



Recruitment Information Pack

Teacher of English





All young people, regardless of starting point, will 'Climb the STAIRS to Greatness' at Oasis Academy South Bank. Through love, nurture and a rigorous academic focus, Oasis Academy South Bank students will ultimately be successfully and happily employed in a career with prospects and become model citizens.



Climb the STAIRS to Greatness



Thank you for your interest in the position of English Teacher at Oasis Academy South Bank.

Our Academy opened in September 2013 with 120 students in Year 7 and has grown year on year with our Sixth Form opening in September 2018 and our founding cohort completing prestigious and exciting university courses last September.

Through love, nurture and a rigorous academic focus, our vision is to support every child and help them to achieve their full potential, becoming model citizens and future leaders. All students are welcome with us, regardless of starting point, need or complexity. We are totally inclusive and believe that all students here will 'Climb the STAIRS to Greatness' and reach our two end goals of getting their dream job and becoming a model citizen. We are unapologetically ambitious for all of our students. We put in place support and stilts to help every student meet our high expectations rather than ever lowering the bar.

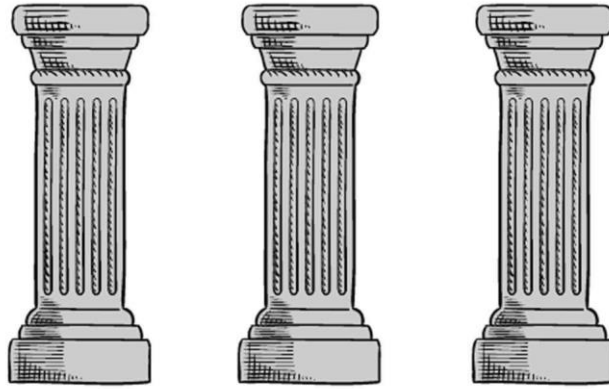
We are incredibly proud of everything we have achieved in the last eight years: our dedicated, compassionate and hardworking staff team; our great outcomes and exciting destinations and most of all, the kind, well-rounded young people leaving us who go on to thrive in purposeful and challenging further education.

This is an exciting time to be joining the well-established and successful English department. Over the last three years, the English department have developed a strong shared pedagogy – teachers are highly responsive to student learning and use turn and talk and precise writing structures to build student confidence. English lessons at South Bank are precise and joyful. This hard work and rigour have been validated in some excellent outcomes: last year, the English Progress 8 was 1.5, ranking us as 12th in the whole country for English results. We are looking for the right person to join a brilliant team to take the Faculty from strength to strength.

Anna Richardson - Principal



The three pillars of OASB staff culture



Warm and
strict

A Little Bit
Better
Every Day

Team Over
Individual



A little bit better every day

We firmly agree with Dylan William that “Every teacher needs to improve, not because they are not good enough, but because they can be even better”. We carefully cultivate a culture of continuous improvement for all staff using an instructional coaching model to make small, incremental changes in our practice.

Warm and Strict

We are united in our approach to behaviour management which means having the highest expectations for all students at all times borne out of our love and care for them and their families. We follow these rigorously and consistently, raising students up to meet our expectations rather than lowering the bar because we know that our students will be most successful in a calm, orderly school where teaching is free from disruption.

Team over Individual.

We recognise that our school is greater than its individual parts and know that we all need to pull in the same direction to have the maximum impact. We take every opportunity to celebrate each other’s successes and look out for and support our colleagues.

Job Description

POST: Teacher of English

RESPONSIBLE TO: Head of English

SALARY: MPS or Upper Scale + Teachers Pension Scheme

LOCATION: Oasis Academy South Bank, Waterloo, London

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.

WORKING PATTERN: Full-time and as described in the School Teachers' Pay and Conditions Document

DISCLOSURE LEVEL: Enhanced

Our Vision in English

English at South Bank: rigorous instruction drives creativity and empowerment

From the very start, students at South Bank encounter texts from a range of important voices, times, and places, and develop an understanding of the nuances of literary craft. Students read and write a lot and they become more creative and confident because we equip them with specific, versatile knowledge. Through explicit vocabulary and writing instruction, we give students the means to express their own, as well as others', complex ideas. As our students encounter others' powerful stories, they develop their own powerful voices, regardless of their starting point.

Students first learn about foundational stories which literature across the globe draws on: heroes and villains, love in a time of conflict, monsters and the supernatural. They learn to identify the tropes of a tragic hero, from Sophocles' *Antigone* to Achebe's *Okonkwo* to Shakespeare's *Macbeth*. Students learn the connections between texts across times, places and genres and come to see how literature engages and grapples with the complexity of the human condition.

As their journey in literature continues, students encounter writing which challenges these foundations: the Romantic poets whose writing fought Industrialism, the Harlem Renaissance poets whose writing fought injustice and the modern playwrights whose writing denounced Capitalism. Our students therefore learn that, through language comes power. They leave us as young people who can express their points of view, and who know that understanding the past allows us to speak and write for change in the present.

At Key Stage 5, students encounter and enjoy complex literary texts, from Modern American Drama to Shakespearean tragedy, Romantic Poetry and Modernist Feminist Poetry. Students are exposed to a range of literary and historical criticism which they apply to texts along with their own, personal readings, culminating in an extensive piece of coursework. Scholarship and independence are encouraged and rewarded – students produce work that is highly detailed and which interrogates the nuances of language. A strong focus on writing and reading sets our sixth formers up to be able to express and understand complex writing, at A Level and beyond.

English teachers at South Bank are energised by their subject and lessons are full of joy. We know that knowledge opens doors: students become enlivened by reading and writing when they see us model our own excitement and knowledge. We are precise with our delivery and meet together to discuss the clear path we want students to take through a unit so that all students can understand and articulate sophisticated ideas. We are guided by specific theory about learning and curriculum and observe each other's lessons to ensure that we are all getting a little bit better every day.

A. Personal and Professional Characteristics

- S - Scholarship - Post holder will have a committed and wholehearted belief that all young people, regardless of starting point, need or complexity can make outstanding progress and reach top grades at GCSE and achieve 3 good A-levels
- T - Transformation- Post holder will have an optimistic and positive belief that all young people can constantly change and transform into confident, ambitious, honest, happy, hard-working, respectful citizens. More widely, a desire to be part of a team that is leading community transformation. Post holder will be committed to challenging the status quo
- A - Aspiration - Post holder will instill in young people a belief in themselves about what is possible and will consistently act as an aspirational role model in all that they do.
- I - Inclusion - Post holder will fully include all children regardless of complexity, need or starting point. Post holder will be committed to including all aspects of a child's social, emotional and cultural development. Post holder will never isolate, exclude or disconnect a student or group of students.
- R - Resilience - Post holder will be determined, hardworking and relentless in achieving the vision and instilling the values in our school.
- S - Social Responsibility- Post holder will be committed to instilling a sense of responsibility for helping our community and altruistically 'giving back' to our immediate, local, national and global communities.

B. Job Purpose

- To teach consistently great lessons which bring about excellent outcomes for students
- To meet all the Core, Excellent and Advanced Skills Professional Standards for Teachers
- To pastorally lead a House Group as their House Coach and/or deliver daily sessions of literacy intervention.

C. Responsibilities

Quality of Teaching and Learning

- To ensure your teaching is of a consistently high quality and your outcomes are exemplary and in line with KPIs
- To work in partnership with colleagues to ensure there is support in developing their knowledge, practice and skills
- To regularly observe and develop colleagues and act as a beacon of best pedagogical practice
- To ensure you are up to date with national and international curriculum developments
- To be at the cutting edge of pedagogical research in order to influence and develop best practice here
- To seek opportunities to collaborate with other academies, innovative and high achieving schools through Oasis Community Learning and other relevant networks to share and develop excellent pedagogies.
- To ensure that your implementation of the English Curriculum reflects the school's commitment to Anti-Racism and that the curriculum, resources and delivery include diverse ethnic, racial, social and cultural perspectives.

Student Achievement and Attainment

- Set challenging targets for your students that build on the prior attainment of every student and ensure our KPIs are met.
- Ensure your feedback in class and in books is in line with the OASB and English department feedback policies.
- Set, track, evaluate and report on individual and class group student progress.
- Keep systematic records to show students' understanding and completion of work and the identified strengths, areas for development and grades awarded.
- Support and help colleagues to improve their effectiveness by developing their understanding and use of student data and strategies to address underachievement.
- Ensure a consistent and continuous focus on student achievement using data to track and monitor the progress in every student's learning where required.
- Evaluate student progress through the responsive teaching in every lesson.

Whole Academy Responsibility

- To assist the Principal in fulfilling the academy's vision and instilling the academy values in all that we do
- Any other responsibility as set out by the Principal

D. Safeguarding Children and Young People

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

OTHER: The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

Person Specification

Teacher of English

Our Purpose

Oasis Academies exist to provide a rich and balanced educational environment which caters for the whole person - academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally. Our task is to serve our students as well as to provide a learning hub for the entire community. In this way we will raise aspirations, unlock potential and work to achieve excellence through encouraging a 'can do' culture which nurtures confident and competent people.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status / Desire to complete ITT training • First degree or 2:1 in related subject • Commitment to own continuing professional development 	
Vision and Values Alignment	<ul style="list-style-type: none"> • Commitment to the belief that all young people, regardless of starting point, need or complexity will become employed in a career with prospects • Wholehearted belief and commitment that grades 9-7s are achievable by all students with the correct culture, curriculum and intervention • Wholehearted belief that ability or intellect is not fixed, but incremental, and can always be improved • Common shared understanding that the following core values are crucial to the success of a student: <ul style="list-style-type: none"> ○ S-Scholarship ○ T-Transformation ○ A-Aspiration ○ I-Inclusion ○ R-Resilience ○ S-Social Responsibility 	
Experience, Skills & Knowledge	<ul style="list-style-type: none"> • Evidence of teaching high quality lessons over time • Evidence of managing challenging behaviour successfully and implementing strategies • Experience of successfully contributing to aspects of whole school life 	<ul style="list-style-type: none"> • Evidence of the ability, ambition and experience to develop and maintain a clear and vibrant vision for a curriculum area • Evidence of significantly improving

		<p>teaching and learning and examination results.</p> <ul style="list-style-type: none"> • Experience of teaching at KS5 • Experience of leading reading or literacy work across a school
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	Essential	Desirable
Personal Qualities	<ul style="list-style-type: none"> • Drive, ambition and shared common moral purpose • Total commitment to the vision and values of the academy • Self-starter and self-motivated to lead and implement proactively areas of the academy development in line with the strategic development plan • Excellent people management skills and ability to motivate, support and challenge staff as appropriate • Excellent oral and written communication skills • Ability to be flexible and willingness to take on innovations and leadership out of the subject area • Ability to organize workload, priorities, meet deadlines and follow tasks to successful conclusion • Ability to set and meet ambitious, challenging goals and targets • Ability to manage students firmly, fairly and effectively • Commitment to safeguarding and promoting the welfare of children and young people • Willingness to undergo appropriate checks, including enhanced DBS checks • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviors and attitudes to use of authority and maintaining discipline 	<ul style="list-style-type: none"> • Ability to anticipate problems and solve them creatively • Ability to review progress, procedures and policies to develop areas of which there is individual or shared responsibility

	<ul style="list-style-type: none">• Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos.	
Other	<ul style="list-style-type: none">• Excellent personal presentation• Optimism and ambition	



Oasis Community Learning is dedicated to providing equal opportunities and will monitor the recruitment process rigorously to ensure fair access and opportunity for all.

Oasis Academy South Bank is actively working to ensuring our workforce is reflective of our diverse student population and is therefore committed to increasing representation of staff of Black, Asian and Minority Ethnic backgrounds across all roles and at all levels.



