



Recruitment Information Pack Head of Psychology

Start Date: September 2024

Application Deadline: 15th 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 Head of Psychology 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.

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.

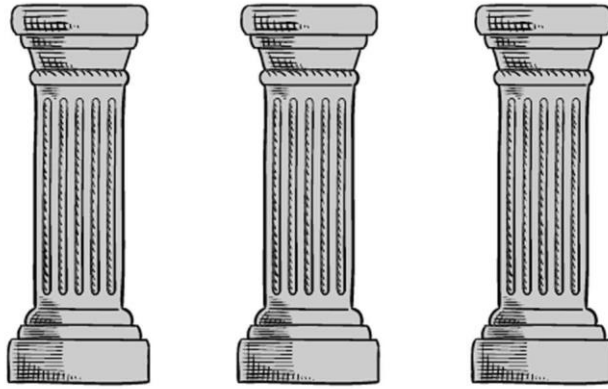
This is an exciting time to take on leadership of a successful and popular department with students. Approximately 40% of our Sixth Form students take Psychology and our alumni have gone on to study Cybercrime, Medicine and Occupational Therapy as well as Psychology. This role is an exciting opportunity to join our team and to collaborate with other Psychology teachers across the trust. 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.

I look forward to receiving your application.

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: Head of Department: Psychology

RESPONSIBLE TO: Head of Science

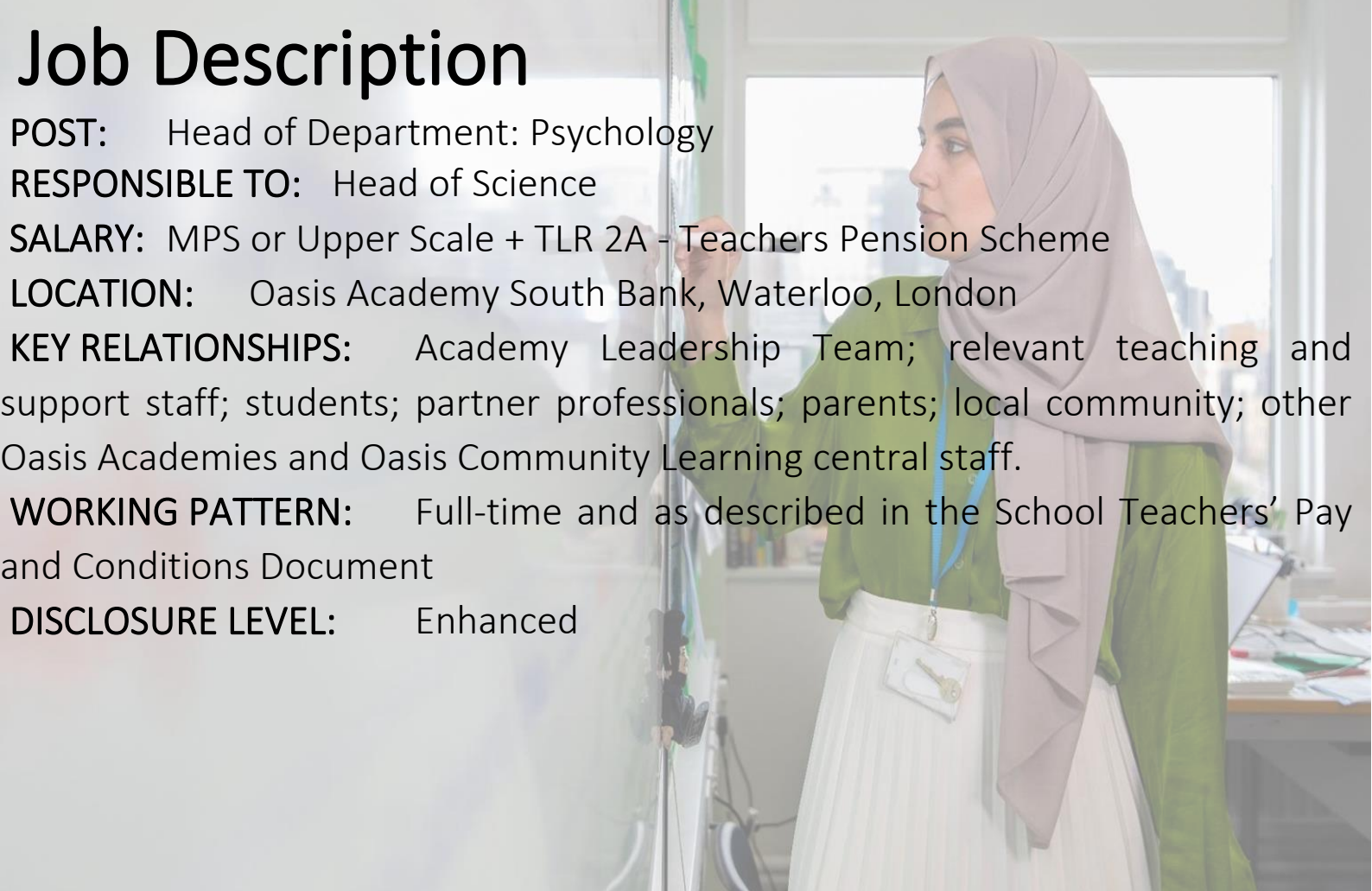
SALARY: MPS or Upper Scale + TLR 2A - Teachers Pension Scheme

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



- 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.

A. Job Purpose

To lead, manage and develop the Psychology curriculum to achieve high quality of teaching, effective use of resources and the highest standards of learning and achievement for all pupils.

B. Responsibilities

- To teach consistently great Psychology lessons which bring about excellent outcomes for students
- To ensure high quality teaching and learning across the department leading to outstanding progress for all students
- To set the strategic direction for the Psychology department and ensure a high quality of leadership at all levels.
- Ensure outcomes across the Psychology department in public examinations are of the highest standard and meet our ambitious targets.
- To work with the National Curriculum Lead for Psychology for Oasis Community Learning to plan, develop and deliver a high-quality curriculum
- To ensure consistently excellent implementation of your curriculum through weekly lesson drop ins, instructional coaching and work scrutiny.
- To improve the quality of curriculum knowledge through delivery of high quality weekly subject CPD and co-planning sessions, rooted in a deep understanding of the required knowledge for your curriculum
- To ensure the consistent implementation of formative and summative assessment and monitoring systems in the department that accurately identify and seek to close gaps in students' knowledge
- As line manager to all members of the Psychology department, be an advocate and support, promoting the wellbeing and development of colleagues
- Ensure that the Psychology Curriculum reflects the school's commitment to Anti-Racism and that the curriculum, resources and delivery include diverse ethnic, racial, social and cultural perspectives.
- To analyse baseline data and exam results to ensure students and staff are working towards aspirational OASB targets and put in place timely intervention if this is not the case
- To track and monitor individual students and different cohorts of students and make appropriate interventions to tackle underachievement in student outcomes
- 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 and subject developments
- 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 meet daily with students in your house group as their house coach. To deliver the personal development programme and support with their University choices and applications.

Whole Academy Responsibility

- To assist the Principal in fulfilling the academy's vision and instilling the academy values in all that we do
- To assist the Principal in the implementation of the Self Evaluation Form and Academy Development Plan
- Any other responsibility as set out by the Principal

C. 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

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 • 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"> • Evidence of efficient use of resources and financial management • Prior experience in subject leadership • Use of target setting, monitoring an evaluation to raise standards • Knowledge of current educational issues

<p>Personal Qualities</p>	<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 behaviours 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
<p>Other</p>	<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.

