



# Lead Practitioner – Primary Phase



Dear Candidate,

Thank you for your enquiry regarding the position of **Lead Practitioner – Primary Phase** 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 3<sup>rd</sup> December 2021**.

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 6<sup>th</sup> December 2021**. If you have not been invited to attend by **Wednesday 8<sup>th</sup> December 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.

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 Phase 1 – Our Primary Phase

At Hadley we are committed to providing a great educational experience for our children, most of whom live locally in and around Ponders End, North London. Our local community is culturally and economically diverse however, family circumstances can sometimes present challenges of opportunity, especially in the current climate. Despite these challenges we maintain high expectations of all children, encouraging them to be ambitious and aspirational, providing them with life experiences they may not otherwise have and developing their cultural capital.

The Hadley building has been designed in the shape of a cross and Phase 1 is situated in the south wing of the building. It benefits from large, well-resourced classrooms that are a pleasure to teach in. Nursery, Reception and Year 1 classrooms each have their own purpose built outdoor spaces. Years 2 to 4 are situated on the first floor and Years 5 and 6 on the second floor. Each floor has additional intervention classrooms as well as break out spaces to support individual and group work. Years R to 6 operate on two forms of entry and Nursery places are in response to need but always way over subscribed. Our admissions arrangements give staff priority for places in our nurseries and school. We also operate a full wrap around care service throughout the year.

We have high aspirations for all our children and this is reflected in many ways including the names of our 75 classes throughout the Academy, which take their names from the best universities around the world.

The Hadley Hub supports our community mission by providing integrated, high quality services that benefit the whole community. Hadley's Hub work includes youth workers, family support services, holiday activities, volunteering, a food bank and lettings 360 days of the year.

At Hadley we operate a totally inclusive admissions policy, accepting students irrespective of faith or ability.



# Job Description

## POST:

Lead Practitioner

## ACCOUNTABLE TO:

The Principal, under the day-to-day management and leadership of the Deputy Principal, Phase 1.

## GRADE:

Leadership Scale (Outer London) L1-L5 which is currently £45,542-£49,919 per annum.

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 Hadley

## WORKING PATTERN:

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

## **JOB PURPOSE:**

To lead the improvement of the quality of teaching within a specified area and, with the Academy leadership team and other lead practitioners, across the academy and to consistently teach high quality lessons which bring about excellent outcomes for students.

All leaders in the Academy share in implementing the Academy Development Plan, devising strategies for raising achievement and ensuring high standards of behaviour.

The post holder is expected to carry out the professional duties of a Lead Practitioner in accordance with the current DFE Teachers' Pay and Conditions document and those described in the outcomes.

## **RESPONSIBILITIES:**

1. To lead, with other lead practitioners and Academy Leadership Team, the development of best practice across the academy to enhance standards of learning and teaching.
2. To lead, with the subject leaders, the improvement of the quality of teaching and learning within specified learning areas.
3. To make significant contributions to the planning and delivery of staff training and development.
4. To actively support the vision, ethos and policies of the Academy.
5. To promote and safeguard the welfare of children you teach or come into contact with.

## **OUTCOMES:**

### **1. Achievement and standards**

- 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.
- 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 specified areas of responsibility through the use of appropriate assessments and records and regular analysis of the data.
- Recognise and reward students who are making good progress, and identify underachievement putting in place appropriate support to address the areas of weakness.
- Support staff in developing a consistent and continuous focus on student achievement, using baseline and progress data to monitor progress.
- Support staff in keeping systematic records to show student's understanding and completion of work and the identified strengths, areas for development and grades awarded.



- Support colleagues to improve their effectiveness by developing their understanding and use of student data and strategies to address underachievement.
- Take a lead role to improve the effectiveness of assessment practice in the school, analysing statistical information to evaluate the effectiveness of teaching and learning.
- Use national, local and Academy data effectively to analyse and evaluate student progress; planning and implementing effective interventions to support students.
- Use local and national data and other information in order to provide: a comparative baseline for evaluating learners' progress and attainment; a means of judging the effectiveness of their teaching; a basis for improving teaching and learning
- Analyse national, local and school data, research and inspection findings to inform curriculum area policies and practices, expectations and teaching methodologies and to report regularly to the Headteacher Senior Leadership Team and Faculty Leader on progress and plans.

## ○ **2. Quality of Provision**

- Be a role model for high quality teaching and learning using your own teaching and classes as examples of outstanding practice.
- As part of the teaching and learning team raise the quality of teaching and learning so that lessons are good or better and there is no inadequate teaching.
- Secure and sustain effective teaching through structured monitoring and evaluation of all aspects of teaching and learning and active participation in the academy monitoring evaluation and review cycles through lesson observations, feedback to teaching staff, work sampling, student interviews producing written reports to the Academy Leadership Team as required.
- 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.
- Make well founded appraisals of situations, applying high level skills in lesson observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet learner needs leading to improvements in learner outcomes.
- Construct, revise and develop schemes of work with accompanying high quality 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.
- Contribute to the development of teaching and learning by supporting training programmes, coaching and mentoring of teachers.
- Support underperforming teachers to enable them to improve their practise.
- Lead new staff induction and professional development opportunities to ensure the professional effectiveness of teaching and support staff colleagues.
- Support the Initial Teacher Training programme and liaison with other lead practitioners
- Develop and maintain Academy policies and practices which promote high achievement and inclusion through effective teaching and learning across the Academy.
- Take a strategic role in the development of new and emergent technologies to enhance and extend the learning experiences of students.
- 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 Lead Teachers within the Academy.

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

- Be a strategic and supportive member of the Teaching and Learning Team, playing a key role in the development of the Academy as it becomes an innovative, high performing, and emotionally intelligent organisation.
- Take the lead strategic oversight for specified areas of improvement and development.
- 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 Academy Improvement Plan, OFSTED Self Evaluation and the related documentation.
- Take an active role within the Academy's Performance Management
- 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 across the Academy.

### **3. Well-Being**

- Treat all members of the Academy community fairly, equitably and with respect to create and maintain the Academy ethos.
- Ensure the safeguarding of all students through the implementation of effective policies and procedures.
- Ensure a safe working and learning environment through application of appropriate risk assessment and adherence to current Health and Safety regulations.
- Support the extended Academy programme including visits.

### **4. Views of Learners, Parent/Carers and other Stakeholders**

- Develop opportunities for high quality student voice with the aim of raising standards of teaching and learning within the Academy.
- Ensure an effective partnership with parents and carers to support students' academic and personal development.
- Contribute to the preparation of guidance materials for parents and carers to help them support their child's learning.

### **5. Professional Development**

- Keep up to date with current developments in curriculum development and teaching methods using outcomes of research to inform own practice and that of colleagues.
- Work collaboratively with National Lead Practitioners in OCL and keep up to date with developments.
- Seek opportunities to collaborate with innovative and high achieving academies within Oasis Community Learning and other relevant networks to share and develop excellent pedagogies.
- Lead professional development activities, as appropriate, to update and develop the skills of colleagues.
- Provide regular coaching and mentoring for colleagues.
- Attend and contribute to Academy meetings.
- Participate in Performance Management accordance with Academy policy

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.



# Person Specification

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• GCSE English and maths at A*-C or level 2 equivalent</li> <li>• Higher Level Teaching Assistant Qualification or a willingness to achieve</li> <li>• Level 3 qualification in childcare/NNEB for EYFS posts</li> <li>• Paediatric First Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Level three qualification</li> </ul>
<b>Experience, Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• 2 years successful experience of working as a Learning Support Assistant in a school or academy setting</li> <li>• Knowledge of the National Curriculum requirements (EYFS and/or KS1/2)</li> <li>• Knowledge and understanding of a play based curriculum (for EYFS posts)</li> <li>• Knowledge of a Key Person system and observation based on planning and record keeping. curriculum (for EYFS posts)</li> <li>• Knowledge and understanding of Child Protection Procedures.</li> <li>• Commitment to ensuring access to the curriculum for children with AEN</li> <li>• observations and contribute to student reviews</li> <li>• Understanding of the practical application of Equal opportunities in an Academy context</li> </ul>	

	<ul style="list-style-type: none"> <li>• Ability to motivate and encourage children to meet their targets for learning and/or behaviour</li> <li>• Ability to show awareness to when it is appropriate to consult teachers about a student's behaviour, development, health or learning</li> <li>• Ability to converse at ease with parents/students and members of the public and provide advice in accurate spoken English</li> <li>• Knowledge and experience of using ICT</li> <li>• The ability to converse at ease with parents/students and members of the public and provide advice in accurate spoken English</li> </ul> <p>Ability to write reports, keep working records</p>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Good organisational skills, ability to show initiative</li> <li>• Ability to demonstrate patience with firmness</li> <li>• Good communication skills</li> <li>• Ability to lead a team and work as part of a team</li> <li>• Ability to reflect</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.