there is individual or shared responsibility



Personal Qualities	<ul style="list-style-type: none">• Emotional resilience in working with challenging behaviors and attitudes to use of authority and maintaining discipline• Have a willingness to demonstrate commitment to the values and behaviors which flow from the Oasis ethos.	
Other	<ul style="list-style-type: none">• Excellent Personal presentation• Optimism and ambition	