



Second in Charge of Science



Dear Applicant,

Thank you for your enquiry regarding the position of **Second in Charge of Science** 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 Science Team.

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

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.

The closing deadline for applications is no later than **8am on Wednesday 16th 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 21st June 2021**, if you have not been invited to attend by **Tuesday 22nd 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, 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 Science Department

The Science Department is a cohesive team who are all committed to ensuring that students develop their full potential in science and enjoy learning. The staff team is a mix of experienced and newer staff whose specialisms cover the three disciplines. All are hard-working, enthusiastic and flexible. Staff are keen to develop professionally and there are frequent development opportunities both within science and the wider academy.

The team is led by the Faculty Leader who is supported by a KS5 Co-ordinator, KS4 Co-ordinator, KS3 Co-ordinator and Phase 1 Co-ordinator. The Science Faculty has made steady improvements in recent years with GCSE results rising year on year. Post-16 A Level Biology, Physics, Chemistry and Level 3 BTEC Science are offered and recent results have seen students achieving 100% A*-E with many achieving the top grades and moving onto science related degree courses such as biomedical sciences, pharmacy, civil engineering, aerospace engineering and dentistry.

The Science Faculty occupies a ground floor wing in the Academy where there are purpose built well-resourced suite of laboratories. The Faculty is well-equipped with interactive Clevertouch boards and Apple TV. All teachers are provided with a laptop computer and an iPad with a keyboard.

As an Apple school, all staff and student are provided with an iPad to use at home and at Hadley.

At KS3 new schemes of work have been developed to take into account changes to the National Curriculum and the students study a range of topics covering Physics, Chemistry and Biology.

At KS4 we follow the AQA Combined Science Trilogy and the AQA separate Sciences for the most able scientists. Targeted interventions including work with our PiXL partners and small group tuition ensure that we are catering to the wide range of students within the faculty. Study days and external visits aim to develop the students' interest in the subject and promote independent learning.

At KS5 Science subjects are popular subject choices. We offer Biology, Chemistry and Physics at A level and Level 3 BTEC Applied Science. Students enjoy regular lectures in Central London as part of their programme of independent study.

We are committed to providing staff with high quality professional development and weekly professional development sessions are led by experienced colleagues, focussing on Academy priorities are available to all teachers. The induction of new staff is important. We have a tailored programme for staff in training which is tailored to meet their needs. All newly qualified staff are allocated an experienced subject mentor who will meet them regularly and supports them as they settle into the Academy as well as the Induction Tutor who is responsible for supporting newly qualified teachers in successfully completing their induction year.

If you can inspire young people, are passionate about Science education and prepared to go the extra mile, we would welcome an application from you.

Job Description

POST:
Teacher

ACCOUNTABLE TO:
The Principal, under the day-to-day management and leadership of Head of Department

GRADE:
MPS/UPS + TLR 2c (Outer London) 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 as described in the School Teachers' Pay and Conditions Document.

JOB PURPOSE:

To provide strategic 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 meet the current Teachers' Standards.

RESPONSIBILITIES:

1. To assist the Head of Department in providing leadership and in managing the Learning Area.
2. To lead, manage and develop teaching and learning within specific aspects 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

1 Achievement and standards

- Set high expectations and stretching targets for your areas of responsibility 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 aspects of the learning area 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 subject area 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 aspect for the moderation teacher assessments to ensure reliability.
- Continuously monitor and evaluate the effectiveness of learning outcomes within your specified aspect.

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

- Raise the quality of teaching and learning so that lessons are good or better and there is no inadequate teaching within the learning area.
- 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.
- Construct, revise and develop schemes of work within your specified aspect 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.
- Seek opportunities to collaborate with other Academies, innovative and high achieving schools through the Oasis Community Learning and other relevant networks to share and develop excellent pedagogies.
- 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 Assistant Learning Co-ordinators within the Academy.

Professional Standards - Attributes, Knowledge and Understanding

- Ensure a culture of challenge and support 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.
- Ability to initiate and support research and debate about effective teaching and learning and develop strategies to improve performance.

3. Leadership and Management

- Take 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.
- Deputise for the Head of Department in their absence.
- Contribute to the development and review of the Learning Area Improvement Plan, Self Evaluation Form and the related documentation.
- Line manage designated teaching and support staff working collaboratively to raise student achievement and attainment across the Academy and provide effective support, guidance, challenge and information for all staff within designated areas of responsibility.
- Take an active role 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.
- Know about the use of a range of evidence, including performance data, to evaluate and improve aspects of school life, including challenging poor performance.
- Able to delegate and monitor the implementation of management tasks

4. Personal Development and Well-Being

- Lead within your specified aspects the implementation of the personalised learning agenda, raising achievement and improving the quality of teaching, learning and support within the subject area.
- Ensures a consistent and continuous focus on student achievement, using baseline and progress data to monitor progress within your specified aspects.
- 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 school programme including visits.
- Treat all members of the school 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 school improvement in the specified areas of responsibility.
- Lead professional development activities, as appropriate, to update and develop the skills of colleagues.
- Provide regular coaching and mentoring for less experienced colleagues.
- 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
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status 	<ul style="list-style-type: none"> • Degree
Professional Development	<ul style="list-style-type: none"> • Recent relevant professional development 	
Experience	<ul style="list-style-type: none"> • Successful teaching experience in a secondary school or academy • Knowledge and understanding of Science Curriculum • Knowledge of GCSE and A level courses • Knowledge and experience of using ICT to develop teaching and learning 	<ul style="list-style-type: none"> • Experience of leading a Key Stage • Experience of teaching A level Science
Knowledge and Understanding	<ul style="list-style-type: none"> • Proven record of success in raising standards in Science • Understanding of what is required to secure effective teaching and learning to improve student performance in an inclusive environment • Ability to converse at ease with parents/students and members of the public in accurate spoken English • Ability to use assessment data effectively to set targets and raise achievement • Ability to provide appropriate challenge and support for students • Knowledge of behaviour management strategies and an ability to maintain good discipline • Understanding of the practical application of Equal Opportunities in an Academy context 	

	Essential	Desirable
Personal Qualities	<ul style="list-style-type: none"> • Ability to motivate students and staff • Good communication skills • Ability to lead and work as part of a team • Ability to use and act on own initiative • Ability to reflect • Ability to form and maintain appropriate relationships and personal boundaries with children • Emotional resilience in working in a range 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 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.