



Oasis Academy Lister Park

Director of Learning – Science

Oasis Academy Lister Park
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Exceptional Education at the Heart of the Community

A very warm welcome and thank you for your interest in working with us at Oasis Academy Lister Park.

I am extremely proud to lead Oasis Academy Lister Park. I joined the Academy in September 2023 as the Principal, and I am now looking for talented individuals to join the Lister Park family. The Academy continues to build on the established foundations of a school that will continue to serve the City of Bradford's children. Our mission is to inspire and create exceptional education for our young people, ensuring our students lead happy and successful lives, being model citizens and future local, national, and global leaders.

We recently received an Ofsted inspection in March 2024, the academy was graded as "Good" and described as a "caring" school where leaders have created a culture where positive relationships are important.

Oasis Academy Lister Park is a fully inclusive academy where all students are welcomed, regardless of starting point, need or complexity. In our inspection we have been recognised for our work with students of all backgrounds including SEND "staff work collaboratively to ensure pupil's needs are met". **Our students are hard-working, determined, and successful, taking pride in all they do** and celebrating their own, and their peers' achievements with Inspectors noting that "Behaviour is good, and the school is calm and orderly". Their excellence is developed within the classroom and beyond, with a strong enrichment programme. We prepare our students to be leaders who the community look upon with pride and admiration as they develop their own passions and interests. We are incredibly proud of our students and the confident, well rounded young people we see them blossom into throughout their time with us. **When you become part of OA Lister Park you are joining more than a school; you are joining a family**, we live by the mantra "It takes the whole village to raise the child" from the famous African proverb. Every member of staff (from our facilities and catering staff through to the most senior members of our teaching staff) are advocates of this and fully embrace the Oasis ethos and 9 habits.

We have a relentless focus on quality of education to ensure that our students receive the best provision possible. There is also a **clear focus on high challenge, high expectations and enrichment opportunities**. We are developing the next generation of medical professionals, teachers, business leaders, engineers, scientists and many more occupations that are yet to be invented! This requires every single member of staff in the academy to be fully committed to achieving this for all. Ofsted noted that "There are high expectations for pupils at OALP, leaders have created an ambitious curriculum, based on the trust's national offer. Knowledge is effectively developed over time."

In exchange, **staff will be supported at every stage of their career with a comprehensive programme of CPD** from the trust including the Ofsted Outstanding NIOT (National Institute of Teaching) and NPQ (National Professional Qualifications) suite of qualifications and a strong focus on staff wellbeing and support.

Finding the right colleague is extremely important as your role will be crucial to the development of the academy. The successful candidate will need to be completely committed to our school vision and the Oasis ethos and values. There is a requirement for the successful candidate to be flexible and dedicated to helping ensure that our academy is exceptional every single day. This is a truly wonderful opportunity to join a forward-facing, community driven team.

I look forward to receiving your application.
Very best wishes

A handwritten signature in black ink, appearing to read 'Jules Millar'.

Mrs Jules Millar
Principal, Oasis Academy Lister Park



Oasis Community Learning

Thank you for your interest in joining the Oasis Community Learning (OCL) family. We are looking for talented teachers who share in our vision and values, to join our team.

It is our vision that every young person in our academies reaches their potential, no matter what their starting point and leaves us with an aspirational, fulfilled, and prosperous future ahead of them. We are at an exciting time for our organisation. In 2020 we introduced the OCL One Plan, uniting all areas of our organisation to achieve our mission by providing clear direction for the next five years, and a new entitlement for every child.

One of these entitlements is access to online learning wherever you are; each student in Oasis will receive an iPad to use at school or at home. Together, we will provide our young people with the opportunities that they deserve to realise their potential.



John Barneby
CEO, Oasis Community Learning

About Oasis Community Learning

Our people are our most important resource and our catalyst for change. Are you the one to help us do this?

We hope that you find everything you need in this brochure and welcome you to get in touch with the Academy you are applying for with any questions you may have.

Oasis Community Learning is one of the largest trusts in the UK and has a vision to create 'exceptional education at the heart of community, we are a family of over 50 academies.

We specialise in working in socially deprived communities, and we have intentionally positioned our education services within some of the most challenging and disadvantaged communities in the country. Over 80% of our academies are now rated as Good or Outstanding. In keeping with our vision of community, each Academy offers a wide range of integrated and holistic provision to both our students and the local community through its Hub strategy.

Our Offer to you



Clear career progression opportunities



As a large trust, we are able to provide clear career progression opportunities from NQT, through to middle leader, senior leader, Principal and Regional Director roles. In partnership with the National Institute of Teaching, we provide accredited and bespoke training programmes including the NPQML, NPQSL and the NPQH. We also work closely with Ambition Institute to deliver high quality CPD in pedagogy, behaviour management and curriculum development.

Curriculum development and reduced workload

Our NLPs and National Curriculum Leads have worked hard to create the Oasis Curriculum; a comprehensive set of lesson plans and materials for all subjects currently taught at secondary phase. By the end of 2020 we plan to have our primary curriculum ready too. Your time as a teacher is valuable, and we hope that this will support you with managing your workload and work-life balance.

Trust-wide opportunities for you to make a difference

There are a wide range of opportunities for teachers to support and play a key role in trust wide initiatives. This can be through: Pioneering new systems and approaches, based on current educational research – being at the cutting edge of educational thinking and development. Transferring between academies to support Academy improvement or to gain additional experience in preparation for promotion.

Support and sharing best practice

As part of a regional family of Oasis academies, you will enjoy the support and challenge of your peers within the region as well as from across the trust.

National Lead Practitioners (NLPs)

NLPs are highly effective teachers who are released from their own Academy for 1.5 days a week to design curriculum and promote best practice in academies across the trust. As a senior leader as part of Oasis, you will have the opportunity to work closely with NLPs, focussing on those strategic priorities for which you are responsible.

Regional Improvement Networks (RINs)

Networks exist to share effective practice, moderate students' work, raise standards, collaborate, undertake training, reduce workload, and give opportunities for leadership.

Assessment

We have developed year group assessments in secondary and through a unified approach to exam boards we are able to work together to promote highly effective teaching strategies to secure the best outcomes for our students.

Conferences

We hold CPD conferences across the UK to share best practice and pedagogy - regionally and nationally.

Our Curriculum

In line with the Oasis Education Charter, the curriculum is the heart of our Academy's educational provision. Through this and our commitment to an exceptional climate for learning and great pedagogy, we make learning the foundation of every lesson. We have designed our curriculum to meet the needs of all, striving for personal as well as academic and vocational excellence.

We know that the development of character does not happen by chance but by purpose and intention: it is therefore an explicit part of our curriculum. We work hard at preparing our students to be the best version of themselves, today and in their futures.

Our curriculum is highly effective. In order to ensure that all our students receive the best, broad and exciting lessons and to make teachers' workload manageable, we have designed the Oasis Curriculum for all secondary subject areas, led by our National Curriculum Leads.

The Oasis ethos

Our ethos is a part of everything we do. We are looking for people who not only share in our vision but are champions of our ethos and 9 Habits.

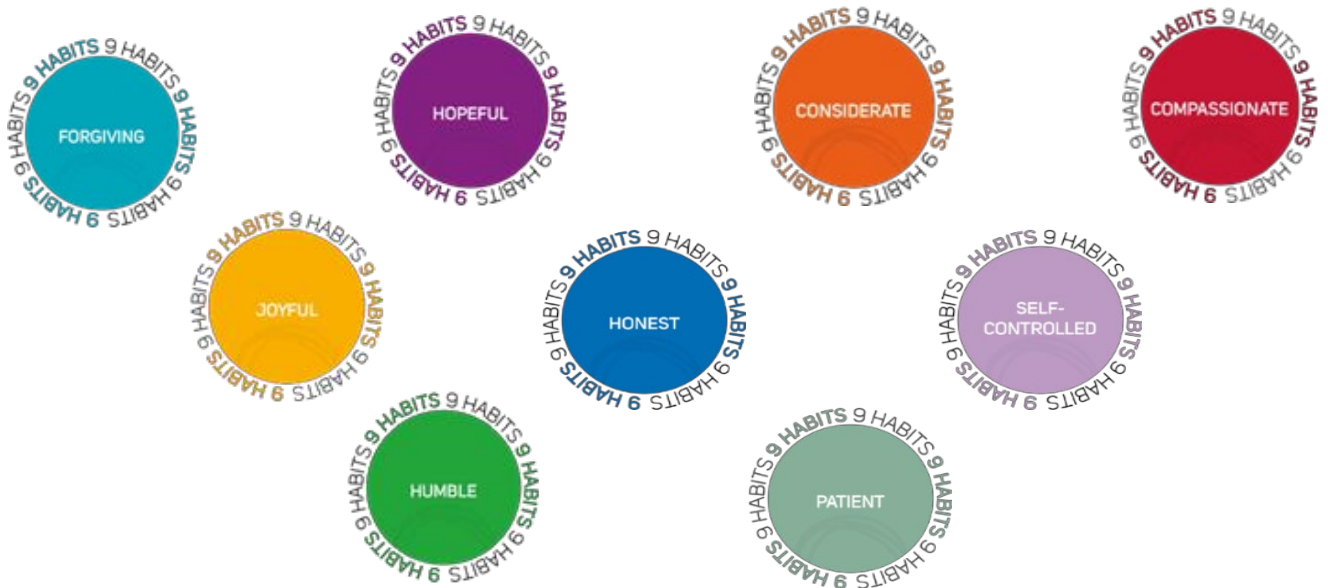
Our ethos is:

- 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.

Community Learning: Oasis Hubs

Developing and running Hubs is core to the global purpose of Oasis and vision for healthy communities. To this end, our staff are committed to working in an inclusive, integrated, and empowering way so that all people experience wholeness and wellbeing. We want to see local communities that are characterised by trust, safety, cohesion, mutual support, vibrancy, health, and opportunity, as well as increasing capacity to address their own issues. We want to see those who are excluded brought back into the community to share the experience of wholeness and wellbeing.

Each Oasis Academy is part of an Oasis Hub that responds to the needs of the local community.



About you

You will be an **experienced** existing senior leader with a proven track record of department/school improvement, ideally with experience of working in a school in an area of high disadvantage. As a calm and reflective leader, you will have the skills to build the capacity of our very able and experienced Leadership Team. A sound understanding of school improvement strategies is key, as well as the ability to manage change and motivate staff and the community towards the achievement of clear and inspirational goals. At Oasis Academy Lister Park, we pride ourselves on having a staff body who are committed and dedicated, going above and beyond to serve our children and community.

About Oasis Academy Lister Park

Oasis Lister Park is a thriving 11-19 comprehensive academy set in the Manningham area of Bradford, close to the beautiful grounds of Cartwright Hall and Lister Park.

At Oasis Academy Lister Park, our strong ethos of inclusion and pastoral care reinforces our commitment to looking after and developing the 'whole' child. Our curriculum supports the development of skills, knowledge and character. We expect our students to participate in the many enrichment opportunities provided to enrich their own and the lives of others and be professional by committing to a life of learning, taking pride in their appearance, being present, punctual, prepared, and taking advantage of leadership and enterprise opportunities. We celebrate individual talents and abilities, developing confident, independent students who enjoy life-long learning. All members of our community are learners; our students are educated for life. Our staff are developed through teamwork, training and the opportunities that an innovative environment brings. The educational facilities are shared with local schools and local people. We provide lifelong learning.

Our vision is to create 'exceptional education at the heart of the community'.



The Vision Statement of Oasis Academy Lister Park

All our students will have happy, healthy, and successful futures as a result of the quality care, nurture and education they are given at Oasis Academy Lister Park. Students will develop in character to become courageous and confident. They will be brave enough to see the opportunities in every difficulty, and strong enough to become citizens who actively promote respect, tolerance, and individual liberty.

Job Description

POST:	Director of Learning - Science
RESPONSIBLE TO:	Principal
SALARY:	L7-L11 (£54,816-£60,488) + Teachers Pension Scheme
LOCATION:	Oasis Academy Lister Park, North Avenue, Bradford, BD8 7ND
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

JOB PURPOSE:

- To lead the development, monitoring and continuous improvement of the science curriculum area throughout the academy, incorporating all ages and abilities, and coordinated with the academy's Local One Plan
- To maintain clear vision, purpose and high expectations, focused on students' achievement and progress
- To provide expert and innovative leadership of teaching and the curriculum; inspiring, motivating and influencing staff and students and facilitating effective teamwork.
- To promote the Oasis Academy Lister Park ethos through delivery of the Oasis Community Learning purpose, ethos and values statement and 9 habits.

AREAS OF ACCOUNTABILITY:

- Student achievement and progress within science
- Performance of team members for whom you have line management responsibility
- Cross-curricular input and subject profile across school
- Development and impact of science and whole school STEM upon student learning
- Leadership and management of the Science Department, in particular the accountability for the effectiveness of KS3 and KS4 leads for science.

RESPONSIBILITIES:

A Knowledge and Understanding

1. Maintain and develop broad and current knowledge of teaching and learning and disseminate this to other teachers.
2. Maintain knowledge and understanding of the academy's aims, priorities, targets and action plans.
3. Understand and promote the benefits and effective use of ICT.
4. Understand and promote links between the subject and the wider curriculum.
5. Be responsible for innovation in order to promote high standards and innovative approaches to learning.
6. Lead risk assessments and keep appropriate records.
7. Ensure best value for money by following academy financial regulations.
8. Ensure the effective deployment of all resources.

B Teaching and Assessment – Planning

1. Monitor and evaluate the planning of other teachers, providing regular feedback.
2. Disseminate examples of effective planning practice within the academy/subject.
3. Ensure team is aware of the needs of inclusion of all students and groups and make provision for this in their planning.
4. Ensure that feedback from lesson observation, work scrutiny and analysis of assessment data is appropriately reflected in teachers' planning.
5. Establish strategic planning for the development and resourcing of the academy.
6. Lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching strategies within the designated area.
7. Assist in the implementation of academy literacy policies and procedures where appropriate.
8. Be accountable for the planning, monitoring and implementation of the academy and Trust learning policy.

C. Teaching and Assessment – Teaching

1. Actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
2. Ensure teachers are clear about the teaching of objectives in lessons; understand the sequence of teaching and learning, and communicate this to students following the Oasis style and ethos.
3. Observe colleagues teaching (through performance management arrangements and/or subject monitoring) and provide developmental feedback on their teaching strategies to develop practice.
4. Identify and promote innovative and effective teaching strategies in the academy and subject to meet the needs of all students.
5. Co-ordinate/monitor the deployment of teachers, support staff and other adults to ensure their effective contribution to students' learning.
6. Ensure the effective and efficient management and organisation of learning resources for science.

D. Teaching and Assessment – Monitoring Progress

1. Analyse and interpret relevant national, local and academy data, research and inspection evidence to inform policies, expectations and teaching methods.
2. Monitor and evaluate assessment data across the academy/subject to identify trends in student performance and issues for development.
3. Define intervention strategies to address issues for development that are identified.
4. Evaluate and report on the effectiveness of intervention strategies used to address identified issues and use assessment data to make comparative evaluation of students' performance.
5. Promote student voice and keep records for the purpose of evaluation.

E. Specific Responsibility for leading of whole school Science and STEM

6. To ensure the school curriculum for science is fit for purpose, linking closely to the schemes of work studied at primary school and to the science curriculum through Key Stage 3 and 4; this includes building on the Yr6 SATs tests, so that this learning is not lost
7. To make effective links with feeder primary schools, so that in subsequent CPD, teachers have knowledge and expertise to enable a seamless transition that provides appropriate support and stretch and challenge
8. To ensure numeracy is taught in the science context within and across programmes of study
9. To generate excitement, engagement, deep thinking and challenge in the subject by leading on extracurricular activities such as clubs, competitions and enrichment for students in science and STEM
10. The post holder will be expected to teach in line with the academy's expectations and to fulfil the role of a form tutor. Directors for Learning will be expected to work such reasonable additional hours as necessary in order to fulfil their responsibilities successfully, whilst still ensuring they achieve an adequate work/life balance.

F. Student Outcomes:

1. Identify quantifiable and challenging student progress objectives with teachers within their performance management objectives.
2. Support teachers in ensuring that agreed student progress target levels are achieved or exceeded for all sub groups.
3. Encourage students' motivation and enthusiasm in the academy/subject, developing positive responses to challenge and high expectations.
4. Lead all educational enhancement activities in line with academy requirements, e.g. academy transition activities, aim higher activities and extra-curricular learning activities that feed into the Oasis fundamental offer.
5. Monitor the objectives and targets for students with SEN, including those who are gifted and talented, and promote the importance of raising their achievement.

6. Work within child protection procedures in line with academy policy.
7. Produce, or assist in the production of, reports as necessary.
8. Assist in the identification of exam entries.
9. Ensure effective appropriate communication with the parents of students.
10. Liaise with partner academies and other relevant external bodies.

G. Wider Professional Effectiveness – Personal Development:

1. Maintain 'leading edge' knowledge through reading, INSET, research and other relevant Oasis development opportunities to inform own practice, demonstrating impact in teaching and on students' learning.
2. Assimilate and implement new curriculum guidance to lead change within the academy.
3. Identify own personal and professional development needs and achieve own challenging professional objectives.

H. Wider Professional Effectiveness – Academy Development:

1. Co-ordinate strategies to achieve relevant academy improvement priorities.
2. Provide reports as and when required for Inspectors, Academy Hub, Oasis Community Learning Directors, Principal, parents and other appropriate groups.
3. Oversee creation of Department Development Plan in line with the Local One Plan and based on evaluation evidence.
4. Oversee the performance management of a team of staff and their subsequent professional development plan.
5. Ensure thorough analysis of departmental performance in line with the academy SEF.
6. Evaluate and report on the effectiveness of practice in the academy annually.
7. Be an instructional coach who supports and leads colleagues as part of the academy T&L strategy
8. Lead professional development in the academy through example, and support and co-ordinate the provision of high quality professional development for staff via Subject Development Planning and CPD.
9. Build effective links with the local community.
10. Participate where necessary in the selection of new staff.

I. Professional Characteristics:

1. Create a climate which enables staff to develop, challenge and support each other.
2. Mentor and coach staff and students to develop confidence and maintain positive attitudes.
3. Communicate effectively and with professional integrity within and beyond the academy community.
4. Build and maintain effective teamwork with high expectations of outcomes.

I. Marketing and Liaison:

1. On behalf of the academy to attend relevant meetings in order to promote collaboration within LA and the Oasis Community Learning family of academies.
2. Contribute as required to the academy's liaison and marketing activities.
3. To co-ordinate relevant aspects of the academy's work with other schools and external agencies.

J. Pastoral Support:

1. Monitor and support the overall progress and development of students.
2. Help to monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
3. Liaise with pastoral managers to ensure the welfare of students in the academy.
4. Contribute to PSHCE, citizenship and Work Related Learning.
5. Assist in the implementation of the Behaviour for Learning system

Other specific duties:

1. Play a full part in the life of the academy community.
2. Support the academy in meeting its legal requirements for worship.
3. Promote actively the academy's corporate policies.
4. Other such duties as may from time to time be reasonably required.

Additional Notes

1. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
2. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
3. The academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
4. Oasis Academy Lister Park is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

Director of Learning - Science – Secondary Phase Person Specification

Our Purpose

The vision of Oasis Community Learning (OCL) is to create ‘Exceptional Education at the Heart of the Community.’

All our Academies are committed to achieving this vision through developing character, competence and sense of community with every child, providing a rich educational experience that is underpinned by our philosophy of education; inspirational leadership, deep learning and healthy communities.

Oasis 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. We are committed to a model of inclusion, hope, perseverance, healthy relationships and compassion throughout all the aspects of the life and culture of each Academy community.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> PGCE (or equivalent) – Qualified to Teach in the UK Evidence of recent, relevant professional development 	<ul style="list-style-type: none"> NPQML or NPQSL Qualified to Masters degree level
Experience, Skills & Knowledge	<ul style="list-style-type: none"> Extensive teaching experience in secondary setting Leadership experience in a mixed, comprehensive school or academy Excellent teaching experience Proven record of success in raising student achievement Evidence of success at a senior or middle leadership level in developing whole academy/school strategy and vision (school improvement work) Experience and understanding of the academy/school planning, monitoring, review and evaluation process Experience of academy/school self evaluation 	<ul style="list-style-type: none"> Experience in more than one comprehensive school or academy, at least one graded good or better Proven use of MIS and data tracking systems to improve outcomes Relevant <ul style="list-style-type: none"> Further experience such as Quality of Education (pedagogy), SENCO, DSL, Attendance Lead, Pastoral Lead, CEIAG

	<ul style="list-style-type: none"> • Knowledge and understanding of recent educational initiatives and the legislative framework • 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 • Knowledge of safeguarding and promoting the welfare of children and young people • Relevant SENCO training and experience • CP/safeguarding training and experience 	
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • Passionately committed to safeguarding and the welfare and wellbeing of children and young people • To work hard and remain fully committed, even when under pressure, always acting with consideration for yourself and others • Forgiving and committed to healthy inclusive relationships (strong interpersonal & diplomatic skills) • To be hopeful, honest and always act with integrity, taking a rigorous approach to improving standards in 	

	<p>order to ensure transformation of pupils lives and their wider communities checks, including enhanced DBS checks</p> <ul style="list-style-type: none">• Act with humility and as a team player by serving others both in the Academy and the Oasis family• Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos.• 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• Willingness to undergo appropriate checks, including enhanced DBS checks	
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