



VOLUNTEER
HUB CO-ORDINATOR (WINTRINGHAM)
FIXED TERM

INFORMATION PACK FOR CANDIDATES

Dear Applicant

Thank you for your enquiry regarding the position of **Volunteer Hub Co-ordinator - Fixed Term (Wintringham)** at Oasis Community Learning.

I hope you find the information pack helpful. If you feel that that this is a post for which you would like to apply, please complete the Application Forms – Section A & B and Equal Opportunities monitoring (CVs are not accepted) and return it to Yaaba Erzuah, HR Officer by either of the following ways:

Email: yaaba.erzuah@oasisuk.org

Post: Oasis Community Learning,
The Oasis Centre,
75 Westminster Bridge Road,
London
SE1 7HS

The closing deadline for applications is no later than **12.00 Noon on Thursday 29th July 2010**.

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 particular experience or qualifications before interview.

Interview dates will be held week commencing 9th August. 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.oasiscommunitylearning.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

Charlie Ferdinando
Volunteer Development Manager

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 (Sections A & B). CVs will not be accepted in place of a completed Application Form.

Safeguarding Children & 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 CRB checks and ISA 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 CRB 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 particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

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
- List 99 Check
- Satisfactory CRB Disclosure
- Verification of professional status such as GTC registration, 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 ISA and/or other relevant investigating bodies.

Job Description

POST:	Volunteer Hub Co-ordinator (Wintringham) Fixed Term till 28 th February 2011.
RESPONSIBLE TO:	Hub Leader with direction from UK Volunteer Manager
RESPONSIBLE FOR:	All volunteers within the Hub location (aged 16-25) particularly the threesixtys
SALARY:	NJC SP 24 – SP 25 (£20,858 - £21,519 per annum. Pro rata for 14.8 hours per week).
LOCATION:	North East Lincs.
WORKING PATTERN:	Part-time, 14.8 hours (2 days) per week Weekend and Evening working is required but time off in lieu according to current policy is given.
DISCLOSURE LEVEL:	Enhanced
JOB PURPOSE:	To develop and co-ordinate the Oasis UK Volunteering Programme in the assigned Hub. To actively promote and profile volunteering opportunities in the Oasis hub in order to maximise the recruitment of volunteers aged 16 -25.

SPECIFIC RESPONSIBILITIES:

- To plan, administer and deliver the Volunteering Programme in both the Immingham and Wintringham Hubs.
- To be responsible for ensuring the holistic (physical/emotional/spiritual) development of those who join Oasis as volunteers and to support all participants in accordance with the ethos of Oasis.
- To undertake all preparation for the placement of the threesixtys within the hub including interviewing, timetable and work schedule, induction and hub training and personal development schedule
- Starting before they arrive, to collect all necessary Housing Benefit paperwork from the threesixtys and to follow through this process during the year.
- To work in close consultation with Academy staff responsible to determine the strategic use of the volunteering resources available
- To liaise fully with the Oasis Hub leadership team in the threesixty schedule and to ensure they are serving strategically across the Oasis Hub provision.
- To liaise with the HR Manager and ensure that all volunteers are up-to-date with Child Protection requirements and that training is provided for all participants in the areas of Child Protection and Health & Safety Procedures.
- To communicate regularly with those we partner with, managing change in staffing and service delivery as required.
- To meet any requirements needed by funders.

- To be part of the Oasis Hub Staff team
- To develop and profile the range of volunteering opportunities within the assigned Oasis Hub ensuring joined up working and volunteering delivery.

Analytical/Creative thinking/problem solving:

To actively promote and profile volunteering opportunities in the Oasis hub in order to maximise the recruitment of volunteers aged 16 -25:

- Actively engaging with young people to encourage and support them in their volunteering experience, including going to projects and sessions to get to know young people:
- Set up a system that will enable young people to volunteer and meets the requirement of the funding.
- Investigate potential volunteering packages to young people such as Duke of Edinburgh Award Scheme that would enable us to offer an enhanced volunteering experience.
- Investigate the potential opportunities in engaging local secondary schools
- Actively find external places to promote volunteering, especially threesixty, and to speak or engage with a group on a monthly basis. This could be a youth group, church, CU or other relevant body.
- To be responsible for the marking and assessment of threesixty written projects.
- To play an active part in threesixty residential.
- Produce monthly written reports (quantative and qualitative) for the UK Volunteer Manager outlining the appropriate details on Key Performance Indicators as well as case studies. To ensure that the targets set for volunteering are being met within the Oasis Hub.
- To carry out Risk Assessments on volunteering activity and report findings back to UK Volunteer Manager.
- Develop and maintain the system of keeping records, statistics and written reports and to monitor and evaluate the project at all levels.

Relationship and Partners

- Internal
 1. Oasis academy Staff
 2. volunteering Team
 3. Youth and Community Team
- External
 1. Funders (e.g. V)
 2. Sending churches
 3. Volunteer agencies
 4. Partner organisations

People Management:

- To play an active role in the recruitment and selection of future threesixtys
- To ensure the provision of appropriate training, spiritual and pastoral support and leadership for team participants.

Responsibility for resources (excluding people)

- To provide appropriate financial information as requested by the UK Volunteering Manager
- To sustain and develop partnerships with regional 'volunteering' funders particularly in relation to 'V' match funding.

Physical

- To participate in residential training courses for the threesixty and other volunteer programmes.

General:

- Promote the work of Oasis by all appropriate means, including public speaking.
- Supports the ethos and Culture For Learning policies and practises of the Enfield Academies.
- To actively participate in the wider life of Oasis, including prayer meetings, staff meetings, staff conferences, discussion forums and retreats.
- To take opportunities to raise support for Oasis.
- To attend regular supervision with your line manager, meetings with the Volunteer Manager and termly reviews with both together.
- To attend any relevant training courses as required by your line manager.
- To carry out appropriate duties, in line with the purpose of the job, as may be reasonably required by your line manager.

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.

Volunteer Hub Co-ordinator Person Specification

Our Purpose

Through the planning and delivery of the Oasis Community Hubs around the country, Oasis has demonstrated its commitment to working in these areas. In addition, Oasis is developing teams of staff and volunteers, who will move into the areas of each Hub, to live, work, and serve the local community, developing initiatives and ways of working that reinforce the Oasis focus on inclusion and bring about transformation – socially, spiritually, emotionally, educationally, physically and environmentally – to local people. A key part of this is threesixty, the UK gap year run by Oasis which places young people (18-25) in an Oasis Hub while supporting and training them both locally and nationally.

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 Education Charter document which accompanies this job description.

	Essential	Desirable
Experience, Skills & Knowledge	<ul style="list-style-type: none"> • Proven knowledge/experience of Christian youth sector and understanding of youth participation. • Proven experience in: • People-management • Administration • Experience working within a volunteering/missions environment • Experience of working with as well as leading young volunteers • Pastoral skills • Excellent organisational skills • Excellent inter-personal skills • Excellent oral/written/presentation 	<ul style="list-style-type: none"> • Mentoring and leadership of Young people • Experience of voluntary sector • Experience of community involvement • Relevant professional qualification (youth, teaching, international development) • Strong Public Speaking skills • Understanding of UK Housing Benefit regulations

	<p>communication skills</p> <ul style="list-style-type: none"> • Excellent IT Skills (MS Office Suite) • Proven ability to prioritise workload and meet deadlines • Proven ability to relate to a wide variety of organisations • Able to take initiative and make decisions (within guidelines) • An understanding of the theology of mission and community development and ability to apply that knowledge 	
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • Commitment to safeguarding, promoting the welfare of children and young people and empowerment • Willingness to undergo appropriate checks, including enhanced CRB checks • Motivation and enthusiasm to work with young people • Mature, flexible and adaptable self-motivated • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline • Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis Community Learning ethos. • Active Christian – fully supportive of ethos and values of Oasis 	

Education Charter: Introduction

Oasis Community Learning (OCL) is one of the Oasis family of charities that is now established on five continents, providing education, health, housing and youth and community services. Oasis Community Learning is responsible for the **Oasis Academies**.

Through its wider work, Oasis wants to contribute to building communities where children, young people and adults:

- Are supported as individuals
- Are empowered to take responsibility for themselves and others
- Have a commitment to learning
- Have positive values
- Are socially competent
- Have a positive identity
- Know their boundaries and expectations
- Are able to make constructive use of time

These are the overall aims of the **Oasis community hubs**.

The Education Charter is the foundation document for Oasis Community Learning and the Oasis Academies. It is an expression of:

- Our inspiration
- Our guiding principles
- The framework for what we seek to do with the children, young people and families that we serve.

The Education Charter was developed during 2009 with contributions from:

- Students, staff, parents, businesses and other members of the Academy communities
- Principals and Executive officers of Oasis Community Learning
- Other parts of the Oasis family in the UK and abroad.

It has drawn from and complements the guidance for maintained schools about the new framework for Ofsted inspection introduced in September 2009.

The Education Charter was confirmed by the Board of Trustees of Oasis Community Learning on 14th December 2009. It will be reviewed regularly.

Our fundamental aim is to create and maintain an **ethos** in the community hubs and Academies that reflects our core beliefs, values and behaviours.

Annex 1 provides further information about the **Oasis ethos**.

Annex 2 summarises the main ideas, words and phrases that our **students** used when talking about the Education Charter.

Annex 3 provides information about work in progress to develop **qualitative measures** of the educational outcomes of Oasis Academies. These will be used to balance quantitative data like attendance and exclusion rates and exam results.

Education Charter: Summary

OUR PURPOSES

We shall establish and sustain:

- a network of high-achieving learning communities that:
 - enables everyone to realise their full, God-given potential
 - refuses to put limits on achievement (Target date: **2014**)

We shall ensure that:

- All Oasis Academies are among the most valued* schools in England, providing:
 - excellent opportunities for everyone to learn
 - enjoyment in learning and an education for the whole person
 - service to the whole community
 - state-of-the-art facilities (Target date: **2014**)
- All Oasis Academies are showing substantial improvements against challenging targets to raise standards across all aspects of their work (Target date: **2011**)

*Note: we understand 'most valued' in terms of the outcomes of this Charter – see page 6

OUR VALUES

- We are motivated by the life, message and example of Jesus Christ
- Learning, achievement, personal fulfilment and good citizenship are at the heart of all that we do
- We want to serve our children, young people, families and local communities with love, optimism, enthusiasm and integrity
- We aspire to the following in all our educational work:

TRANSFORMING LIVES - Every person matters and we value everyone in the Oasis Academies

TRANSFORMING LEARNING - We have a passion for learning and we want everyone to achieve their full, God-given potential

TRANSFORMING COMMUNITIES - We are committed to community development and will help to increase community cohesion, locally, nationally and globally

Education Charter: Behaviours that we believe are essential for creating great places to learn

TRANSFORMING LIVES - Every person matters and we value everyone in the Oasis Academies

- Creating strong relationships based on trust, as the heart of our understanding of inclusion*
- Valuing and celebrating equality and diversity as the heart of the Oasis ethos
- Valuing the uniqueness of each person; recognising different talents or gifts that relate to the spiritual, emotional, physical and intellectual aspects of what it means to be 'human'
- Nurturing values like consideration for others, compassion, truthfulness, forgiveness, reconciliation, justice and a commitment to healthy and sustainable lifestyles
- Having the highest expectations of ourselves and others by: helping to create a 'can do' culture, wanting to do our very best and making a positive contribution to the community
- Providing inspirational leadership at all levels that models the Oasis ethos and is focused on relationships, creativity and life-long learning
- Developing full participation, strong team work and shared leadership among staff
- Developing student leadership and valuing all student contributions to improve learning, teaching and the overall quality of life in the Academy
- Listening to our stakeholders and partners and using their views to inform future developments

*Note: being motivated by our Christian beliefs means that we are inclusive, amongst other things. For Oasis Community Learning, inclusion is about accepting the person but being prepared to confront and challenge unacceptable behaviour. It is about being intentionally committed to:

1. Serving and respecting everyone regardless of their gender, marital status, race, ethnic origin, religion or belief, age, sexual orientation or physical and mental capability.
2. Acknowledging the freedom of people of all beliefs or none both to hold and to express their beliefs and convictions respectfully and freely, within the framework of the law.
3. Never imposing our Christian beliefs on others but seeking to behave in a Christ-like way with everyone.

TRANSFORMING LEARNING - We have a passion for learning and we want everyone to achieve their full, God-given potential

- Creating environments in all our Academies where learning is fun
- Providing all our students with excellent opportunities for learning and assessment to support learning
- Ensuring that students maintain good progress between the primary and secondary phases and other key transitions
- Aiming for 'good' to 'outstanding' standards of learning and teaching in all our Academies and, where necessary, getting the basics right to raise standards of attainment quickly
- Understanding and thinking critically about different worldviews as frameworks for learning
- Providing a forward-looking, broad and balanced curriculum which develops the gifts and talents of all students and those that teach and lead them
- Ensuring that Oasis Academies become centres of excellence for their specialisms

- Ensuring that students are accessing a wide range of extended opportunities for learning within and beyond the Academy
- Ensuring that learning balances knowledge and understanding with skills for life and caters for the whole person: academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally
- Providing progression routes for all students in the secondary phase that are attractive and accessible, helping them to meet challenging personal targets and achieve excellent results
- Enabling students to make a successful transition to interdependent living through employment, further/higher education or other beneficial activities; becoming confident, competent and fulfilled adults
- Providing learning and teaching in an environment that is healthy and safe and where there are excellent services for care, guidance and support, particularly for the most vulnerable students
- Developing a culture of mutual accountability and rigorous evaluation; being well prepared for external review and inspection
- Managing the resources that we are given in a responsible way to ensure maximum impact on the quality of education provided
- Developing our staff and sharing our successes between the Oasis Academies and more widely
- Measuring performance based on the aspirations and outcomes of the *Education Charter*, committing to continuous improvement
- Celebrating success widely and regularly; supporting others with their learning and being pleased when others do well

TRANSFORMING COMMUNITIES - We are committed to community development and will help to increase community cohesion, locally, nationally and globally

- Demonstrating our Christian values through a love for and commitment to others which is self-giving and offered with compassion but also holds people to account; promoting responsibilities as well as rights
- Believing and demonstrating that any situation can be transformed
- Valuing and engaging with the religious, ethnic and social diversity of our communities and using this diversity as a resource for learning and a means to improve community cohesion
- Working effectively with others to reduce poverty and social injustice, in all their forms
- Helping to transform lives and communities through the overall work of the hub and, for Academies, through the contributions of students and staff to local, national and global needs
- Reducing consumption of the Earth's resources and increasing sustainable lifestyles
- Showing resilience and not giving up when faced with difficulties
- Seeing the wider community committed to, engaged with and proud of their Academy

Education Charter: The outcomes for our students

Oasis Community Learning is committed to measuring and evaluating the impact of the Education Charter and, in particular, the **outcomes for our students**. This can be done using quantitative evidence like exam results and also by gathering qualitative evidence about the experiences of students, parents & carers, staff and the wider community at an Oasis Academy (see Annex 3).

Outcomes for our students and other members of Oasis Academy communities:

- Students and staff express a high appreciation for being included, challenged, supported and safe
- Students, parents/carers, staff, key partners and members of the wider community express a high level of satisfaction, that places Oasis Academies among the most valued schools in England; for example, as measured by the range of opportunities for learning, the level of enjoyment in learning, the range of successes and the quality of facilities
- Students and staff of the Academies are actively engaged in learning opportunities beyond the formal curriculum; there are increasing opportunities for adult learning
- Students, parents/carers and staff report that the Academies provide care, guidance and support that enable them to achieve their personal best
- Academies provide evidence of improvements against challenging goals that exceed national minimum targets for examination success* and other key performance indicators, for example, attendance, exclusions and the quality of spiritual, moral, social and cultural development

[*For example, all Oasis Academies will have reached or exceeded the current national target of at least 30% of Year 11 students gaining 5+ GCSEs at A* - C, incl. English and Maths, by 2011]

- Students make successful transitions during their progress through the Academies and from the Academies to employment, further and higher education or other beneficial activities and on to adult life; the achievements of students and staff are celebrated
- Community members express a high appreciation for the opportunities to get involved with the life of the Academy and the hub, the variety of services for the whole community and the contribution Academies make towards community development and cohesion, locally, nationally and globally
- Financial and resource management, including energy consumption, provides evidence of sustainable practices across the network of Academies
- Oasis Community Learning and the Oasis Academies are recognized nationally for educational excellence, strong governance and rigorous accountability

The Oasis Ethos

Oasis Community Learning is a Christian sponsor of Academies and this raises questions for some people. Therefore we want to explain a little more about what being 'Christian' means to us.

If organisational purpose sets out *why* an organisation does what it does, and mission describes *what* an organisation does in order to achieve the purpose, then ethos is about *who* an organisation is and the *way* it achieves its purpose and delivers the mission.

As with food, ethos is like a flavour or a taste that permeates a whole dish. It is in everything and flows through everything.

Ethos is the very essence of Oasis, our organisational DNA. In short, our ethos is our identity or personality.

A person's identity or personality can best be understood by observing or experiencing the way in which he/she behaves. It is the same for an organisation.

Many words can be used to describe Oasis' identity or its organisational behaviours but central to any such description are the following statements. Oasis has:

- 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

It is true to say a person's behaviours reflect what a person believes. In other words, what we believe about life determines how we behave and the things that we value.

Oasis' identity or organisational behaviours are rooted in, and flow from the Christian faith. Oasis' work is motivated by the life, message and example of Jesus Christ. How Oasis as an organisation behaves has a direct relationship to what Oasis as an organisation believes. Oasis' beliefs direct and shape the organisation's behaviours.

The following statements represent a few examples of Oasis' core beliefs:

- Each individual is made in the image of the God who created all of us, making us all equal and different.
- God is love. Love is not simply one of God's attributes, but rather the very essence of his nature. This love pervades the universe and is unconditional rather than earned.
- God became human in the person of Jesus Christ. He came to where we are. He shared our experience of life. He felt joy and pain. He engages with us and understands us.
- Jesus served others rather than expecting to be served and willingly sacrificed his life through the cross.
- Jesus rose from the dead. Death is not the end. There is resurrection and hope.

Therefore, it follows that Oasis will behave by:

- Seeking to serve all people equally, respecting their differences and aspiring to meet the needs of the whole person and the whole community because each person is valuable to God.
- Accepting others for who they are because they are accepted and loved by God.
- Engaging in the whole life of the communities we work in.
- Sacrificially serving both the individuals and the communities with whom we work.

- Living with the hope that transformation is always possible because the resurrection of Christ shows that even the darkest situation can be overcome.

Oasis behaviours cannot be separated from its beliefs; they are integral to one another. Oasis believes that its beliefs cannot have their full validity if they are not lived out. Equally, the behaviours cannot fully represent Oasis without an understanding that they demonstrate the Christian faith. The beliefs and behaviours together constitute Oasis' ethos.

However, Oasis never seeks to impose its beliefs on anyone. Oasis is always clear with staff, students, parents, volunteers and any other parties about the fact that its behaviours and the things that it values flow directly from its Christian beliefs. But to be part of Oasis does not require anyone to own or accept these beliefs.

Note: Oasis Community Learning will also be producing

- statements that explain our understanding of key concepts like 'knowledge', 'truth' and 'transformation'
- 'think pieces' for staff development, and other interested individuals, that will explore issues like the relationship between Christian distinctiveness and an inclusive approach to the whole community; the implications of a Christian world view for curriculum design; the science v. faith debate
- Resources to develop the Oasis ethos in our Academies based on the behaviours identified in Steve Chalke's *Apprentice: walking the way of Christ* - journeying; longing; believing; questioning; belonging; serving; persevering; forgiving; listening; engaging

Students' Views

We invited groups of students from all the Oasis Academies to tell us what they wanted from their education, based on the key phrases in the Education Charter, and this is what they told us.

What should 'we value everyone' mean?

- Less able people have more opportunities to shine
- Allowing everyone a chance to express their opinion and really listening
- Motivating for success
- Treat everyone equally; accepting people for who they are
- No discrimination; no prejudice; don't judge
- Teamwork
- Inclusion
- Respect for others
- Supportive
- Helping others
- Be grateful
- Have a love of life
- Respect – for teachers and by teachers
- Not allowing ability to get in the way
- Diversity
- Fairness
- More praise than negativity; emphasise achievements not failures
- Everyone is special
- Same opportunities for everyone
- Nobody gets left behind
- Seek their talents
- Treat others as you'd like to be treated
- Care
- Anti-bullying projects
- Wear a smile, it's always in style

What should 'learning and achieving' mean?

- We want the best; always try your best
- Having the right atmosphere; encouraging environment
- Children get a choice of what they would like to be taught
- Goals to reach
- Rewards for achievement
- Learn to be disciplined
- Better technology for learning and achieving
- If we push ourselves enough we'll do it
- Great rewards, outstanding facilities; rewarding students for hard work
- Learning to help other people who aren't as well off as we are
- Not everyone has to be at the top of the class, as long as they are doing the best they can
- Keep focused on personal learning for students
- Not everyone is good at Maths but they might be brilliant at Art, or something different
- Recognise different abilities
- Help everyone discover their talents
- If teachers try, we try; excellent teachers make for excellent students
- See it as an adventure
- Stick together and inspire each other
- Greater opportunities
- Support those who need it

- Constructive criticism; teachers advise very keenly and vigorously; challenge everybody
- No matter your ability, we'll help
- Get the best qualifications possible
- Skills for life; learning communication skills
- Ensuring equal opportunities for everyone
- High standards
- Same effort at all levels
- Teachers understanding us

What should 'your Academy and the community' mean?

- Letting the community know what is going on in the Academy; let the community know what progress we are making
- Academy and community representatives meeting regularly; listen to the community's views; let the community know that their thoughts matter
- To work together to make it a better place; work together like a family
- Our Academy is the hub of the community; sharing our facilities
- Be considerate; respect for the local community; show care for the community
- Let the community know we are a caring Oasis family
- There is always a smile at the end of the rainbow
- Participating in community activities; organising events with the community
- Give the community a good name
- Fundraising for community needs; raising money for charities
- We should have people to boost our community
- Help partner primary schools to form a relationship with us
- Our Academy is the community, for the community
- The world is the oyster and we are the pearl

What would you (as students) want to see as outcomes of the Education Charter?

- Quality of opportunity
- Be a valued member of Oasis
- Student leadership
- Working as a family
- Social justice
- Celebrating achievements; encouragement
- Inspiration
- Be given a chance to be heard; be included; be kept informed
- Learn in a better environment
- Have a chance to choose what we want to do
- Get qualifications
- Be seen as equals; students coming first; inclusive learning
- Feel safe; learn a healthy way of life
- Access to counselling if we need it
- Have prospects for the future and achieve them
- Forgive the past and create a positive future
- Support the whole person not just the academic side
- Leave school with good memories; friendships for life

What would your parents* want to see as outcomes of the Education Charter?

- Ensured safety
- Integrity
- Good teaching; children enjoy learning
- Good results
- Involvement; be kept informed
- Learn manners
- Children to be taught skills for life
- Children to be taught discipline

- Make students employable

*Oasis Academies regularly seek the views of parents/carers about the progress of each Academy. This feedback was based on what students thought their parents wanted for them.

What would the local community want to see as outcomes of the Education Charter?

- Well behaved students
- No vandalism
- Let them know we are here to support them and be supported in return
- Improve the local economy
- Effectively contribute to the community
- Good relationships built on firm foundations; unity
- The community is welcome at our Academy
- Support to everyone, not just local but national and international

Note: We shall be producing shorter, visually attractive versions of the Education Charter for students, parents/carers and more general use. No doubt, we shall use some of the great words and phrases used by the students.

Developing Qualitative Measures of Student Outcomes

Oasis Community Learning will gather, analyse and learn the lessons from both quantitative and qualitative evidence of the performance of Oasis Academies in order to celebrate success, share what is working well and develop a culture of continuous improvement. We believe that both sources of evidence are closely interrelated. For example, unless students are cared for and feel safe, they will not make progress and attain the best possible exam results. If the whole community does not support the life of the Academy, the range of educational opportunities for students is likely to be reduced. To support the evidence-gathering process, we are planning a regular 'OCL review' of the impact of the Education Charter on each Oasis Academy.

In order to create **qualitative measures of the outcomes** of the Oasis Academies (see page 6), we shall be considering tools and processes that might include some or all of the following:

- Student, staff and parents' views about the quality of the Academy as a safe and engaging place to learn.
- Student involvement with opportunities for extended learning and their contributions to the Academy and the wider community.
- How successfully the rhetoric of the Education Charter is experienced in the day-to-day reality of life in the Academy.
- The sort of people that Oasis Academy students turn out to be, what they move on to and get involved with and their ability to make the best of life. We plan to do this through longitudinal studies of our former students, working with research students in universities.
- The impact of extended services and the overall work of the hub on the development of students and their families.
- High percentages of students and parents/carers believing that the purposes and values of the Education Charter have been fulfilled.
- Relevant indicators from the Ofsted Self Evaluation Form (SEF).
- Ofsted reports with 'good' or 'outstanding' grades across key areas like the quality of students' learning and progress, behaviour, student care and welfare, students' contribution to the school and the wider community, promoting community cohesion and the quality of leadership and management, plus the best possible grade for attainment.
- Quality kitemarks like Investors in People, SportsMark, ArtsMark and the International Schools Award.

Child Protection Policy

Oasis Community Learning fully recognises its responsibilities for child protection.

Our policy applies to all Oasis Community Learning's directors, staff (central and Academy-based), governors and volunteers working in and with Oasis Community Learning Academies.

There are five main elements to our policy. We are committed to:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

Application Form

Section A

Please note that if you have a disability and you require having this form, or submitting the information with regard to this form in another format, such as in larger print or audio-tape, please contact us by writing, emailing or telephoning our Recruitment Team.

Post Applied For:	
Location:	
How did you hear about this vacancy?	

Personal Details

Family Name (Including Preferred Title)	
First Name(s)	
Address (Inc. Postcode)	
Contact Telephone No:	
E-MailAddress	
Nationality	
National Insurance Number	
Are you eligible to work in the UK?	YES <input type="checkbox"/> NO <input type="checkbox"/>

Please state what documentation you can provide to demonstrate this e.g. British Passport, EEA ID card, passport or travel document showing an authorisation to reside and work in the UK

--

Note: Should you be short listed, you will be asked to bring this documentation with you to the interview. A full list of eligible documents will be sent to you. **Any offer of employment will be subject to successful verification of your right to work in the UK.**

If this is a teaching post, please provide the following information:

Do you have QTS?	YES <input type="checkbox"/> NO <input type="checkbox"/>
Are you registered with the GTC?	YES <input type="checkbox"/> NO <input type="checkbox"/>
	If yes, please provide number: <input type="text"/>

Note: Oasis Community Learning will require proof of essential qualifications detailed in the Person Specification at interview, this includes evidence of QTS and registration with the GTC

Present Post Details

Name and address of current employer, school or establishment:	
Telephone Number:	
Local Authority (if applicable):	
Age range of school: (if applicable)	
Date of appointment to organisation (DD/MM/YY):	
Post held	
Contract Type:	TEMPORARY <input type="checkbox"/> PERMANENT <input type="checkbox"/>
Date of appointment to post, if different (DD/MM/YY):	
Type of Appointment:	FULL-TIME <input type="checkbox"/> PART-TIME <input type="checkbox"/>
Salary/Allowance Details:	
Reason for Leaving:	
Date free to take up appointment (DD/MM/YY):	

Previous employment

Please list your most recent position first and continue on a separate sheet where necessary.

Name and address of employer (If this is a school please include name of LA and age range of school)	Position held (Please state if Full-time, Part-time or Supply)	Start Date (mm/yyyy)	End Date (mm/yyyy)	Reason for leaving

Please use the space below to explain any gaps in your employment.

--

Previous employment with children

Other than the employment mentioned above, have you ever worked within a role that involved contact with children or young people?

YES NO

If yes, please provide details below. Oasis Community Learning reserve the right to contact any of your previous employers.

Name and address of employer	Position held (Please state if Full-time or Part-time)	Start Date (mm/yyyy)	End Date (mm/yyyy)	Reason for leaving

Education

School/College/University	Subjects Taken	Examination Results/Grades

Other Professional Qualifications including membership of Professional Bodies

Other Experience Relevant to the Post e.g. Work Experience, Voluntary positions

If you need to give more information about any of the above, please continue on a separate sheet.

Personal Interests

Relatives/Other Interests

Are you currently or have you ever been an employee or volunteer for any Oasis project?	YES <input type="checkbox"/> NO <input type="checkbox"/>
If yes, please name the project:	
Are you related to, or know personally, any Oasis Community Learning employee?	YES <input type="checkbox"/> NO <input type="checkbox"/>
Name of person:	
Position held within Oasis Community Learning	
Relationship of person to you:	

Have you applied previously for a post within Oasis Community Learning?	YES <input type="checkbox"/> NO <input type="checkbox"/>
If yes, please give details:	

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. Any offer of appointment is subject to satisfactory CRB (Criminal Records Bureau) Enhanced Disclosure Check.

Have you ever been the subject of an investigation or enquiry into abuse of, or inappropriate behaviour with children or young people?	YES <input type="checkbox"/> NO <input type="checkbox"/>
Are you aware of any police enquires undertaken following allegations made against you, which may have a bearing on your suitability for this post?	YES <input type="checkbox"/> NO <input type="checkbox"/>
If you have answered 'yes' please give full details, continuing on a separate sheet if necessary	

Criminal Convictions

This appointment is excluded from the non-disclosure provisions under the Rehabilitation of Offender Act 1974. Applicants must declare any convictions which for other purposes are "spent" and in the event of employment, failure to disclose such convictions could result in dismissal or disciplinary action. Any information will be treated confidentially.

Have you ever been convicted of a criminal offence by a Court of Law?	YES <input type="checkbox"/> NO <input type="checkbox"/>
Are you currently under investigation, awaiting trial, verdict or sentencing in any criminal proceeding?	YES <input type="checkbox"/> NO <input type="checkbox"/>

If yes, please attach details including the offence and the date.

Referees

Please give the name and address of two people whom we may contact for a reference. One of these should be from your current or most recent place of employment, although Oasis Community Learning reserves the right to contact any of your former employers.

Please note that we will contact these referees if you are short listed for this post and seek reference before interview. Also, in relation to work with children, we will seek information about any past disciplinary issues relation to children and/or child protection concerns you may have been subject to. If you have any concerns about this, please do not hesitate to contact our Human Resources Department

	1 st Referee	2 nd Referee
Name (inc. Title)		
Status		
Organisation		
Relationship		
Address		
Tel. No. (inc. STD)		
Fax No. (inc. STD)		
E-mail address		
	Is this referee aware of your application for this post? Yes <input type="checkbox"/> No <input type="checkbox"/>	Is this referee aware of your application for this post? Yes <input type="checkbox"/> No <input type="checkbox"/>
	Are you willing for this referee to be approached to prior to interview? Yes <input type="checkbox"/> No <input type="checkbox"/>	Are you willing for this referee to be approached to prior to interview? Yes <input type="checkbox"/> No <input type="checkbox"/>

Health

Successful applicants will be required to complete a detailed medical questionnaire and may be required to attend a medical examination prior to being appointed.

Please state how many days sickness you have taken in the last 2 years, with reasons.

Applications from people with disabilities, or those with health problems, who meet the essential criteria are welcome and will be given full consideration. Please let us know in the space below if you have any access requirements at interview, or if there is anything you would like to make us aware of:

Data Protection Statement

The information that you provide on this form and that obtained from other relevant sources will be used to process your application for employment. The personal information that you give us will also be used in a confidential manner to help us monitor our recruitment process.

If you succeed in your application and take up employment with us, the information will be used in the administration of your employment with us and to provide you with information about us or a third party via your pay slip. We may also use the information if there is a complaint or legal challenge relevant to this recruitment process.

We may check the information collected, with third parties or with any other information held by us. We may also use or pass to third parties, information to prevent or detect crime, to protect public funds, or in other ways as permitted by law.

By signing this application form we will be assuming that you agree to the processing of sensitive personal data (as described above), in accordance with our registration with the Information Commissioner's Office.

DECLARATION

I acknowledge that Oasis Community Learning is committed to safeguarding and promoting the welfare of children and young people and to this end hereby certify that I am not on List 99, disqualified from work with children, or subject to sanctions imposed by a regulatory body such as GTC, and have no convictions, cautions or bind-overs (or have attached details of my record in a sealed envelope marked confidential).

I declare to the best of my knowledge and belief, all particulars I have given in all parts of this application form are complete and true. I understand that any false declaration or misleading statement or a significant omission may disqualify me from employment and render me liable to dismissal. I understand that any job offer is subject to references, checks on relevant qualifications, employment eligibility and criminal convictions, and a medical report, all of which must be deemed by Oasis Community Learning as satisfactory.

I also declare that I will not contact any member of Oasis Community Learning to further this application (and I understand that to do so would disqualify me from further consideration) - unless the advertisement invites me to contact a named individual to seek further details.

Signed		Date	
---------------	--	-------------	--

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and undergo appropriate checks. In view of this, you will subject to a List 99 check prior to interview. Please provide your Date of Birth and any previous surnames used.

Date of Birth:		Previous Surnames Used:	
-----------------------	--	--------------------------------	--

Please return your completed application by email to yaaba.erzuah@oasisuk.org or by post to:

Yaaba Erzuah,
Oasis Community Learning,
The Oasis Centre,
75 Westminster Bridge Road,
London SE1 7HS.

If returning this application electronically you are confirming that the information is true and accurate to the best of your knowledge. If you are short listed for this post you will be required to sign your application form prior to interview.

Application Form Section B

Post Applied For:	
Name:	

Please complete the following sections, using additional space if necessary.

1.	How do your personal qualities and professional experience qualify you for this position? Please refer to the Job Description and Person Specification documents.

2. How you would seek to incorporate the Oasis Community Learning ethos into your working practice?

3. Professional Skills
Please provide a brief statement setting out how you have developed your professional skills.

In service courses (relevant to this application and taken within the last 5 years):

In service courses	Date	Venue

If necessary, please continue on a separate sheet.

Declaration
I confirm that to the best of my knowledge, the information given on this form is true and correct and can be treated as part of any subsequent contract of employment.

Signature		Date	
------------------	--	-------------	--

Disability Definition

Individuals who were registered under the Disabled Persons (Employment) Act 1944 on both 12 January 1995 and 2 December 1996 are treated as being disabled under the Disability Discrimination Act 1995 (DDA).

The DDA states “a person has a disability if he has a **physical or mental impairment** which has a **substantial** and **long-term adverse effect** on his ability to carry out **normal day to day activities**.” The person must satisfy the four criteria in bold in the above statement to fall under and, therefore, be protected under the DDA. This definition is subject to amendments made by the DDA 2005.