



Oasis Academy Warndon

Primary Class Teacher (Maternity Cover)
INFORMATION PACK FOR CANDIDATES

September 2024



Dear Applicant,

Thank you for your enquiry regarding the position of Class Teacher at Oasis Academy Warndon. I hope you find the information pack helpful. If you have any further questions after reading this document, then please do not hesitate to contact me.

POST: Primary class teacher. Please state phase preference on application
SALARY: Teachers Main Scale and UPS
CONTRACT: Two term fixed term maternity contract (or until post holder returns).
START DATE: 1st September 2024
VISIT TIMES: Thursday 20th June at 10am and Monday 24th June at 4pm
CLOSING DATE: Monday 1st July 2024 at 9am
INTERVIEWS: At Oasis Academy Warndon on Friday 5th July 2024

Visits to the Academy are warmly welcomed where you will be able to meet with a member of the senior leadership team and we can show you our Academy. Contact the Operations Manager, Anna Wichmann Lima, on 01905 453530 or Anna.WichmannLima@oasiswarndon.org to book a visit.

If you feel that that this is a post for which you would like to apply, please complete all sections of the Application Form including the Equal Opportunities monitoring and return it to Anna Wichmann Lima by one of the following processes: through the link on the Oasis Careers website, email: Anna.WichmannLima@oasiswarndon.org, drop in by hand or by post.

If you have not been invited to attend interview by Wednesday 3rd July at 6pm then you should assume that your application has not been successful. If you would like to know more about us before you apply, please see our website www.oasisacademywarndon.org, or if you are not clear about any aspect of the application procedure, do not hesitate to contact us for clarification. Thank you for your interest in what we think will be an exciting, rewarding and challenging post.

Yours sincerely

Suzanne Owen
Principal

A: Edgeworth Close, Warndon, Worcester WR4 9PE
T: 01905 45 35 30
suzanne.owen@oasiswarndon.org



Oasis Community Learning and Oasis Warndon

Oasis Community Learning was set up in 2004 with the express purpose of **transforming learning, lives, and communities** through the development of the Oasis Academies. Oasis Academy Warndon is part of the Oasis Multi-Academy Trust family. Every Academy within the Oasis Community Learning family benefits from the **interconnectivity and shared practice** of being part of a national family of 6 Academies. At a **time of educational instability**, we are a **highly successful, established trust** with great capacity for support and development and proven capacity.

As Oasis, we commit to **transforming communities** through our Academies and Community Hubs. Oasis Community Learning seeks to **create and sustain networks of excellent learning communities** working in the context of the Oasis Ethos where every student can reach their full potential. We believe this can be achieved through clear leadership, outstanding staff, a positive and affirming environment, strong partnership between students, parents/carers, and the local community, along with the wider national and international links the Oasis' global operations create. We are also committed to nurturing and developing the very best teachers to work within our Academies. In just two years, our **sustained improvement** has seen the percentage of inspected Academies attaining 'Good' or better, rise from 30% to over 80%. We have a **relentless commitment to raising the bar for all**, whilst **closing the gap for disadvantaged students**.

Our ethos is an expression of our character- it is a statement of who we are and therefore a lens through which we assess all we do. The work of Oasis Community Learning is motivated and inspired by the life, message, and example of Christ. This is encapsulated by the following five statements:

- 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

The full Education Charter explains how our ethos impacts in Oasis Academies and can be found on www.oasiscommunitylearning.org

At Oasis Warndon, we achieved an **“Outstanding” Ofsted judgment in November 2023, where our curriculum, from EYFS through to Year 6, was celebrated**. It is an incredibly exciting time to be part of our Academy, as we continue to provide Outstanding provision for all.

In establishing Oasis Warndon, we worked with all stakeholders in designing a vision and ethos for our Academy, which is encapsulated by:

‘Happy hearts, enquiring minds, promising futures’

We want children at Warndon to be nurtured, happy and capable of developing healthy relationships.



Through high expectations, children are stretched and challenged in their learning and personal development. All students are treated as individuals; with differences and achievements celebrated. Personalising learning is embedded within our ethos, giving students the education, they need and want. Learning is active, hands on, engaging and purposeful in the context of their lives. Oasis Academy Warndon is an Academy for the community and an Academy for the 21st Century, preparing our young people for their future. Our bespoke 3-C approach incorporates a curriculum that is rich in developing character and sense of community is integral to ensuring our children thrive in contemporary society.

Warndon

The Academy mainly serves the Parish of Warndon, which is a very **diverse and rewarding catchment** to work within. On average, children enter school well below age expectations and require carefully considered provision in order to develop academically, socially, and emotionally. There is **significant deprivation in the area**, with our Acorn Score at 86. Over 1/3 of the children in Warndon are living in poverty. In the national deprivation index data, Warndon is within the highest 1% nationally of most deprived areas in the country. We have 20% of our children on the SEN register, with a high percentage of language development areas. Furthermore, just over 50% of the children are able to access pupil premium funding.

We are an expanding school with provision from nursery through to year 6. Currently, we have over 580 children in our Academy with a plan for 700 as our reputation builds and our nursery provision expands in the coming years.

The school has a **historical journey of improvement**. In 2011 it went into special measures and came out of this position into requires improvement in 2013. On the 1st of October 2013, we converted to become an Oasis Academy, which provided a wonderful opportunity to focus on our core job of teaching and learning, whilst seeking the resources and expertise of an outstanding organisation to help us push forward in other key school improvement areas. The Ofsted in May 2015 rated us as strongly good, and our first Section 8 inspection found that we were Good with enough evidence to suggest the school could be judged outstanding in a section 5 inspection. **This judgement was confirmed in November 2023 when the Academy achieved an Outstanding judgement.** The inspectors said that “Pupils’ outstanding attitudes and highly positive relationships are underpinned by leaders’ high expectations and the ‘nine habits’, described as the ‘Warndon Way’. These include compassion, consideration, and forgiveness. Pupils said they welcome others from different backgrounds as an opportunity to celebrate difference.”



Our Mission Statement

At Warndon we:

- Create a **happy, stimulating, caring learning environment** where **risk taking, and challenge** is encouraged
 - **Awaken and nurture a love of learning** that will last a lifetime and provide everyone with the skills to pursue that **learning independently and collaboratively**
 - Enable everyone to reach the **highest standard** of which they are capable, academically and in other fields such as **sport, arts, and culture**
 - Encourage all learners to develop their own interests, passions, enthusiasms, creativity, and individuality
 - Help learners to **understand and care about the world in which they live**, and to believe in their ability and responsibility to change that world to make it better
 - Empower learners to develop a strong sense of right and wrong, good, and bad, equality and justice. Give them the **inner strength** to act according to these values
 - Provide learners with the skills and understanding to **live a healthy, successful life, physically, emotionally, and spiritually**
 - **Foster respect, tolerance, and love for others**, regardless of race, gender, religion, or difference, within a framework of equality of opportunity and fairness
 - Help learners to **appreciate human achievements and aspirations** and to believe in their own potential to attain great things
- Promote a feeling of **pride and confidence in learners' identities**, as individuals, as members of our academy, as part of the local community and as citizens of the world

Teaching, Learning and Curriculum



We provide a broad and balanced curriculum, which caters for the individual needs, interests of students, and offers a secure base of academic and social learning. We focus on **social skills, learning characteristics and emotional intelligence**, so that the right balance is achieved for preparation for life-long learning. Our students are involved in a range of collaborative working structures; solving complex and varying problems; applying 21st century technology; presenting to a variety of audiences and working with a purpose, so

that **learning is inclusive and as close to real life as possible**. There are many trips planned, as well as special visitors and hands on practical workshops involving children and parents.



We have an **agreed approach to teaching and learning** so that children are receiving a consistency of teaching pedagogy in the classroom. The approach is developing all the time within our continuous performance development programme underpinned by the idea that we are always learning. Over the past 12 months we have been focussing on incorporating cognitive science into our approach to help focus on what students are to learn and offer valuable guidance in the importance of setting clear objectives and planning learning carefully. Cognitive science provides a robust evidence-based approach to T&L at Oasis Academy Warndon. It sets a minimum standard and then **teachers use their own creativity and skills to allow learners to really flourish**, as well as providing consistency through **central banks of high quality, bespoke resources, and shared planning opportunities**.

Our key focus in maths is ensuring that children are strong in **number and calculation**, both mentally and on paper. We have implemented a **thorough teaching approach to the national curriculum**, we use Mathematics Mastery throughout the school to develop children's fluency, reasoning, and problem-solving skills. This creates a **well sequenced and interlinked** EYFS, KS1 and KS2 maths curriculum. By following this, it provides integrated training and professional development helping to ensure all staff (including non-specialists) develop confidence in their maths mastery teaching.

In English, we use a focused approach to **share, model and guide reading** so that children's enjoyment and understanding are nurtured. We follow the **Vipers approach** which is based around giving children the ability to read for knowledge, connections, and wisdom. Our library is stocked full of fantastic, high quality texts which **foster a love of reading**. **Bookwings** is used as the basis for **phonics teaching across EYFS and KS1** and then **linked to spelling development in KS2**. Writing at Oasis Academy Warndon follows '**The Write Stuff**' framework and is centred around a high-quality text that captures the children's interest from the outset. The school environment enfolds children in stories, settings, and language. There is a focus on drama, oracy, and language development, equipping children with **fundamental knowledge** and skills that will enable them to be confident, independent writers throughout their school life and beyond.

Thrive and our knowledge of Trauma informed Practice are an integral part of how we work with all children, but more specifically, our most vulnerable children. We use the **best research in neuroscience, attachment theory, child development and ACES**, so that we can help children access learning by dealing with the core of their social emotional interruptions.

In **Early Years**, in accordance with the Early Years Foundation stage framework, we teach a **curriculum which meets the needs of the children**. Our curriculum is constructed to be ambitious and designed to give all children the knowledge, self-belief, and cultural capital they need to succeed in life. The curriculum builds on what the children know and can do, developing their skills and knowledge through a variety of themes and experiences that stimulate their curiosity towards their future learning. The topics we teach are based on the children's interest. Children are assigned a key worker/ teacher who monitor the children's progress.

We aim to give children a wealth of **creative, active, and worldly experiences**, so that, when placed alongside academic challenge, we have the very best chance of helping them to discover their unique



individual gifts and talents. Throughout the year children have **fantastic sporting and performance opportunities** and achievements, as well as wonderful outdoor learning opportunities.

CPD

CPD is one of the academy's key drivers and our process for delivering highly effective CPD to all ensures that we are **constantly improving and continue to be at the forefront with educational developments**. Through a carefully planned blend of coaching using **Steplab, lesson study modules, planning modules, online and face-to-face content, IRIS readings** and contribution to a whole school CPD blog with reflections, we ensure that all of our staff have a bespoke blend of training that is both relevant and current for their role. We also ensure our staff have access **to high quality CPD outside the academy** including Bookwings phonics, leadership training, PIXL and the Write stuff. In addition, we subscribe to the **National College**, which offers thousands of webinars, tutorials and certified courses, which are delivered to the right people through a carefully planned programme throughout the year. Oasis Warndon also offers middle and senior leadership qualifications to help our teachers flourish in each stage of their career.

Our NQT approach at Oasis Warndon offers a **comprehensive and bespoke programme to both NQT's and RQT's**. Each NQT has a member of the senior leadership team who guides and helps them to develop their practice through modelling, coaching, CPD, bespoke learning modules and discussion and tasks from the Ambition Early Career Teacher Framework. Through weekly mentor meetings our NQT's are supported through all the tasks in a normal academic year including assessment, parent communications, planning and refinement of techniques learned in their training years. **We offer excellent CPD** and invest heavily in our NQT's so they can secure the best outcomes for our children.

In terms of **future career plans**, there are opportunities at Oasis Warndon to deliver postgraduate training to PGCE and BEd students through our own initial teacher training programme linked with the Oasis Institute of Teaching. There is also the opportunity within the trust to become specialist teachers in a 'National Lead Practitioner' role. These individuals develop curriculum, behaviour and pedagogy across the whole trust and work across the 66 academies to support school improvement a day a week. **Being part of Oasis means you don't have to move on to find career development opportunities.**

Community – Living and learning together

Our community is everything to us. We can only achieve the very best for the young people and the community if we are working hand in hand together. We endeavour to **serve our community** and provide the helping hand needed in times of difficulty, whether that be through advocating on their behalf, signposting to outside agencies, job coaching provision or educational courses. We know that Warndon is special community and we want to offer and provide for families who need us.

Through the development of the **Oasis Community Hub at Warndon**, we are able to **join up community services** so that we can develop an integrated approach and help our children and families in the deepest



way possible. The school has incredibly close links with our hub team and our pupil Parliament work with the Hub Councillors and team to work on innovative ideas to enhance our community.

Facilities

We are now a fully **three-form entry academy** in each year group. We have developed and are always still improving our environment approach, so that there is a pride to our children's learning areas. **Classrooms are exciting and engaging** across the academy. We are a vibrant school ready for 21st century learning. We have **two school halls** and a longer-term aim of one hall that is big enough for the whole school, so that we can celebrate achievements as a whole community.

This year, we have launched the **Oasis Horizons Project** where **each current and future pupil, and their teachers and support staff, are provided with an iPad** to provide access to enhanced online learning. Students and teachers will be able to use the device together in lessons to create dynamic, engaging, and outstanding lessons which bring subjects to life. **Teaching staff also have their own laptop** and each classroom has an IWB or apple TV.

Our outdoor areas provide a great deal of space for the children with **large playing fields**, some wonderful **forest school** spaces, as well as a **pond** and other areas of interest, a superb **all-weather facilitates** and large separate **playgrounds** for the key stages.

Oasis Community Learning supports Equal Opportunities Employment.

Oasis Community Learning is a company limited by Guarantee registered in England and Wales no. 5398529 and is an exempt charity under the terms of the Charities Act 1993 and 2006.





Job Description

POST:	Teacher – Primary
RESPONSIBLE TO:	The Principal, under the day-to-day management and leadership of the phase leaders
SALARY:	Main Scale or UPS
LOCATION:	Oasis Academy Warndon
DISCLOSURE LEVEL:	Enhanced

JOB PURPOSE:

To carry out the professional duties of a teacher as circumstances may require under the reasonable direction of the Principal.

To ensure high quality curriculum provision and effective teaching and learning within the curriculum area and to carry out the professional duties of a qualified teacher in accordance with the current DFS Teachers' Pay and Conditions document

To perform, in accordance with any directions which may reasonably be given to him by the Principal from time to time, such particular duties as may reasonably be assigned.

SPECIFIC RESPONSIBILITIES:

A. Teaching:

Having regard to the curriculum for the school, and with a view to promoting the development of the abilities and aptitudes of the pupils in any class or group assigned to him:

- Planning and preparing courses and lessons;
- Teaching, according to their educational needs, the pupils assigned to him, including the setting and marking of work to be carried out by the pupils in school and elsewhere;
- Assessing, recording and reporting on the development, progress and attainment of pupils.

B. Other activities:

- Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to him.
- Providing guidance and advice to pupils on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports.
- Making records of and reports on the personal and social needs of pupils.
- Communicating and consulting with the parents of pupils.
- Communicating and co-operating with persons or bodies outside the school.
- Participating in meetings arranged for any of the purposes described above.

Assessments and reports:

- Providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils.

Educational methods:



- Advising and co-operating with the Principal and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.

External assessments:

- Participating in arrangements for preparing pupils for external assessments, assessing pupils for the purposes of such assessments and recording and reporting such assessments; and participating in arrangements for pupils presentation for, and conducting, such assessments.

C. Personal Development and Performance

Appraisal:

- Participating in arrangements made in accordance with the agreed school performance management procedures the appraisal of his performance and that of other teachers.

Review, induction, further training and development:

- Reviewing from time to time his methods of teaching and programmes of work.
- Participating in arrangements for his further training and professional development as a teacher including undertaking training and professional development which aim to meet needs identified in appraisal objectives or in appraisal statements.
- In the case of a teacher serving an induction period, participating in arrangements for his supervision and training.

D. School Organisation

Discipline, health and safety:

- Maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.

Staff meetings:

- Participating in meetings at the school, which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.

Cover:

- Supervising and so far as practicable teaching any pupils whose teacher is not available to teach them (*except in the case of a teacher employed wholly or mainly for the purpose of providing such cover, no teacher shall be required to provide such cover for more than 38 hours in any school yr*)

E. Management:

- Contributing to the selection for appointment and professional development of other teachers and support staff, including the induction and assessment of new teachers and teachers serving induction periods.
- Assisting the Principal in carrying out threshold assessments of other teachers for whom he has management responsibility.
- Co-ordinating or managing the work of other staff.
- Taking such part as may be required of him in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

F. Administration:

- Participating in administrative and organisational tasks related to such duties as are described above, including the direction or supervision of persons providing support for the teachers in the school.
- (*a teacher is not expected to undertake routine administrative tasks that do not call for the exercise of a teacher's professional skill and judgement nor those tasks specified in the workforce agreement*)



- Attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions.

G. Professional requirements

- Consistent performance to the qualified teacher standards.
- Consistent performance to the induction standards.
- Commitment to work towards the vision for the school.
- Agreement to work within the values of the school.
- Commitment to co-operate in delivering the objectives for the school as set out in the management plan.
- Commitment to continue with own personal and professional development.
- Agreement to work within all school policies and procedures.

H. Safeguarding Children

- Oasis Community Learning 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 enhanced CRB checks.

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of Academy organisation and may change either as your contract changes or as the organisation of the Academy is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

Oasis Community Learning 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 CRB check.

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.



Teacher – Primary Person Specification

Our Purpose

Oasis Academies exists 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.

Oasis Community Learning 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. Our work is motivated and inspired by the life, message and example of Christ, which shapes and guides every aspect of each of our schools. This is foundational to our belief that all people are created and loved by God as equal and unique beings, and to our commitment to model inclusion and compassion throughout all the aspects of the life and culture of each Academy community.

For further information, please refer to the OCL Purpose, Ethos and Values document (above) which accompanies this job description.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Qualified Teacher Status 	<ul style="list-style-type: none"> Evidence of continuing in-service professional development
Experience, Skills and knowledge	<ul style="list-style-type: none"> Recent experience of primary teaching in Early Years and another key stage. Knowledge & understanding of different learning styles Understanding of the role assessment Understanding of the role motivation plays in learning Knowledge of current trends & developments in education Evidence of good classroom practice Able to establish a happy, challenging and effective learning environment Able to develop positive relationships with staff, governors, parents, visitors and friends of the school Ability to exercise initiative 	<ul style="list-style-type: none"> Classroom experience in mixed age settings Experience of work outside an education setting Experience of teaching a cross-curricular, thematic curriculum. Willingness to innovate and experiment with different approaches Experience of teaching in different key stages Thrive Training
Personal Qualities	<ul style="list-style-type: none"> Commitment to safeguarding and promoting the welfare of children and young people. Willingness to undergo appropriate checks, including enhanced CRB checks. Motivation to work with children and young people and create a high quality, stimulating learning environment Ability to form and maintain appropriate relationships and personal boundaries with children and young people Emotional resilience in working with challenging behaviours and attitudes. Have a willingness to demonstrate commitment to the values and behaviours, which flow from the Oasis ethos. 	

