



Recruitment Information Pack

Teacher of Science (Physics Specialism)

Start Date: September 2024

Closing date: 3rd May 2024





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 Science 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.

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 our students. We put in place support and stilts to help every student meet our high expectations rather than ever lowering the bar.

This is an exciting time to join the Science department. The team has a track record of excellent outcomes and A Level uptake in for all 3 sciences is high. We have an amazing team of subject specialists, a well-resourced, centralised curriculum, and a strong track record of students (especially girls) going on to study science at university. A Physics specialist would be preferred, but all specialisms will be considered.

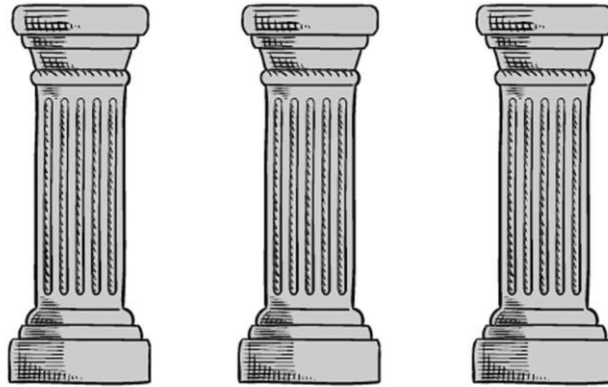
We are incredibly proud of everything we have achieved in the last eleven years: our dedicated, compassionate, and hardworking staff team; our great outcomes and exciting destinations and most of all, the kind, well-rounded young people leaving us who go on to thrive in purposeful and challenging further education. We look forward to hearing from you if you think you the right person to join our team.

This is an exciting time to join our Science department. We are looking forward to securing great grades for our Y11 and Y13 students this year after some brilliant outcomes in 2022 and 2023.

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: Science Teacher: Physics Specialism

RESPONSIBLE TO: Head of Science

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

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 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.

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 ensure the teaching across your faculty is of a consistently high quality and the outcomes are exemplary and in line with KPIs.
- To work in partnership with the lead professional for teaching and learning to ensure there is support for colleagues in developing their:
 - Knowledge
 - Skills
 - Pedagogy
- To ensure consistently high quality across Science through rigorous quality assurance measures.
- To observe regularly 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 create, lead on and develop whole academy continued professional development to ensure outstanding outcomes for students.
- 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 the Oasis Community Learning and other relevant networks to share and develop excellent pedagogies.

Student Achievement and Attainment

- Ensure the rigorous assessment policy is in place in KS3 Science so that KPIs can be accurately tracked and monitored in order to ensure all students make outstanding progress.
- Set challenging targets that build on prior attainment of every student and ensure our KPIs are met.
- Ensure the quality of feedback throughout the Science faculty is in line with the OASB and Science policies.
- Set, track, evaluate and report on individual student progress and groups of students towards their targets.
- 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 across Science through the use of appropriate assessments and records and regular analysis of the data.
- Use Academy data effectively to analyse and evaluate student progress; planning and implementing effective interventions to support students. Use local and national statistical data and other information, in order to provide (a) a comparative baseline for evaluating learners' progress and attainment, (b) a means of judging the effectiveness of their teaching, and (c) a basis for improving teaching and learning. **Data and Assessment**

Curriculum:

- Adapting, improving, monitoring, and developing the curriculum in line with OASB vision and values.

Science Enrichment

- Organise regular trips to appropriate destinations.
- Research and allocate opportunities so that all Science students have the opportunity to take part in a Science enrichment activity outside of the classroom every year.

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 Science

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 leading field work

	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 	



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.

