



Teacher of Inclusion

MPS

Full Time / Permanent

Oasis Academy Lister Park



## Welcome from the Principal

**At Oasis Academy Lister Park, we are committed to providing the best possible educational experience for the families and community we serve. We set very high expectations for all our students both academically in terms of progress and exam results.**

The climate for learning in Oasis Academy Lister Park is based upon our insistence on self-discipline and a 'can do attitude' that promotes a positive approach to learning. This starts with the professional expectations we demonstrate as teachers and support staff, and how lessons are prepared and differentiated to meet every student's academic and pastoral needs.

I am incredibly proud to be the Principal of such a vibrant and progressive academy that works hand in hand with its community to ensure that our students develop the right character whilst they are in our care.

Our ethos is built firmly on our pillars of the community: mutual respect, pride, creativity, resilience, ambition and an atmosphere which regards the whole community as our family.

Our aim is to develop open-minded, flexible, resilient young people who can be successful in modern Britain and contribute positively as global citizens.

The curriculum students will enjoy whilst at Lister Park enables them to progress to the top universities and apprenticeship programmes, but I firmly believe in balance and the emphasis we place on arts and practical subjects. This allows all our students to have successful outcomes and develop their areas of interest and excellence through a comprehensive extra-curricular programme.

Should you wish to arrange an informal visit the academy prior to application, I would be more than happy to welcome you. Please contact Tina Stacey, PA to the Principal at [Tina.Stacey@oasislisterpark.org](mailto:Tina.Stacey@oasislisterpark.org) to arrange a visit or if you need any further information.

I look forward to receiving your application.

Siân Dover  
Principal  
Oasis Academy Lister Park

Oasis Community Learning develops and promotes 9 character habits as an integral part of our ethos as a Trust.

<p><b>Compassionate</b></p> <p><i>'To be compassionate and kind whilst acting justly'</i></p> <p>Compassion is the ability and willingness to place ourselves in the position of another and, as a result, be able to show kindness to them, without ignoring or dismissing the truth about their situation.</p>	<p><b>Patient</b></p> <p><i>'To be patient and persevering'</i></p> <p>Patience is the ability not just to tolerate delay or something not happening as quickly as we might have hoped for. It is also about the way we wait and the attitude we adopt as we do so, delaying immediate gratification and being prepared to keep going for the long haul; not giving up when things don't work out but finding ways to develop work that is sustainable and grow relationships; steadily. As we give patience we gain a long-term perspective.</p>	<p><b>Humble</b></p> <p><i>'To be humoring of others through serving with humility'</i></p> <p>To be humble is to recognise that all people are created equal and are therefore of equal value. Because of this, a humble person will not look down on others or use power to coerce, or pursue position and status but instead will choose to serve others, seeing their intrinsic worth and giving them honour and encouragement.</p>
<p><b>Joyful</b></p> <p><i>'To be joyful and positive and help others to be the same.'</i></p> <p>Real joy is not shallow or momentary, but is rooted in a deep sense of contentment with life, free from grasping and striving. Such joy brings peace and calm to ourselves and others. It is knowing and enjoying and being content in our lives and the teams we are a part of.</p>	<p><b>Honest</b></p> <p><i>'To be honest and have integrity'</i></p> <p>Honesty is about being truthful. Being honest includes acknowledging when we have got things wrong and taking responsibility for our actions. As we do this, we become a person of integrity - there is an alignment between what we say we are and how we behave.</p>	<p><b>Hopeful</b></p> <p><i>'To be hopeful in seeking transformation'</i></p> <p>Hope is not wishful thinking. It is a belief that causes us to find the light when everything around us feels hard or dark or challenging or without hope. Someone once said that 'you have to kick at darkness until it bleeds daylight.' So hope is about holding on and working for a better tomorrow, despite what the conditions and circumstances say today.</p>
<p><b>Considerate</b></p> <p><i>'To choose to love others like you love yourself.'</i></p> <p>To be considerate is to see the intrinsic worth in others, to choose to care about them and treat them in the way that you would yourself. That is only truly possible when we understand our own self-worth and function from that place and belief. When we do this it changes the way we see, treat and respond to others.</p>	<p><b>Forgiving</b></p> <p><i>'To be forgiving and committed to healthy relationships.'</i></p> <p>To forgive another is to choose not to allow their actions and behaviour in the past, which may have hurt or offended us, to determine our behaviour towards them in the future. Forgiveness is never easy but it is always transforming... it always changes things.</p>	<p><b>Self-controlled</b></p> <p><i>'To be self-controlled'</i></p> <p>Self-control is having the ability to manage our own emotions and actions. When we have self-control we are not controlled by our own emotions but are able to maintain a right perspective on our life, our work, and our relationships. It is a key part of emotional intelligence.</p>



## A message from our CEO

A very warm welcome to Oasis Community Learning!

I am delighted that you are interested in becoming part of Oasis Academy Lister Park.

Oasis Community Learning was established as a Multi Academy Trust in 2004 with the vision to create:

**“Exceptional Education at the Heart of the Community”.**

We now run academies in four main regions throughout the UK, providing either primary, secondary or all-through education. All our academies are committed to providing a rich educational experience and ensuring that every child and young person has the opportunity to achieve at the highest level.

Our ethos is integral to that provision: it is an expression of our character, a statement of who we are and therefore the lens through which we assess all we do. We are committed to a model of inclusion, equality, healthy relationships, hope and perseverance throughout all the aspects of the life and culture of each academy community.

We passionately embrace learning and are committed to every child within our care reaching their full potential and developing holistically across every area of their lives, both now and in the future.

All of this is underpinned by our philosophy of education which highlights our focus on inspirational leadership, deep learning and healthy communities and aspires to develop the character and competence of every child of every community that we are part of.

At Oasis Community Learning therefore, we believe we are all ‘the architects of our students’ lives’ and as such we are committed to laying the right foundations for every one of our young people.

So we look forward to you potentially becoming part of Oasis.

Best wishes,  
John Murphy



## A message from our Founder

When I started Oasis, back in 1985, I had no idea it would grow into the wonderful family of charities that it has become today. We have not only become the country's second largest provider of academy schools, educating around 25,000 children and young people, we also provide housing for vulnerable young people, and run everything from community farms to coffee houses and churches to children's centres, and much more besides, in communities from Gateshead in the North East to Bristol in the South West. So, the question is...why?

Not only do we believe a child should receive the very best formal education, but also that there is more to a healthy life and future than simply the knowledge they hold. Every one of us is a product of the community we live in. That's why Oasis is passionate that every community one of our Academies is part of should be a happy, healthy place where every person is included, valued and is able to achieve their full God given potential and thrive. That's why Oasis' vision not only aims to deliver outstanding education, but also to help build great local neighbourhoods.

We're motivated by our core Christian ethos which means that we believe every person – those of all faiths or none – are equally valuable and have a part to contribute in helping this vision become a reality. Helping a young person realise who they are meant to be is about more than simply the qualifications they get or the job they want; it's about how they see themselves and those around them. That's why Oasis' goal is to play its part in helping to create great communities where every young person achieves their best, respects themselves, values those around them and contributes to the good of all.

Steve Chalke, MBE

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# Job Description



<b>POST:</b>	Teacher of Inclusion
<b>RESPONSIBLE TO:</b>	Principal, under the day-to-day management and leadership of a member of ALT or Head of Inclusion and Wellbeing
<b>SALARY:</b>	Main Pay Scale (appropriate to the holder's experience and qualifications).
<b>LOCATION:</b>	Oasis Academy Lister Park
<b>WORKING PATTERN:</b>	Full time
<b>DISCLOSURE LEVEL:</b>	Enhanced
<b>JOB PURPOSE:</b>	

- To provide a happy, welcoming and motivating learning environment in the Hope Centre where children enjoy learning and the challenges of new experiences.
- To promote and celebrate high standard of achievement through outstanding practice in all aspects of academy life.

## **SPECIFIC RESPONSIBILITIES:**

- To undertake the responsibilities of a class teacher in relation to the classes allocated.
- Have knowledge of and keep up to date with the National Curriculum, the agreed syllabus for religious education, PSHE and citizenship, statutory assessments and national legislation.
- To have knowledge of and keep up to date with current educational policy, research and thinking.
- Plan and deliver the teaching and learning programme for all pupils within the class / unit with regard to the school's aims, policies and schemes for learning.
- Provide clear structures for learning experiences and units that maintain pace, motivation, challenge and interest for the learners.
- Ensure effective teaching, establish high expectations of behaviour, achievement and attainment, using a variety of teaching and learning techniques and styles to engage and encourage the learners.
- Select and make good use of ICT for classroom / unit, management and assessment support.
- Understand how pupils' learning is affected by their physical, intellectual, emotional, social and spiritual development and understand the stages of child development.
- Assess and record individual pupil's progress with regard to the academy's policy and use the information to set targets and inform planning.
- Provide reports on the progress of all pupils in the class to the Principal and parents as required.
- Be familiar with the Code of Practice and identification, assessment and support with special educational needs.
- Liaise with subject specialists to ensure stage appropriate work is set for students in the HOPE Centre (Inclusion Centre)
- Evaluate own teaching and set targets to improve effectively.
- Establish and maintain effective working relationships with colleagues, parents and community groups and stakeholders.
- Participate in staff meetings; attend professional training days and meetings with parents and community groups / agencies as required.

- Take responsibility for personal professional development in relation to the roles held in the academy and its aims.
- Be familiar with the school's systems and structures as outlined in the staff handbook and policy documents, including Child Protection and Safeguarding procedures and Health and Safety procedures.

### **Safeguarding children and young people**

Oasis Community Learning 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 CRB check.

**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 Inclusion

### Our Purpose

Oasis Academies exists 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.

### Oasis Community Learning Ethos

Our ethos is an expression of our character - it is a statement of who we are and therefore the lens through which we assess all we do. Our work is motivated and inspired by the life, message and example of Christ, which shapes and guides every aspect of each of our schools. This is foundational to our belief that all people are created and loved by God as equal and unique beings, and to our commitment to model inclusion and compassion throughout all the aspects of the life and culture of each Academy community.

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"><li>• Qualified to Degree Level;</li><li>• Qualified Teacher Status;</li><li>• Experience of working with children with SEMH</li><li>• A commitment to further professional development;</li><li>• Experience of working with parents and partners in the wider community;</li><li>• Successful enhanced DBS;</li></ul>	
<b>Professional Knowledge and Experience</b>	<ul style="list-style-type: none"><li>• A track record of outstanding classroom practice;</li><li>• Understanding of the role of a class teacher;</li><li>• Understanding of the National curriculum, its assessment and a clear knowledge of the methodology needed for high rates of progress</li><li>• Understanding of ACEs and factors influencing a child's well-being</li></ul>	
<b>Professional Skills</b>	<ul style="list-style-type: none"><li>• Ability to maintain a positive school ethos with an accent on high achievement and inclusion for all;</li><li>• Ability to communicate and promote the aims and objectives of the academy.</li><li>• Strong classroom management and an ability to manage and build relationships with students with SEMH</li></ul>	

	<ul style="list-style-type: none"> <li>• Ability to communicate effectively (orally and in writing) with a wide variety of people inside and outside the academy;</li> <li>• Ability to motivate and stimulate pupils of all abilities to enjoy learning and to maximize their learning opportunities</li> <li>• To teach to a very high standard;</li> <li>• Ability to use data for assessment and analysis purposes;</li> <li>• To have a thorough understanding of assessment for learning and pedagogy;</li> <li>• Experience of participating successfully in a team for professional development.</li> </ul>	
<b>Professional Philosophy and Commitment</b>	<ul style="list-style-type: none"> <li>• Clear philosophy of values driven education.</li> <li>• Understanding of and commitment to developing links between home, school, neighbouring schools and the local community.</li> <li>• Commitment to promoting equal opportunities and meeting the special educational needs of all pupils, including gifted and talented pupils;</li> <li>• Commitment to putting pupil outcomes at the core of all aspects and to raising standards.</li> </ul>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Excellent interpersonal skills;</li> <li>• The ability to be reflective and self-evaluative;</li> <li>• A sense of perspective and the ability to rise to challenges;</li> <li>• Enthusiasm; Flexibility; Resilience; Self direction</li> <li>• Make appropriate judgments over issues of confidentiality.</li> <li>• Ability to work in partnership.</li> </ul>	