



Subject Leader History



Dear Candidate,

Thank you for your enquiry regarding the position of **Subject Leader History** at Oasis Academy Enfield. We need an enthusiastic and talented leader to join the Humanities department on a full time or part time basis from September 2025. 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.oasisacademyenfield.org. We welcome visits to the Academy. For an informal, confidential discussion, or to arrange a visit please contact our HR Office, on 01992 655424 or Enfield.HR@oasisenfield.org.

If you would like to apply, please complete the Application Form (CVs will not be accepted) and return it by either of the following ways:

Email: Enfield.HR@oasisenfield.org

Post: Oasis Academy Enfield
9 Kinetic Crescent,
Innova Park,
Mollison Avenue,
Enfield, EN3 7XH

The closing deadline for applications is **8am on Friday 16th May 2025**. 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 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 held on **week commencing 19th May 2025**. 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,



Emma Robinson
Principal

About Oasis Academy Enfield

Oasis Academy Enfield opened in September 2007 as a new academy. Initially a group of portacabins and a pioneering spirit, the Academy moved into its £30 million purpose-built accommodation two years later on Innova Business Park, or just 12 minutes walk from Enfield Lock Station.

The Academy has enjoyed considerable success in its 18 year history. In 2025, Ofsted graded the Academy as 'Good' in all areas, including the Sixth Form.

Ofsted inspectors praised the school's ambitious curriculum, strong teaching and inclusive ethos.

The Ofsted report highlights a culture of high expectations, underpinned by the academy's values – Lead, Excel, Aspire, be Resilient and Nurture (LEARN) - which are clearly reflected in students' 'positive and respectful behaviour.' Inspectors noted that pupils 'feel safe,' benefit from 'trusted adults,' and 'engage positively with both staff and learning,' contributing to a calm, focused environment.

The school's commitment to personal development was a particular strength, with pupils enjoying a range of enrichment activities, from dance club and choir to computer programming. Pupils also spoke positively about careers guidance and cultural events, including 'Culture Day', which celebrates the school's diverse community.

Staff were commended for obtaining a strong subject knowledge and for using effective questioning to support learning. Ofsted recognised the school's continued focus on professional development and well-being, as well as its determination to raise outcomes for all students, including those with special educational needs and/or disabilities (SEND) and who speak English as an additional language (EAL).

Oasis Academy Enfield's school's sixth form also received strong praise. Students are said to enjoy learning, recommend the sixth form to others, and are well prepared for their next steps through a curriculum designed around their needs and aspirations.

We want all our students to gain the qualifications that enable them to move onto college, work, apprenticeships or university. The majority of our sixth form students' progress to university with two thirds going to Russell Group and other leading universities following a wide range of courses from English, history to engineering, psychology and law.

We are committed to providing staff with high quality professional development. As a partner in NIOTT, we offer the full range of NPQs. We support all staff to develop professionally and host a range of apprenticeship programmes, exam board training and an extensive internal professional development programme. All staff who want to develop their skills in their current role or look towards the next step in their career.

The induction of new staff is important. We have a tailored programme for staff in training, which is tailored to meet their needs. All new staff have an experienced mentor who will meet with them and support them as they settle into the Academy. In addition, ECT's also have an Induction Tutor who is responsible for supporting them in successfully completing their Induction year.

As part of the Oasis family of academies we benefit from wide range of opportunities to network with colleagues across the region and nationally through a variety of joint training and professional development opportunities. National Lead Practitioners offer advice and guidance and share resources through concerns and visits to the academy. The annual regional conference brings all the staff across London and the South East together to network and share best practice from across the region.

The Academy mainly serves the ethnically and economically diverse local communities of Enfield Lock and Enfield Island Village. Several students travel from Ponders End, Edmonton and further afield to the Academy as well. The intake is mixed, some students live in the private housing close to the Academy and others come from some of most deprived housing areas in the country. High numbers of students are eligible for pupil premium.

There is a high proportion of students with English as an additional language (54%) with over 60 languages spoken. Turkish, Black Caribbean, Black African and White British are our biggest ethnic groups. Despite the challenges many of our students face in their day to day lives our students are ambitious and work hard, seeing education as the key to a successful future.

Oasis was established in 1985 and has grown into a group of charities working to deliver housing, training, youth work, health care, family support and primary, secondary and higher education. In the UK Oasis employs over 4000 staff as well as working with over 1000 volunteers. Oasis work in ten other countries around Europe, Africa, Asia and North America. Our academy is twinned with projects in Uganda and Kyrgyzstan.

Oasis Community Learning is an education trust established in 2004 with the express purpose of transforming lives and communities through the development of Oasis Academies. There are over 50 academies each with their own character and identity and as one organisation are committed to share effective practice across the group. As a leading academy sponsor Oasis is a growing organisation which is committed to improving the life chances of children, young people and the communities they live in.

The Oasis Hub Enfield supports the work of the Academy providing integrated, high-quality services that benefit the whole person and the whole community. This is achieved by bringing together the Oasis ethos and values, local and national resources and expertise, and working together in and with local partners. Enfield Hub's work includes youth work, family support services, holiday activities, volunteering, community engagement, lettings as well as the Academy.

The Academy operates a totally inclusive admissions policy, accepting students irrespective of faith or ability. Our goal is to create an environment where students make very good progress, within an Academy, which values them as individuals.

To find out more about the benefits of working for Oasis Academy Enfield please follow the link below:

- <https://www.oasisacademyenfield.org/about-us/working-at-oasis-enfield> and take time to read the Wellness Charter included in the job pack.

Why you should work for us:

- Pre-created teaching resources which you just need to adapt – saving time and workload.
- Whole class approach to marking and feedback – saving time and workload.
- Opportunities to earn extra money for lunch time duties.
- A wide range of opportunities to progress and make your mark on student wellbeing and progress.
- 1:1 peer instructional coaching and high quality CPD sessions support you to teach great lessons every lesson.
- On-site parking.
- We are a Trauma Informed Practice school and hold the bronze award at present – we have a calm and relational approach to dealing with behaviour issues and ensure our students feel a strong sense of belonging to the academy family.
- Free access to our fully equipped boxing / keep fit gymnasium plus Up to 25% discount at gyms across the UK.
- A term-time wellbeing day for all staff plus access to mental health support and wellbeing resources.
- Access to Oasis Benefits - deals and discounts at hundreds of retailers.
- Cycle to Work Scheme Access to Healthcare Cash Plan and dental cover.



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

About the History Department

You will join a team of committed humanities teachers and leaders. All the staff are enthusiastic, flexible and determined to develop the Learning Area into an outstanding department. You will be supported by a knowledgeable and experienced Head of the Humanities Faculty, plus a Subject Leader of RS and a Subject Leader of Sociology and Psychology, who has introduced many new teaching and learning strategies to improve the quality of education at Oasis Academy Enfield.

We are seeking to appoint an enthusiastic and inspirational leader to join the humanities team and lead the history department through the next phase of our improvement journey. The Academy is committed to ensuring that all areas are led by subject specialists. Our team is made of subject specialists who are hardworking, flexible and committed to ensuring that History continues its journey in becoming an outstanding subject area. Staff across the Academy work together and share strategies to help everyone deliver good and outstanding lessons. The History department is well equipped with interactive whiteboards in every classroom. All teaching staff are provided with their own laptop. Schemes of work and a wide variety of teaching resources are held electronically and in hard copy and we are always looking to develop new and innovative lessons.

In KS3, anthologies from a range of authors are used to promote student curiosity and encourage debate and discussion in our classrooms. Students in KS3 are also introduced to historical second order concepts aimed to promote enquiry-based learning. In KS4, students expand on their understanding of second-order concepts as they interrogate sources and interpretations from our thought-provoking GCSE units. Study days and trips aim to develop the students' interest in the subject and promote independent learning. 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 department. We are proud of the work we have done to improve the outcomes for students. History is a popular subject at GCSE and in KS5. This post would suit a teacher or leader, ready for the next phase in their career.

We are committed to providing staff with high quality professional development. Mid-week masterclasses run by experienced colleagues, focussing on Academy priorities are available to all teachers. We hold middle and senior leadership courses run by NIOTT and are open to all staff who want to develop their skills in their current role or look towards the next step in their career. We have a 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 History education and prepared to go the extra mile, we would welcome an application from you

As a supportive Learning Area, we aim to make colleagues feel valued; the team ethos is, consequently, strong and we are constantly working together to improve the quality and enjoyment of the lessons. Everyone is encouraged to develop professionally and as such there are frequent CPD opportunities both internally and externally.

This is an exciting time to work at the Academy. Not only are there the fantastic opportunities provided by the Academy, but we are rapidly moving forward on our journey towards exemplary.

Job Description

POST:

Subject Leader History

ACCOUNTABLE TO:

Executive Principal,
Principal, under the day to day leadership and management of the line manager

GRADE:

MPS/UPS (Outer London)
plus Teachers Pension
Scheme plus TLR 2a
(£3,391)

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 Enfield

WORKING PATTERN:

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

Disclosure level:

Enhanced DBS

JOB PURPOSE:

Provide day to day leadership and management for History, in consultation with your Academy line manager which brings about high standards of education. The post holder is expected to carry out the professional duties of a qualified teacher in accordance with the current DFE Teachers' Pay and Conditions document and those described in the Outcomes. This job description should be read with the Teacher job description.

RESPONSIBILITIES:

1. To lead and manage History subject area.
2. To actively support the vision, ethos and policies of the Academy.
3. To promote and safeguard the welfare of children you teach or come into contact with.

OUTCOMES:

1. Under the direction of the line manager and in addition to the job description for teachers:
 - Plan the programmes of study and learning materials for history.
 - Manage resources for history.
 - Support staff in implementing programmes of study and accompanying learning materials.
 - Develop teaching and learning by supporting staff in the area.
 - Ensure that teachers teaching the subject set, track, evaluate and report on individual student progress towards their targets.
 - Support assessment procedures including completion of examination entries, assessment data drops by staff teaching history.
 - Ensure that staff teaching history recognise and reward students who are making good progress, and identify underachievement putting in place appropriate support to address the areas of weakness.
 - Evaluate student progress across subject through the use of appropriate assessments and records and regular analysis of the data.
 - Ensure that appropriate procedures are in place for the moderation teacher assessments to ensure reliability.
 - Support the implementation of academy policies and practices, which promote high achievement and inclusion through effective teaching and learning across the Academy.
 - Support the implementation of strategies that ensure high standards of behaviour.
 - Implement 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.
 - Keep up to date with current examination boards specifications.
 - Contribute to the professional development activities, as appropriate, to update and develop the skills of colleagues.
 - Participate in Performance Management accordance with Academy policy.

OUTCOMES

A) Achievement and standards

- Set challenging targets that build on prior attainment of every student.
- Evaluate student progress through the use of appropriate assessments and records and regular analysis of the data.
- 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.
- Keep systematic records to show student's understanding and completion of work and the identified strengths, areas for development and grades awarded.

Teachers' Standards

1. Set high expectations which inspire, motivate and challenge students

- Establish a safe and stimulating environment for students, rooted in mutual respect.
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

2. Promote good progress and outcomes by students

- Be accountable for students' attainment, progress and outcomes.
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide students to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
- Encourage students to take a responsible and conscientious attitude to their own work and study.

3. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure students' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

B) Quality of Provision

- Teach allocated students by planning your teaching to ensure appropriate progression of learning.
- Plan and deliver lessons appropriate to students' individual needs, which are both engaging and challenging, in accordance with the Academy's Teaching and Learning Policy.
- Keep systematic records and plans of lessons taught.
- Work collaboratively with Additional Adults attached to any teaching group, where appropriate jointly planning the lessons.
- Set high expectations for behaviour in the classroom in line with the Academy Behaviour for Learning Policy.
- Ensure safe well ordered learning environment by having clear routines for classroom management which are applied consistently and fairly.
- Contribute to the development of schemes of work and materials.

- Monitor and control the storage and use of teaching materials and books related to their teaching;
- Critically evaluate your own teaching and participate in partnership teaching and teacher coaching as appropriate to improve effectiveness.
- Set appropriate cover work for all classes which are covered in the event of absence (foreseen and unforeseen)

Teachers Standards

4. Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

5. Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

C) Personal Development and Well-Being

- Recognise, praise and reward student achievement, effort and progress.
- Give every student the opportunity to realise their potential.
- Act as a Learning Guide of an assigned Learning Group and carry out the duties outlined in the job description of a tutor.
- Assist in the development and running of extra-curricular activities.

Teachers' Standards

6. Adapt teaching to respond to the strengths and needs of all students

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development.
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

D) Professional Development

- Keep up to date with current developments in curriculum development and teaching methods.
- Participate in professional development activities, as appropriate, to update and develop skills.
- Attend and contribute to Academy meetings.
- Attend parent/carer meetings as required.
- Participate in Performance Management accordance with Academy Policy.

Teachers' Standards

7. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to students' achievements and well-being.

E) Personal and professional conduct

- Demonstrate consistently high standards of personal and professional conduct.
- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - Have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - Show tolerance of and respect for the rights of others
 - Uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - Ensure that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

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 	Degree
Professional Development	<ul style="list-style-type: none"> • Recent relevant professional development 	Middle Leadership experience
Experience	<ul style="list-style-type: none"> • Successful teaching experience • Proven record of success in raising student achievement 	
Knowledge and Understanding	<ul style="list-style-type: none"> • Knowledge and understanding of examination requirements • Understanding of what is required to secure effective teaching and learning to improve student performance in an inclusive environment • Knowledge and experience of using ICT to develop teaching and learning • 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 	
	<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 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 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.