



Oasis  
Academy:  
Sholing

# Assistant SENDCo

Information Pack for Candidates



# Exceptional Education at the Heart of the Community

Dear Candidate

Thank you for showing interest in the role of Assistant SENDCo, at Oasis Academy Sholing. This is a pivotal role where you will support the SENDCo in ensuring that all students with Special Needs have an appropriate provision, that they receive a broad well-balanced and relevant education and make good progress.

Oasis Sholing is an inspiring place to work. We feel honoured to work in our academy where children want to learn and teachers can teach. We believe that our community is stimulating and rewarding with nearly 1000 students who value this positive teaching environment. Since joining the school in 2014 I have recognised that community and family is central; there really is a pride in our area and parents believe that exceptional education should, quite rightly, be a right for all.

It is important that when you are applying for education jobs that you are confident that the school will suit you and most importantly that you will have job satisfaction. We are a very close-knit school community and staff feel fully supported and motivated. We build strong relationships, enabling our staff to flourish and grow their skills, supported by continued professional development. We want to ensure that all our young people, whatever their starting points or background, get the education they deserve - and they deserve nothing less than exceptional.

Education is in a pivotal period and even with the ever-increasing demands of the job it continues to be the best profession to work in and the most satisfying.

I am hoping that after reading this, you will be enthusiastic about joining Oasis Academy Sholing in its continued success.

Kind regards

A handwritten signature in black ink, appearing to read 'Martin Brown', written over a white horizontal line.

Martin Brown

Principal





Dear Applicant

Thank you for your enquiry regarding the position of Assistant SENDCo at Oasis Academy Sholing.

I hope you find the information pack helpful. If you feel that that this is a post that you would like to apply for, please submit your application online by visiting our website, you will be directed to the OCL jobs board where you can submit your application. There is also the facility to download an application form and you can return it using the following email address: [recruitment@oasissholing.org](mailto:recruitment@oasissholing.org)

The closing deadline for applications is no later than **Noon on Monday 15<sup>th</sup> April 2024**.

Please ensure you provide the name, address, and status of two referees, one of whom should be your current direct Manager. Candidates should be aware we will seek references on shortlisted candidates for Academy based positions and may approach previous employers for information to verify experience or qualifications before interview.

Interviews will be held week commencing 15<sup>th</sup> April 2024. If you do not hear from us by close on business on the **15<sup>th</sup> April 2024**, you should assume that your application has not been successful. Unfortunately, we will not be able to provide feedback on your application at this stage.

If you would like to know more about us before you apply, please see our website [www.oasisacademysholing.org](http://www.oasisacademysholing.org), or if you are not clear about any aspect of the application procedure, do not hesitate to contact us for clarification.

If you have specific questions relating to the role, you can contact our Assistant Principal/SENDCo at [Selina.Read@oasissholing.org](mailto:Selina.Read@oasissholing.org) and we'd be very happy to tell you more about the role and the academy.

We welcome informal visits to the Academy from prospective candidates.

I wish you well and thank you once again for your interest in what we think will be a challenging and rewarding post.

Yours sincerely

*Kelly Ridge*

Kelly Ridge  
HR Officer



# How to contact us

If you have an enquiry, please contact the Academy Office at:

Oasis Academy Sholing  
Middle Road  
Southampton  
SO19 8PH

Reception is open Monday to Thursday 8:00am – 4:00pm, Friday 8:00am – 3:30pm

Tel: 023 8044 8861

Email: [recruitment@oasissholing.org](mailto:recruitment@oasissholing.org)



Welcome to OA Sholing

## About Oasis Community Learning

Thank you for your interest in joining the Oasis Community Learning (OCL) family. I am delighted that you are interested in finding out more about us. 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 five main regions throughout the UK, providing either Primary, Secondary or All-through education to over 32,000 young people - 47% of whom are from disadvantaged backgrounds and 31% speak English as an additional language.

All of 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 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, developing holistically across every area of their lives both now and in their future. All of this is underpinned by our philosophy of education which highlights our focus on inspirational leadership, deep learning and healthy communities. It aspires to develop the character and competence of every child within every community of which we are a part.

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.

We also know that great schools are only sustainable within happy and healthy communities. In order to tackle the root causes of disadvantage we seek to ensure that school improvement and community development go hand in hand. In this way, the

improvement is likely to be deeper, mutually supporting and long lasting.

Our academies are therefore just a part of an Oasis ‘Hub’ that provides wide-ranging and integrated services, designed to meet the needs of local people. Our shared aim is to work with and alongside disadvantaged children, young people, whole families and members of the wider community, empowering them to transform their neighbourhoods into places that are safe, supportive and full of opportunity. We want to see no one excluded or isolated, inclusive communities where every individual is supported to thrive and flourish.

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.

John Barneby

CEO, Oasis Community Learning





## The Oasis Ethos

Everything within Oasis Community Learning is framed by our ethos.

Our ethos is rooted in what we believe and who we are. Grounded in our story, it is an expression of our character; a set of values that inform and provide the lens on everything we do.

- A passion to include
- A desire to treat people equally respecting differences
- A commitment to healthy, 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

It is these ethos values that we want to be known for and to live by. We are committed to a model of inclusion, equality, healthy relationships, hope, and perseverance throughout all the aspects of the life and culture of every Oasis Hub and academy community.

We encourage every member of our family, be that staff or student, to align themselves to these ethos values. The values themselves are Christ-centred, but we make it clear that we will not impose on anyone, the beliefs that underpin our ethos values. We recognise and celebrate the richness that spiritual and cultural diversity brings to our community, respecting the beliefs and practices of other faiths in the hope that we will provide a welcoming environment for all.

## 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 through many different forms of outreach. Our united goal is to see the entire community transformed for the better.

## The Oasis Curriculum

Our curriculum is the heart of our academies' educational provision. Through this - and our commitment to an exceptional climate for learning and great pedagogy - we make focused learning the foundation of every lesson. We have designed our Ofsted-praised curriculum to meet the needs of all, striving for personal as well as academic and vocational excellence. Through our curriculum we will achieve outcomes that drive social mobility and give everyone freedom of choice throughout their lives

The Oasis ethos and 9 Habits are a foundation stone to the design and delivery of our curriculum. We know that the development of character doesn't happen by chance but by purpose and intention: it is therefore an explicit part of our curriculum. We therefore work hard at preparing our students to be the best version of themselves not just for today but for their futures too. We provide our students with information on careers and the world of work encouraging them to be aspirational and ambitious so that they can secure their dream job and enjoy fulfilling careers.

Our curriculum has been designed to ensure our young people thrive, achieve and flourish. It enables them to understand what it is to be human and equips them for life so that they become kind and model citizens. Our curriculum not only develops our young people academically but socially, emotionally, culturally, physically and spiritually.

Whilst our knowledge-rich curriculum is designed to ensure the very best academic outcomes for our young people using the latest research in how the brain and memory works, it is about so much more than simply securing great results. It is about our academy's determination to achieve excellence with equity and integrity: where we bring advantage to the disadvantaged, where barriers to learning are successfully overcome and there are no limits to the achievement and ambition of our most able.

Our knowledge-rich curriculum and our commitment to the Oasis ethos and Nine Habits is supported by our Trust's policies on Learning and Behaviour for Learning and the work of our National Lead Practitioners and Leads for Learning Innovation.

Compassionate	Patient	Humble
Joyful	Honest	Hopeful
Considerate	Forgiving	Self-controlled

## **Our Offer to you**

### **Integrated training and development opportunities**

As our curriculum and our technology develops, so do our staff. We offer opportunities for training to all our staff, whether that is through external certification courses, internal development or training days. If you are interested in taking your career with us in a specific direction, we will do our best to ensure you have the opportunity to learn and grow with us.

### **A clear progression route**

Our staff understand that there is room to progress with us; our training packages and staffing structure allows for a clear progression route within the organisation.

### **Support and sharing best practice**

Through ongoing support from our National Lead Practitioners, Best Practice Academies, Regional Directors and Monitoring and Standards Team, our academies are able to continually progress and innovate learning for both students and staff alike. The Oasis Teaching School, in Oldham, acts a key source for training within the family.

### **Expenses and travel costs (as appropriate)**

We remunerate our staff for incurred expenses and travel costs when asked to work outside of the normal school environment. This is in line with our Staff Expense Policy.

### **Cycle to Work Scheme**

We have partnered with the Green Commute Initiative's cycle to work scheme to give our employees access to a conventional, electric or adapted bicycle that they can use for their everyday commute to work and during their leisure time.

### **Staff wellbeing resources**

We release regular wellbeing resources to help our family out with all sorts of needs. From advice and support on managing anxiety and low mood to guilt and shame, to podcast recommendations, recipes, helpful videos and signposting. We are there to support you in any way we can. We also have a good offer through our Occupational Health providers with resources for help with stopping smoking, stress, diet, exercise sleep and healthy living.

### **Health Scheme**

We are proud to be part of the Health Shield Cash Plan Scheme. Our employees can opt in\* for a small monthly fee for:

- Money back for everyday healthcare such as dental, optical, physiotherapy and chiropody
- Access to a GP over the phone 24/7 at a prearranged time to suit you
- Direct access to a qualified Physiotherapist
- A 24/7 helpline that offers practical information and emotional support for issues relating to family, bereavement, trauma, relationships, stress, personal legal information, tax information, medical information, money management, alcohol/drugs and debt support.
- An online rewards portal, which includes exclusive member discounts, great deals and cashback on weekly food shopping, travel, restaurants, etc

Children up to the age of 21 living at home and studying full time are covered at no extra cost.

\*Opting in periods will depend on which month you join Oasis.

### **Free counselling service**

As an employee of Oasis you will have access to a free confidential counselling service.

# Joining Oasis

## How we support new staff

Within each academy there is a bespoke induction programme that is designed to develop the teaching practice of each individual. Weekly CPD sessions are delivered by a variety of experienced and engaging professionals, allow new to the profession teachers to quickly adapt and become established practitioners.

In addition, each academy has a senior leader responsible for the delivery and design of the programme. They are also there to support each new teacher and ensure that they are able to access any and all of the professional development they need. A mentor will be assigned who will meet with you weekly, observe your teaching to support rapid development, and guide you through the process of achieving QTS and successfully completing your induction year. A 'buddy' will also be assigned; someone who is within your department or faculty; a recently qualified member of staff, who can support you in the day-to-day aspects of settling into a new work place.

"I have found Oasis Academy Sholing to be a flexible, understanding employer. After my career break to have my family, the Academy gave me a chance to prove my worth again. When my boys were younger, I was able to fit my working pattern around their school hours and having the holidays off with them, gave my family a better quality of life.

Further down the line, Oasis supported me when I expressed an interest in working more actively with the students and encouraged me to apply to become the School Librarian, a role where I can share my passion for reading with the students.

With the benefit of professional development and a strong commitment to family, I feel I'm in a good place professionally and personally, thanks to Oasis Academy Sholing."



Barbara Ridley  
Librarian





# Explanatory Notes

Applications will only be accepted from candidates completing the enclosed Application Form. Please complete ALL Sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form.

## Safeguarding Children and Young People

We are 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 enhanced DBS checks

1. Candidates should be aware that all posts in Oasis Community Learning involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
2. Accordingly this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as “spent” must be declared.
3. If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including those related to children or young people (whether the disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
4. Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may where appropriate be answered not applicable if your duties have not brought you into contact with children or young people.

## Interview Process

After the closing date, short listing will be conducted by a Panel, who will match your skills/ experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK
  - Documentary evidence of identity that will satisfy DBS requirements such as a current driving licence including a photograph and/or a passport and/or a full birth certificate
  - Documentary proof of current name and address (i.e. utility bill, financial statement etc.)
  - Where appropriate any documentation evidencing a change of name
  - Documents confirming any educational or professional qualifications that are necessary or relevant for the post.
- Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

We will seek references on shortlisted candidates for Academy based positions and may approach previous employers for information to verify experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

# Explanatory Notes

For Academy based positions, in addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- 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
- Attitudes to use of authority and maintaining discipline

## Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity and qualifications
- Vetting and Barring Check
- Satisfactory DBS Disclosure
- Verification of professional status such as QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance

## For teaching posts

- Verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)
- Verification of medical fitness in accordance with DfES Circular 4/99 Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training

**You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or other relevant investigating bodies.**

# Job Description

<b>POST:</b>	Assistant SENDCo
<b>START DATE:</b>	September 2024
<b>RESPONSIBLE TO:</b>	SENDCo and Principal
<b>SALARY:</b>	SCP 22 – 26 Actual Salary £26,977 - £29,962 Full Time Equivalent £31,364 - £34,834
<b>LOCATION:</b>	Oasis Academy Sholing, Southampton
<b>WORKING PATTERN:</b>	37 hours per week, Term time only
<b>DISCLOSURE LEVEL:</b>	Enhanced
<b>JOB PURPOSE:</b>	To support the SENDCo in ensuring that all students with Special Needs have an appropriate provision, that they receive a broad well-balanced and relevant education and make good progress.

## **THE APPLICANT WILL:**

- Complement the professional work of the SENDCo and provide additional support in leading and managing the provision attached to driving the educational achievements of those students with additional needs.
- Support the implementation of the Academy's SEND policy for those students with additional needs.
- Develop and lead a series of high impact interventions in relation to literacy and numeracy outcomes.
- Liaise with teaching staff in relation to students with additional needs and develop Wave 1 and Wave 2 packages of support that show clear accountability of progress and attainment for students with additional needs.
- Provide CPD to staff regarding Wave 1 High Quality Teaching strategies to support students with additional needs.
- Use Steplab to support coaching and feedback to Teaching Assistants and staff.
- Manage a team of Teaching Assistants, designing small group interventions for students with additional needs, providing daily direction through the production of a timetable and performance management
- Manage a team of Teaching Assistants in evidencing progress and attainment of students who receive additional support.
- Maintain a good working knowledge of the SEN Code of Practice and all areas of key focus within the document.
- Lead on developments of SEND Code of Practice and support the SENDCo in implementing changes within the mainstream education through teaching staff for students with additional needs.
- Support the development of the understanding of the Code of Practice for teaching staff, learning support assistants and parents.
- Provide CPD for Teaching Assistants
- Use Edukey Provision Map to maintain and update Pupil Passports and Individual Learning Plans. Use to cost provisions and provide information.
- Use BromCom to monitor attendance of students with additional needs.
- Use CPOMS to share reports from external providers.
- Monitor and track those students who are identified on the SEN register and evidence impact, progress and attainment, using attainment data platforms such as SISRA.



- Build trusting and professional relationships with students who receive support and parents and provide feedback to parents in relation to the support available and the progress evidenced by the students.
- Manage and monitor the provision / resource base available to small group and 1-1 interventions in line with direction from the SENDCo.
- Support students with additional needs within the classroom.
- Manage the 'plan, do, review' process of the SEN Code of Practice, in line with the SENDCo, for all students identified with additional needs.
- Liaise with support agencies in relation to students identified with additional needs and an awareness of referral pathways and thresholds for services.
- Have a good working knowledge of the processes of integrated assessments for Education, Health and Care Plans.
- To administer the exam access arrangement testing and to support students with exams.
- Work with the Transition Team to ensure the smooth transfer of SEN students from partner primary schools
- Work with appropriate colleagues to ensure the smooth transition of SEN students into post 16 provision
- Ensure a safe working and learning environment through application of appropriate risk assessments.

### **SUPPORTING THE ACADEMY**

- To support the aims, values and policies of the academy and participate in a team approach to all aspects of the academy.
- To attend and contribute to regular staff meetings and in service training, and identify personal development needs.
- To comply with all policies, procedures and working practices relating to safeguarding young people (child protection), health and safety, confidentiality and data protection.

### **ADDITIONAL DUTIES**

- The post holder may be expected to carry out duties other than those given in the job description where the level of responsibility is similar and he/she has appropriate training to carry out these duties.

### **SAFEGUARDING**

- To contribute to the development of students emotional wellbeing.
- To adhere to the academy's safeguarding policy.
- To attend relevant training and keep up to date with national requirements.

**Oasis Academy Sholing are committed to safeguarding and promoting the Welfare of young people and expect all staff and volunteers to share this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.**

# Assistant SENDCo

## Person specification

### ESSENTIAL

### DESIRABLE

#### Qualifications

Appropriate academic qualifications to at least GCSE grade A-C / 9-4 standard in English and Maths	Training courses on SEND areas
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#### Knowledge

At least 2 years' experience of working with / co-ordinating the learning of children with SEN within an education setting	
A good understanding of the school curriculum, and the day to day running of a school	
Understanding of school administration systems and procedures and proven administrative experience or ability	
Knowledge and understanding of national and regional education issues relating to provision for students with additional needs	
Understanding of how to track student achievement using data and of intervention strategies to raise achievement	

#### Skills

Ability to observe, monitor and analyse learning and learning outcomes in a practical context	
Ability to review data to identify where intervention is required	
Creative ability for devising and making learning resources	
Ability to communicate information and ideas effectively to a range of audiences, including children with specific learning and/or behavioural needs, parents and colleagues, through good written and oral communication skills	
Ability to work with, support, understand and empathise with students and parents	
Ability to analyze problems, reach considered judgements, resolve issues and delegate effectively.	
Ability to work well as a member of a team	
Ability to use own judgement and initiative	

**Commitments**

Commitment to safeguarding and promoting the welfare of children and young people	
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Willingness to undergo appropriate checks, including enhanced DBS checks.	
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Willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos.	
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**Personal**

Energy, enthusiasm and flexibility	
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Resilience and a positive outlook on life	
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Motivation to work with children and young people.	
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