



Recruitment Information Pack

Teacher of English



Start Date: September 2021

Closing date: Friday 21st May 2021



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 Teacher of English 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 starting prestigious and exciting university courses last September. We are incredibly proud of everything we have achieved in the last six years; our well-rounded young people who are all in purposeful and challenging further education, some of the best GCSE results in the country and our Outstanding Ofsted report.

We are also hugely proud of our staff who are relentlessly hardworking, supportive of one another and passionately committed to securing the best possible life chances for the young people of Waterloo. This role is an exciting opportunity to join our team. It will require huge amounts of perseverance and a constant drive for innovative excellence. However, this role will also be incredibly rewarding and will offer exciting progression for the future.

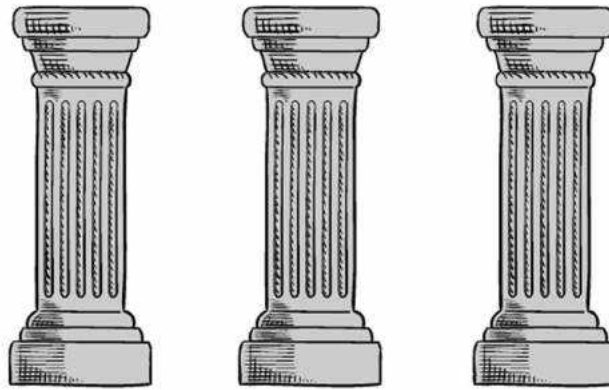
It is an exciting time to be joining our English department. We have had great success with our first two sets of GCSE results: in August 2018 93% of students achieved a grade 4+ in English language or English Literature and this success was replicated with an equally high set of results in 2019 and a progress score for English of 0.84. Our English team is at the heart of an exciting curriculum development project and you will be able to contribute to a shared Oasis curriculum taught across hundreds of schools to thousands of students.

Alexander Lewis
Anna Richardson



Alexander Lewis and Anna Richardson - Principals

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

Teacher of English

Responsible to: Head of Faculty: English

Responsible for: Progress and Achievement: English

Salary: Competitive

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. Professional and Personal 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 instil 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 deliver daily sessions of literacy intervention.
- To contribute to the OASB Enrichment Curriculum by teaching outside of your curriculum area (e.g. Sport, Music, Cookery, Art, Film etc)

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.

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 Science 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.
- Evaluate student progress through the use of appropriate assessments and records and regular analysis of the data.

Whole Academy Responsibility

- To assist the Principals in fulfilling the academy's vision and instilling the academy values in all that we do
- To assist the Principals in the implementation of the Self Evaluation Form and Academy Development Plan
- 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	<ul style="list-style-type: none">• Master's Degree
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 significantly improving teaching and learning and examination results.• Evidence of managing challenging behaviour successfully and implementing strategies• Evidence of the ability, ambition and experience to develop and maintain a clear and vibrant vision for a curriculum area• Experience of successfully contributing to aspects of whole school life	<ul style="list-style-type: none">• Experience of teaching at KS5• Experience of teaching Drama

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



Safer recruitment process

Oasis Academy is committed to safeguarding and promoting the welfare of children and young people. In order to meet this responsibility all candidates will be subjected to a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below. Please do not hesitate to contact the school if further detail is required.

Disclosure This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020). Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred. The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website.

Interview Candidates will be subject to an in-depth, in-person interview and assessment, along with a telephone interview in some circumstances. At each stage of the process candidates will be asked to address any discrepancies, anomalies or gaps in their application form or arising from information gained at the previous stage of the recruitment process.

Reference checking References from the previous and current employers will be taken up for shortlisted candidates, before interview, and where necessary employers may be contacted to gather further information or address any discrepancies, anomalies or gaps in the reference provided.

Probation All new staff will be subject to a probation period (which may, in certain circumstances, be extended). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides Oasis Academy with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safeguarding and relationships with pupils.

Equal Opportunities Oasis Academy is dedicated to providing equal opportunities and will monitor the recruitment process rigorously to ensure fair access and opportunity for all. Oasis Academy is committed 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.

JOIN OUR TEAM



recruitment@oasissouthbank.org


Ofsted
Outstanding
School

2014/2015