



Room Leader and Mentor



Dear Applicant,

Thank you for your enquiry regarding the position of **Room Leader and Mentor** at Oasis Academy Hadley. We are part of Oasis Community Learning www.oasiscommunitylearning.org which runs over 50 academies across the UK.

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

Email: Hadley.hr@oasishadley.org

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

If you would like to discuss the post please contact HR on 020 8804 6946 ext. 73012 or 72803 or Hadley.hr@oasishadley.org.

The closing deadline for applications is no later than **8am on Friday 14th October 2022**.

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 on **w/c Monday 17th October 2022**. If you have not been invited to attend by **Friday 21st October 2022**, 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, 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.

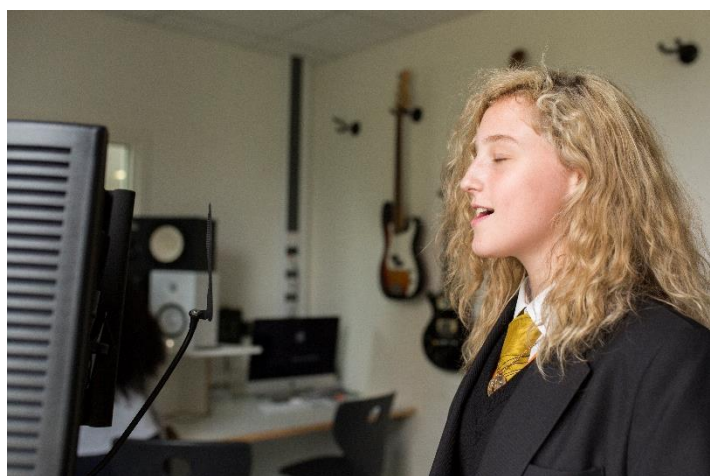
We pride ourselves on being inclusive and championing the gifts and talents of every individual. The happiness, care and wellbeing of all our children is central to our approach and enables everyone at Hadley to thrive in a safe and secure environment.

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

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 the Inclusion Team

Inclusion is at the heart of our work at Oasis Academy Hadley. We work hard to support our students so that they can fully access their education. We are very proud that we have significantly raised achievement with very low levels of exclusions.

We have high expectations of all students regardless of their challenges or starting points and believe in doing all we can to ensure every student is successful. In order to achieve this, every student should have equality of opportunity and access to a broad and balanced curriculum, and this role shows our commitment to supporting all. We have a creative approach to inclusion and use a wide range of strategies to support our students with additional educational needs.

We have a small number of students in each key stage who find the full mainstream curriculum particularly challenging. This can be for a range of reasons both medium and long term. In order to support their learning and eventual reintegration into the mainstream curriculum, we have three personalised learning provisions located onsite.

The specialist provisions are focussed on key stages of learning. One for years 7-9, one for year 10 and another for year 11.

In each learning area, the students are taught the full curriculum by specialist teachers and receive guidance, support and mentoring from the room leader. Each area can support up to ten students.

The room leader in each learning area oversees the learning and provides mentoring, guidance and support to individual students. They work under the direction of the head of Inclusion and the alternative provision leader. Mainstream teachers contribute to the teaching in both areas. The room leaders will review students' progress on a daily basis and liaise with key staff, parents and other professionals accordingly.

Job Description

POST:

Room Leader and Mentor

ACCOUNTABLE TO:

The Principal, under the day – to –day management and leadership of the Academy Leadership Team Line Manager

GRADE:

Support Staff Scale 5, 12- 18 (Outer London) - £21,903-£24,380 (actual) plus Local Government Pension Scheme

KEY RELATIONSHIPS:

Academy Leadership Team; relevant teaching and support staff; Oasis Community Learning; partner professionals; parents; local community; other Oasis Academies

LOCATION:

Oasis Academy Hadley

WORKING PATTERN:

37 hours per week
39 weeks per year (Term Time Only)

JOB PURPOSE:

Lead an alternative provision room that supports identified students with Additional Educational Needs (AEN) and breaks down barriers to learning

RESPONSIBILITIES:

1. To lead, manage and co-ordinate an alternative provision room or intervention
2. To contribute to the raising of the achievement of AEN students and support them in making expected or better progress
3. To contribute to the promotion of the well-being of AEN students within the Academy
4. To promote and safeguard the welfare of children you teach or come into contact with.

DUTIES:

1. Strategic Development and Academy Development

- Responsible, as a member of staff, for promoting and developing a positive culture and to ensure diversity within the Academy community is recognised and respected.
- Contribute to the development of the Academy's vision, values and aims and to abide by agreed professional behaviours and attitudes.

2. Key Tasks

- Lead an alternative provision room.
- Plan and deliver the curriculum, timetable and sessions to support students' academic and social progress.
- Work with the Alternative Provision Leaders to develop a learning programmes that meets the social, emotional and academic needs of the students.
- Ensure all students access to the curriculum is supported by a creative approach which includes core subjects and other relevant activities which support the needs and interests of students.
- Work with other inclusion staff to plan the programme with clear targets and timeframes for individual students referred to the alternative provision.
- Work closely with Inclusion teachers, learning support assistants, class teachers and other staff to ensure identified students' needs are met.

- Assist with and implement, under the guidance of appropriate professional staff, Student Support Plans (SSP), Education, Health Care Plans (EHCP) and Pastoral Support Programmes (PSPs).
- Work with small groups of students or one to one to support access to curriculum and engagement.
- Work with individual students on personalised support programmes and interventions
- Develop, make and adapt resources as necessary for identified students.
- Where appropriate, prioritise the teaching and development of knowledge and skills that will provide the students with the best opportunities to return fully to a mainstream curriculum.
- Work with other staff deployed to the alternative provision to ensure high standards of provision.
- Monitor the progress of students in the alternative provision through the use of appropriate assessments and records and regular analysis of the data.
- Keep records of work and progress for the students supported in the alternative provision.
- In liaison with mainstream teachers plan the reintegration programme for students into mainstream provision and support the management of the transition of students from alternative provision to mainstream lessons.
- Carry out assessments to identify the needs and track the progress of students in the alternative provision.
- Liaise with teachers and other professional staff for planning, review, monitoring purposes.
- Assist with the review of Student Support Plans, EHCPs and PSPs as required.
- Support students with Access Arrangements in Academy and public examinations tests as required.

3. Student Well-Being

- Assist in the physical management of individual students.
- Work with individual and groups of students to encourage them to achieve greater independence and self-confidence.
- Assist with lunchtime clubs in the Inclusion area.
- Help with escorting students on educational visits and participate in extra-curricular activities as required.
- Develop positive partnerships with parents and carers.

4. General

- Attend training including the Academy's Training Days.
- Attend team meetings
- Carry out routine administrative tasks
- Participate in the Academy's Performance Management process

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.

The post holder will be subject to performance objectives agreed annually with the relevant body and these objectives will be reviewed annually.

Room Leader and Mentor Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> GCSE English and maths at A*-C or level 2 equivalent 	<ul style="list-style-type: none"> Qualified to degree level (or equivalent)
Experience, Skills and Understanding	<ul style="list-style-type: none"> Commitment to and or experience of working with children with a range of Additional Educational Needs (AEN) Experience of working with children whose behaviour is a barrier to their learning. Commitment to ensuring access to the curriculum for children with AEN Ability to motivate and encourage children to meet their targets for learning and/or behaviour Ability to write brief reports and keep records Understanding of the practical application of Equal Opportunities in an Academy context Ability to converse at ease with parents and students and members of the public and provide advice in accurate spoken English 	<ul style="list-style-type: none"> Experience of working in a school or academy setting
Personal Qualities	<ul style="list-style-type: none"> Good organisational skills, ability to show initiative Good communication skills Good ICT skills Ability to lead and work as part of a team Ability to reflect Ability to demonstrate patience with firmness. Ability to maintain confidentiality Ability to form and maintain appropriate relationships and personal boundaries with children Be able to maintain confidentiality Emotional resilience in working in a range of challenging situations Have a 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 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.