



# Oasis Academy Lister Park

## KS4 Lead for Maths

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## Exceptional Education at the Heart of the Community

A very warm welcome and thank you for your interest in working with us at Oasis Academy Lister Park.

I am extremely proud to lead Oasis Academy Lister Park. I joined the Academy in September 2023 as the Principal, and I am now looking for talented individuals to join the Lister Park family. The Academy continues to build on the established foundations of a school that will continue to serve the City of Bradford's children. Our mission is to inspire and create exceptional education for our young people, ensuring our students lead happy and successful lives, being model citizens and future local, national, and global leaders.

**We recently received an Ofsted inspection in March 2024, the academy was graded as "Good" and described as a "caring" school where leaders have created a culture where positive relationships are important.**

Oasis Academy Lister Park is a fully inclusive academy where all students are welcomed, regardless of starting point, need or complexity. In our inspection we have been recognised for our work with students of all backgrounds including SEND "staff work collaboratively to ensure pupil's needs are met". **Our students are hard-working, determined, and successful, taking pride in all they do** and celebrating their own, and their peers' achievements with Inspectors noting that "Behaviour is good, and the school is calm and orderly". Their excellence is developed within the classroom and beyond, with a strong enrichment programme. We prepare our students to be leaders who the community look upon with pride and admiration as they develop their own passions and interests. We are incredibly proud of our students and the confident, well rounded young people we see them blossom into throughout their time with us. **When you become part of OA Lister Park you are joining more than a school; you are joining a family**, we live by the mantra "It takes the whole village to raise the child" from the famous African proverb. Every member of staff (from our facilities and catering staff through to the most senior members of our teaching staff) are advocates of this and fully embrace the Oasis ethos and 9 habits.

We have a relentless focus on quality of education to ensure that our students receive the best provision possible. There is also a **clear focus on high challenge, high expectations and enrichment opportunities**. We are developing the next generation of medical professionals, teachers, business leaders, engineers, scientists and many more occupations that are yet to be invented! This requires every single member of staff in the academy to be fully committed to achieving this for all. Ofsted noted that "There are high expectations for pupils at OALP, leaders have created an ambitious curriculum, based on the trust's national offer. Knowledge is effectively developed over time."

In exchange, **staff will be supported at every stage of their career with a comprehensive programme of CPD** from the trust including the Ofsted Outstanding NIOT (National Institute of Teaching) and NPQ (National Professional Qualifications) suite of qualifications and a strong focus on staff wellbeing and support.

Finding the right colleague is extremely important as your role will be crucial to the development of the academy. The successful candidate will need to be completely committed to our school vision and the Oasis ethos and values. There is a requirement for the successful candidate to be flexible and dedicated to helping ensure that our academy is exceptional every single day. This is a truly wonderful opportunity to join a forward-facing, community driven team.

I look forward to receiving your application.  
Very best wishes

A handwritten signature in black ink, appearing to read 'Jules Millar'.

Mrs Jules Millar  
Principal, Oasis Academy Lister Park



## Oasis Community Learning

Thank you for your interest in joining the Oasis Community Learning (OCL) family. We are looking for talented teachers who share in our vision and values, to join our team.

It is our vision that every young person in our academies reaches their potential, no matter what their starting point and leaves us with an aspirational, fulfilled, and prosperous future ahead of them. We are at an exciting time for our organisation. In 2020 we introduced the OCL One Plan, uniting all areas of our organisation to achieve our mission by providing clear direction for the next five years, and a new entitlement for every child.

One of these entitlements is access to online learning wherever you are; each student in Oasis will receive an iPad to use at school or at home. Together, we will provide our young people with the opportunities that they deserve to realise their potential.



John Barneby  
CEO, Oasis Community Learning

## About Oasis Community Learning

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.

Oasis Community Learning is one of the largest trusts in the UK and has a vision to create 'exceptional education at the heart of community, we are a family of over 50 academies.

We specialise in working in socially deprived communities, and we have intentionally positioned our education services within some of the most challenging and disadvantaged communities in the country. Over 80% of our academies are now rated as Good or Outstanding. In keeping with our vision of community, each Academy offers a wide range of integrated and holistic provision to both our students and the local community through its Hub strategy.

## Our Offer to you



## Clear career progression opportunities



As a large trust, we are able to provide clear career progression opportunities from NQT, through to middle leader, senior leader, Principal and Regional Director roles. In partnership with the National Institute of Teaching, we provide accredited and bespoke training programmes including the NPQML, NPQSL and the NPQH. We also work closely with Ambition Institute to deliver high quality CPD in pedagogy, behaviour management and curriculum development.

## Curriculum development and reduced workload

Our NLPs and National Curriculum Leads have worked hard to create the Oasis Curriculum; a comprehensive set of lesson plans and materials for all subjects currently taught at secondary phase. By the end of 2020 we plan to have our primary curriculum ready too. Your time as a teacher is valuable, and we hope that this will support you with managing your workload and work-life balance.

## Trust-wide opportunities for you to make a difference

There are a wide range of opportunities for teachers to support and play a key role in trust wide initiatives. This can be through: Pioneering new systems and approaches, based on current educational research – being at the cutting edge of educational thinking and development. Transferring between academies to support Academy improvement or to gain additional experience in preparation for promotion.

## Support and sharing best practice

As part of a regional family of Oasis academies, you will enjoy the support and challenge of your peers within the region as well as from across the trust.

## National Lead Practitioners (NLPs)

NLPs are highly effective teachers who are released from their own Academy for 1.5 days a week to design curriculum and promote best practice in academies across the trust. As a senior leader as part of Oasis, you will have the opportunity to work closely with NLPs, focussing on those strategic priorities for which you are responsible.

## Regional Improvement Networks (RINs)

Networks exist to share effective practice, moderate students' work, raise standards, collaborate, undertake training, reduce workload, and give opportunities for leadership.

## Assessment

We have developed year group assessments in secondary and through a unified approach to exam boards we are able to work together to promote highly effective teaching strategies to secure the best outcomes for our students.

## Conferences

We hold CPD conferences across the UK to share best practice and pedagogy - regionally and nationally.

## Our Curriculum

In line with the Oasis Education Charter, the curriculum is the heart of our Academy's educational provision. Through this and our commitment to an exceptional climate for learning and great pedagogy, we make learning the foundation of every lesson. We have designed our curriculum to meet the needs of all, striving for personal as well as academic and vocational excellence.

We know that the development of character does not happen by chance but by purpose and intention: it is therefore an explicit part of our curriculum. We work hard at preparing our students to be the best version of themselves, today and in their futures.

Our curriculum is highly effective. In order to ensure that all our students receive the best, broad and exciting lessons and to make teachers' workload manageable, we have designed the Oasis Curriculum for all secondary subject areas, led by our National Curriculum Leads.

## The Oasis ethos

Our ethos is a part of everything we do. We are looking for people who not only share in our vision but are champions of our ethos and 9 Habits.

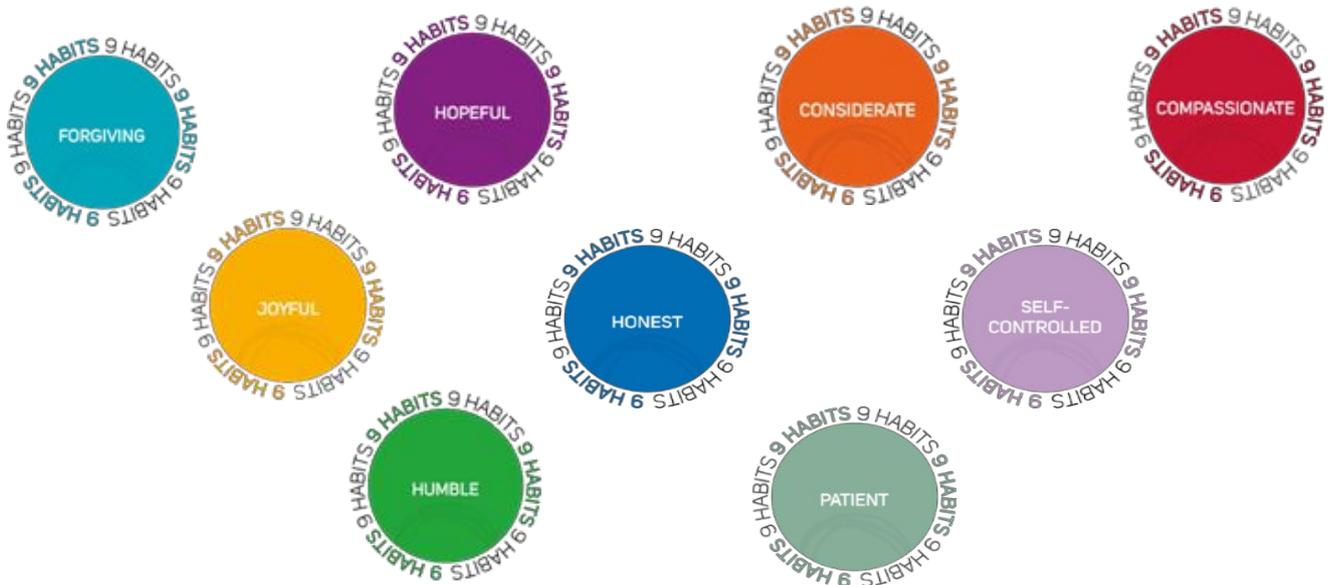
## Our ethos is:

- 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.

## 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.



## About you

You will be an **experienced** existing senior leader with a proven track record of department/school improvement, ideally with experience of working in a school in an area of high disadvantage. As a calm and reflective leader, you will have the skills to build the capacity of our very able and experienced Leadership Team. A sound understanding of school improvement strategies is key, as well as the ability to manage change and motivate staff and the community towards the achievement of clear and inspirational goals. At Oasis Academy Lister Park, we pride ourselves on having a staff body who are committed and dedicated, going above and beyond to serve our children and community.

## About Oasis Academy Lister Park

Oasis Lister Park is a thriving 11-19 comprehensive academy set in the Manningham area of Bradford, close to the beautiful grounds of Cartwright Hall and Lister Park.

At Oasis Academy Lister Park, our strong ethos of inclusion and pastoral care reinforces our commitment to looking after and developing the 'whole' child. Our curriculum supports the development of skills, knowledge and character. We expect our students to participate in the many enrichment opportunities provided to enrich their own and the lives of others and be professional by committing to a life of learning, taking pride in their appearance, being present, punctual, prepared, and taking advantage of leadership and enterprise opportunities. We celebrate individual talents and abilities, developing confident, independent students who enjoy life-long learning. All members of our community are learners; our students are educated for life. Our staff are developed through teamwork, training and the opportunities that an innovative environment brings. The educational facilities are shared with local schools and local people. We provide lifelong learning.

**Our vision is to create 'exceptional education at the heart of the community'.**



### **The Vision Statement of Oasis Academy Lister Park**

All our students will have happy, healthy, and successful futures as a result of the quality care, nurture and education they are given at Oasis Academy Lister Park. Students will develop in character to become courageous and confident. They will be brave enough to see the opportunities in every difficulty, and strong enough to become citizens who actively promote respect, tolerance, and individual liberty.

## Job Description

POST:	KS4 Lead for Maths
RESPONSIBLE TO:	Principal, under the day-to-day management and leadership of a member of the Senior Leadership Team.
SALARY RANGE:	TLR 2a
ACCOUNTABILITIES:	To be met in accordance with the School Teachers' Pay and Conditions Document and within the range of duties set out in that document and the Professional Teachers' Standards. To fully comply with the OCL Teaching and Learning Policy.

### CORE PURPOSE

To play a key role in raising teaching and learning standards through the quality of their own teaching and by supporting the professional development of colleagues. They play a key role in achieving positive educational outcomes for all students.

All Key Stage 4 Leads will make a major contribution to the leadership and teaching at KS4 in specific areas of priority. They will demonstrate excellence in the quality of education they deliver, positive student outcomes, and effective leadership of staff. All Key Stage 4 Leads will model honesty and integrity: have excellent subject knowledge, demonstrating a thirst for knowledge and an active desire for their own personal professional development. They will model appropriate and positive professional relationships, which enable them to maintain an effective balance between support and accountability.

### RESPONSIBILITIES OF A KEY STAGE 4 LEAD:

- Planning effectively and contextualising the KS4 curriculum so that it is fit for purpose, ensuring teaching resources (including the deployment of teaching assistants) are of excellent quality across their area of responsibility, and working effectively with other Leads in their subject area and with NLPs and SLEs working locally and nationally
- Modelling and quality assuring the effectiveness of implementation and delivery across the department
- Modelling a range of effective differentiation and feedback strategies, including clear steps for students that enable them to learn and progress, regardless of their starting points and needs
- Analysis of data and assessment, leading to clear identification of interventions; tracking these systematically and calling others to account through close liaison with the SENCo and with a relentless drive to diminishing the differences within and across groups of students, including those with HPA

- Delivering workshops and masterclasses when appropriate, having a clear rationale for their purpose, and evaluating these as a matter of course
- Working to implement relevant internal and external exams, summative and formative assessment with a sharp focus on student progress and ability to access the curriculum
- Modelling excellent working relationships with students and strategies to promote engagement and effective behaviour for learning
- Supporting and driving forward the academy behaviour strategy and modelling restorative practice
- Forging excellent relationships with parents and the wider community to promote engagement
- Promoting the relevance and value of their subject or area, as well as its wider cultural capital

#### WIDER SCHOOL RESPONSIBILITIES OF A KEY STAGE 4 LEAD:

- Contributing to the priorities of the Academy Local One Plan
- Sharing good practice across the academy by contributing to staff development, CPD, induction and the ITT and NQT programmes, if required
- Promoting the social, emotional and spiritual development of students, including contributing to assemblies and supporting a positive climate for learning in both structured and unstructured time
- Taking a proactive role in promoting a positive learning environment and smooth transitions to lessons
- Being an excellent role model for literacy and formal language
- Being an instructional coach, working within a team of coaches across the academy committed to developing and supporting staff in their teaching practice using Powerful Action Steps and high leverage feedback
- Acting as a coach and mentor to colleagues in supporting their development; from trainee teachers through to experienced UPS teachers
- Holding teachers to account through the fair, but rigorous, performance management of up to two colleagues
- Formulating and reviewing strategic action plans to drive priorities forward, including staff underperformance
- Building and contributing to effective teamwork within and across subjects; including sharing resources and working flexibly and supportively with colleagues and other leaders to drive forward key subject and wider priorities
- Remaining abreast of complex subject knowledge, educational research and pedagogy around their subjects or areas of focus, and around teaching and learning generally
- Ensuring assessment, reporting, exam provision and plans are of a high quality and appropriate to student needs
- Meeting all deadlines and responding to emails and key priorities in a timely fashion

#### SPECIFIC RESPONSIBILITIES OF THE KS4 LEAD FOR MATHS:

- To ensure the curriculum for Year 10 and 11 maths is fit for purpose, linking closely to the maths curriculum through Key Stage 3 and 4
- To communicate the curriculum intent for Year 10 and 11 maths
- To oversee the successful implementation of the Year 10 and 11 maths curriculum, ensuring it is sequential and interleaved, enabling students to know more, remember more and do more
- To analyse and evaluate the impact of the Year 10 and 11 maths curriculum and use the findings of this analysis to feedback into the future curriculum design, intent and implementation

- To remain up-to-date with the GCSE maths exam specifications, ensuring equality of access for students who may require intensive intervention or the opportunity to access Entry Level Certificates
- To plan an effective pathway through the course that ensures milestones are met; holding teachers to account for remaining on track with classes, and ensuring students are exposed to exam rigour in a timely fashion
- To ensure that an effective handover takes place between academic year groups, and that there is consistency in staffing where possible
- To uphold and maintain rigour and accuracy of assessment and moderation, as well as tracking, scrutinising and making decisions about the appropriateness of learning groups for students in Yr10 and 11 maths
- To keep abreast of more complex subject knowledge in maths in order to stretch and challenge students working at a higher academic level, including those who wish to pursue the subject Post 16 and beyond
- To ensure there are numeracy links in other subjects so that core functional skills are transferrable, with students seeing the value of numeracy in other subjects
- To provide opportunities for students to build up their learning stamina through scaffolding, and by modelling and exemplifying mathematical concepts and processes
- To develop oracy through student discussion, ensuring that there is a clear and consistent focus on literacy in maths
- To maintain creativity and exploratory learning for students, providing opportunities for students to think and reflect
- To generate excitement, engagement, deep thinking and challenge in the subject by leading on extracurricular activities such as clubs, competitions and enrichment for Yr10 and 11 students in maths

#### Additional Notes

1. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
2. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
3. The academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
4. Oasis Academy Lister Park is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

## KS4 Lead for Maths – Secondary Phase Person Specification

### Our Purpose

The vision of Oasis Community Learning (OCL) is to create ‘Exceptional Education at the Heart of the Community.’

All our Academies are committed to achieving this vision through developing character, competence and sense of community with every child, providing a rich educational experience that is underpinned by our philosophy of education; inspirational leadership, deep learning and healthy communities.

### Oasis 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. We are committed to a model of inclusion, hope, perseverance, healthy relationships and compassion throughout all the aspects of the life and culture of each Academy community.

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>PGCE (or equivalent) – Qualified to Teach in the UK</li> <li>Evidence of recent, relevant professional development</li> </ul>	<ul style="list-style-type: none"> <li>NPQML or NPQSL</li> <li>Qualified to Masters degree level</li> </ul>
<b>Experience, Skills &amp; Knowledge</b>	<ul style="list-style-type: none"> <li>Extensive teaching experience in secondary setting</li> <li>Leadership experience in a mixed, comprehensive school or academy</li> <li>Excellent teaching experience</li> <li>Proven record of success in raising student achievement</li> <li>Evidence of success at a senior or middle leadership level in developing whole academy/school strategy and vision (school improvement work)</li> <li>Experience and understanding of the academy/school planning, monitoring, review and evaluation process</li> <li>Experience of academy/school self evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Experience in more than one comprehensive school or academy, at least one graded good or better</li> <li>Proven use of MIS and data tracking systems to improve outcomes</li> </ul>

	<ul style="list-style-type: none"> <li>• Knowledge and understanding of recent educational initiatives and the legislative framework</li> <li>• Understanding of what is required to secure effective teaching and learning to improve student performance in an inclusive environment</li> <li>• Knowledge and experience of using ICT to develop teaching and learning</li> <li>• Ability to use assessment data effectively to set targets and raise achievement</li> <li>• Ability to provide appropriate challenge and support for students</li> <li>• Knowledge of behaviour management strategies and an ability to maintain good discipline</li> <li>• Understanding of the practical application of Equal Opportunities in an Academy context</li> <li>• Knowledge of safeguarding and promoting the welfare of children and young people</li> <li>• CP/safeguarding training and experience</li> </ul>	
<p><b>Personal Qualities</b></p>	<ul style="list-style-type: none"> <li>• Passionately committed to safeguarding and the welfare and wellbeing of children and young people</li> <li>• To work hard and remain fully committed, even when under pressure, always acting with consideration for yourself and others</li> <li>• Forgiving and committed to healthy inclusive relationships (strong interpersonal &amp; diplomatic skills)</li> <li>• To be hopeful, honest and always act with integrity, taking a rigorous approach to improving standards in order to ensure transformation of pupils lives and their wider</li> </ul>	

	<p>communities checks, including enhanced DBS checks</p> <ul style="list-style-type: none"><li>• Act with humility and as a team player by serving others both in the Academy and the Oasis family</li><li>• Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos.</li><li>• Ability to motivate students and staff</li><li>• Good communication skills</li><li>• Ability to lead and work as part of a team</li><li>• Ability to use and act on own initiative</li><li>• Ability to reflect</li><li>• Ability to form and maintain appropriate relationships and personal boundaries with children</li><li>• Emotional resilience in working in a range challenging situations</li><li>• Willingness to undergo appropriate checks, including enhanced DBS checks</li></ul>	
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