



# Year Group Mentor

Information Pack for Candidates



# Exceptional Education at the Heart of the Community

Dear Candidate

Thank you for showing interest in the role of Year Group Mentor at Oasis Academy Sholing. In this pivotal role, you will take charge of a specific year group, serving as a crucial liaison between students, parents, and our Head of Year. Your passion for student welfare and academic success will be instrumental in fostering a positive learning environment and ensuring the holistic development of our students. If you are ready to make a meaningful impact within our school community, we welcome you to apply and embark on this rewarding journey with us as we continue to SFX (Striving for Excellence).

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.

All staff are encouraged to recognise their ambition, including support staff, and the successful candidate would be expected to continue their learning around key aspects of leadership and effective teamwork. I sincerely hope that you will choose our school as the next step in your career because this position will provide you with a wealth of opportunities to advance further in your leadership development.

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.

For an informal discussion about the role and the Academy, or for a tour of our school, please contact Dave Cheeseman, Assistant Principal at [David.Cheeseman@oasisshling.org](mailto:David.Cheeseman@oasisshling.org)

Kind regards

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

Martin Brown

Principal





Dear Candidate

Thank you for your enquiry regarding the position of Year Group Mentor 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 **Friday 03<sup>rd</sup> May 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 dates will be confirmed once shortlisting has taken place. If you do not hear from us by close on business on **Wednesday 8<sup>th</sup> May 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.

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 Cluster Manager

# 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

# 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 am grateful to Oasis Community Learning for the ever-continuing progression I have experienced in the past 7 years. Having first started as a student at an Oasis Academy, I have progressed through a variety of roles since working for the Trust, including becoming a Community Assistant, Learning Support Assistant and currently, an ECT teacher.

My outlook in life has always been to seize all available opportunities and I will therefore forever be grateful to the Principal at Oasis Academy Sholing for pushing me to fulfil the next step in my potential by transitioning between LSA to teaching Science. With the help of an incredibly talented mentor, I have successfully completed 2 years Teach First training and work with students of all year groups, as well as being a tutor and running a popular science club.

The excitement this job brings, from the fascination bought to children's faces when they learn about my subject, to the creativity and joy they share during our afterschool club, is tremendous. It is true what you read, no day in teaching is ever the same and for that, it is one of the most unpredictable and varied yet rewarding careers.

With CPD offered termly, there is room for progress in all realms of working within a school, not just locally, but nationally and globally also. Being a member of the Oasis Trust is a family you are immediately welcomed into from the start, with opportunities for development available from the moment you step foot over the threshold."



Georgie Waller  
Teacher of Science



## 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 neighborhoods 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

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.



# 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.**

## Year Group Mentor

<b>Post:</b>	Year Group Mentor	<b>Salary:</b>	SCP 18 - 22 (FTE £29269 - £31364) <b>Actual £25175.84 - £26977.86</b>
<b>Location:</b>	Oasis Academy Sholing Southampton	<b>Disclosure Level:</b>	Enhanced

### THE APPLICANT WILL

- Complement the professional work of the Head of Year in line with the inclusive ethos of Oasis Academy Sholing and Striving For Excellence (SFX).
- Act as the key line of communication between home and the Academy and to provide additional support to the Head of Year role.
- Liaise with the Attendance Officers in relation to understanding key groups of students who are non-attendees and to have an awareness of the impact upon educational achievement.
- Enable and empower parents and students to adhere to the Oasis Academy behaviour policy.
- Collate and collect evidence for the chronological purposes of observing trends in behaviour patterns with Key Stages.
- Identify those students, in a preventative manner, whose behaviour requires additional support including providing weekly interventions and feedback to Heads of Year.
- Report to SLT /SENDCo in relation to students requiring additional support and to actively review the systems for returning students to learning.
- To work with groups of students, identified as vulnerable or underachieving, to maximize their academic potential and focus reaching national expectations.
- To play a key role in Safeguarding of students whilst attending Oasis Academy Sholing.
- To lead on projects, in an innovative manner, designed to re-engage those students disenchanted with education.
- To have a sound understanding of the procedure of direct on-site provision and alternative provision and how this effects Oasis Academy Sholing as a whole and in individual year groups.
- To advocate for students with additional needs requiring additional support to outside agencies and professionals.
- Key Stage 3: To play a part in the transition of students from year 6 and beyond. To support those most vulnerable students in transition packages in line with outside agencies and Oasis Academy Sholing.
- Key Stage 4: To play a vital part in the reduction of NEET figures by liaising with Careers, Heads of Year and Parents.
- To liaise with Head of Year on individual students, as well as supporting raising the educational attainments of individual year groups through a focused communication and awareness of the Key Stage as a whole.
- To collate and maintain regular record keeping and report taking on behavior within school.
- To act as a point of communication for Head of Year and parents and students.

- To support evidence collection of behaviour with students for SENDCo and have an awareness of how this fits within the procedures of Integrated Assessments for Education, Health and Care Plans.
- Recognise opportunities for further professional development at Oasis Academy Sholing.
- Ensure commitment and enthusiasm working with the Student Service team.
- Support hard to reach parents to enable their children experience broad and balanced curriculum.
- To complete all other reasonable tasks as directed by the Principal or Line Manager.

## **SUPPORTING THE SCHOOL**

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 identifying 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 qualifications or receives 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 the 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.

# Year Group Mentor

## Person Specification

### ESSENTIAL

### DESIRABLE

Qualifications	
Appropriate academic qualifications to at least GCSE grade A-C / 9-4 standard in English and Maths	A qualification in Health and Social Care or Child Development or Professional related equivalent to NVQ3

Knowledge	
At least 2 years' experience of working with/coordinating the learning of children within an education setting	To be able to engage with students and parents on a daily basis
A good understanding of the Academy's curriculum, and the day to day running of a school	To support the subject teacher in supporting students to engage within all areas of the curriculum.
Understanding of Academy administration systems and procedures and proven administrative experience or ability	To help ensure accurate record keeping, monitoring and data collection in respect of student's attendance and attainment.
Understanding of safeguarding and child protection procedures.	To be able to work within clear LSCB guidelines for safeguarding
Understanding of key safeguarding issues and procedures	To maintain an accurate attendance record for each session  To ensure correct reporting and monitoring of any safeguarding issues arising across the school  To maintain appropriate levels of confidentiality and data security in respect of personal / student / colleague information

Skills	
Experience of giving advice, support and guidance to parents, professionals and students	To engage with parents, professionals and students whilst building packages of support to support education
Ability to work with clarity whilst effectively multitasking	In liaison with teaching staff, parents and students to follow clear plans of educational support packages
Ability to investigate incidents of poor behavior with transparency and methodically	To follow Academy behavior procedures and set outcomes whilst relaying this to students and parents

Ability to communicate information and ideas effectively to a range of audiences, including children with specific learning and/or behavioral needs, through good written and oral communication skills	To develop and maintain effective working relationships with colleagues, students and stakeholders
Ability to maintain student's interest and motivation for learning and to maintain discipline	
Ability to lead specific projects centered around emotional, social and wellbeing areas for students	Ability to use own judgement and initiative
Awareness of needs/demands of young people and how they act/react	To react to each individual student's needs and demands and to ensure their safety and welfare
Ability to deal with interruptions and unexpected peaks in workload	To take chare/supervise classes or groups of children
Ability to work with, support, understand and empathise with students	To cope with situations where several students require attention at the same time To work with individuals or groups of students of all abilities (including the very able and those with behavioural and/or specific learning difficulties) To work with students who require special/additional support due to physical and / or emotional needs
Supervisory skills	To plan and prioritise the individual learning activities and to supervise their completion

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

Personal	
Ability to work well as a member of a team	
Ability to build effective working relationships with outside agencies and maintain procedures and policies in line with Academy practice	