



Oasis
Academy
Leesbrook

Assistant Principal: Inclusion (SENCO)
Oasis Academy Leesbrook



Exceptional Education at the Heart of the Community

Dear Candidate,

A warm welcome and thank you for your interest in working at Oasis Academy Leesbrook.

This is a truly exciting time to join the Leesbrook family, as we build the foundations of a school that will serve thousands of future leaders. Our mission is to inspire and create exceptional education to our young people, ensuring our students lead happy and successful lives, being model citizens and future local, national and global leaders.

Oasis Academy Leesbrook is a fully inclusive academy where all students are welcomed, regardless of starting point, need or complexity. Our students are hard-working, determined and successful, taking pride in all they do and celebrating their own, and their peers' achievements. Their excellence is developed within the classroom and beyond, with a strong cultural enrichment programme. We prepare our students to be leaders who the community look upon with pride and admiration as they develop and lead our school to excellence.

Our academy serves a diverse community, full of potential. A high percentage of our students are in receipt of Pupil Premium funding and over 50% speak English as an additional language. We are so proud of the diverse and inspiring community that we serve, and we strive every day to ensure that our students receive an unrivalled educational experience.

There is a relentless focus on teaching and learning to ensure that our students receive the best education possible. There is also a strong 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! Therefore, it is important that the offer we provide is the very best to ensure that our students can compete for any career and be successful locally, nationally and globally. This requires every single member of staff in the academy to be committed to achieving this for all. In exchange, staff will be supported at every stage of their career with a comprehensive programme of CPD and a strong focus on wellbeing and support.

Finding the right Assistant Principal is extremely important as this 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 help 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

Louisa Morris
Regional Director – Secondary (North West)

Oasis Academy Leesbrook
Roxbury Avenue, Oldham OL4 5JE
T: 0161 290 4000

About Oasis Community Learning

Thank you for your interest in joining the Oasis Community Learning (OCL) family. I am delighted that you are interested in finding out more about us. Oasis Community Learning was established as a Multi-Academy Trust in 2004 with the vision to create “Exceptional Education at the Heart of the Community”. We now run academies in five main regions throughout the UK, providing either Primary, Secondary or All-through education to over 32,000 young people - 47% of whom are from disadvantaged backgrounds and 31% speak English as an additional language.

All of our academies are committed to providing a rich educational experience and ensuring that every child and young person has the opportunity to achieve at the highest level. Our ethos is integral to that provision. It is an expression of our character, a statement of who we are and therefore the lens through which we assess all we do. We are committed to a model of inclusion, equality, healthy relationships, hope and perseverance throughout all aspects of the life and culture of each academy community.

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

At Oasis Community Learning therefore, we believe we are all ‘the architects of our students’ lives’ and as such we are committed to laying the right foundations for every one of our young people.

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

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

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

Our people are our most important resource and our catalyst for change. Are you the one to help us do this?

We hope that you find everything you need in this brochure and welcome you to get in touch with the Academy you are applying for with any questions you may have.

John Barneby

CEO, Oasis Community Learning



The Oasis Ethos

Everything within Oasis Community Learning is framed by our ethos.

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

- A passion to include.
- A desire to treat people equally respecting differences.
- A commitment to healthy, open relationships
- A deep sense of hope that things can change and be transformed.
- A sense of perseverance to keep going for the long haul.

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

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

Community Learning: Oasis Hubs

Developing and running Hubs is core to the global purpose of Oasis and vision for healthy communities. To this end, our staff are committed to working in an inclusive, integrated and empowering way so that all people experience wholeness and wellbeing. We want to see local communities that are characterised by trust, safety, cohesion, mutual support, vibrancy, health and opportunity, as well as increasing capacity to address their own issues. We want to see those who are excluded brought back into the community to share the experience of wholeness and wellbeing.

Each Oasis Academy is part of an Oasis Hub that responds to the needs of the local community through many different forms of outreach. Our united goal is to see the entire community transformed for the better.

The Oasis Curriculum

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

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

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

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

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

Compassionate	Patient	Humble
Joyful	Honest	Hopeful
Considerate	Forgiving	Self-controlled

Our Offer to you

Integrated training and development opportunities

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

A clear progression route

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

Support and sharing best practice

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

Expenses and travel costs (as appropriate)

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

Cycle to Work Scheme

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

Staff wellbeing resources

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

Health Scheme

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

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

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

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

Free counselling service

As an employee of Oasis you will have access to a free confidential counselling service. Our leaders also go through training to be more understanding of the needs of their teams.

About you

You will be an experienced middle/senior leader, with a proven track record of school improvement, particularly related to students with SEND, and ideally with experience in inner-city, multi-cultural areas. 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. It is essential that you have an accredited SENDCo Qualification (or are currently working towards achieving it). At Oasis Academy Leesbrook, 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 Leesbrook

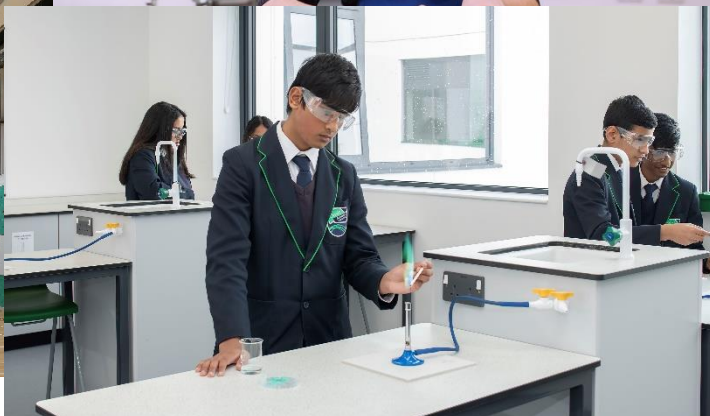
Our Academy opened in September 2018 with 230 students across year groups 7 and 8 and has grown year on year. Currently, we have 1,118 students on roll. We are an Ofsted rated 'Good' school and a school of choice within Oldham. At Oasis Academy Leesbrook, we pride ourselves on having a staff body who are committed and dedicated, going above and beyond to serve our children and community.

Our Vision

Oasis Academy Leesbrook is a school where all young people receive a personalised educational experience. Students' academic skills, habits and personalities are developed allowing them to successfully progress to work or further education, whilst making a positive contribution to our community. We prepare our students to be future local, national and global leaders who the community look upon with pride and admiration.

Our Mission

Developing happy and successful leaders who are culturally enriched role models in our community.



Effective Partnerships

Oasis Academy Leesbrook is outward looking and has engaged with a wide range of external partners, both within the Oasis family and beyond, to ensure continued improvement and dynamic opportunities. The Academy benefits from support from National Lead Practitioners both from within the Northern region and further afield. The Academy is heavily involved in the local education system and works closely with all schools and Academies within the region.

To Apply

If you would like more information about this exciting opportunity and/or would like a confidential discussion about the position, please don't hesitate to email: Hannah Murphy – hannah.murphy@oasisleesbrook.org to arrange a meeting with Nigel Fowler – Executive Principal.

To apply, please submit a completed application form to recruitment@oasisleesbrook.org by no later than 09:00am on Thursday 14th March 2024. Interviews will take place w/c 18th March 2024.

This role offers a challenging but highly rewarding opportunity to make a significant impact on the educational outcomes of thousands of students. Our young people deserve the best: your role will be to ensure that they receive it.

Additional Information

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent spoken English is an essential requirement for this role. Oasis is committed to making a difference to the lives of the communities it works in, and as such you must show a willingness to demonstrate commitment to the values and behaviours, which flow from the Oasis ethos.

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

Job Description

POST:	Assistant Principal: Inclusion (SENCO)
ACCOUNTABLE TO:	Principal; Deputy Principal
LOCATION:	Oasis Academy Leesbrook, Roxbury Avenue, Oldham OL4 5JE
WORKING HOURS:	Full time and as described in the STPCD.
ABOUT THE ACADEMY:	Oasis Academy Leesbrook is a local Secondary School serving children aged 11 – 16 years. We are dedicated to developing and preparing students to be local, national and global leaders.
KEY RELATIONSHIPS:	Principal, Deputy Principal, Academy Leadership Team; SEND Team; relevant teaching and support staff; students; associate staff; LA representatives; partner professionals; parents; local community; other Oasis Academies and Oasis Community Learning central staff.
JOB PURPOSE:	In addition to those professional responsibilities which are common to all teachers, the post holder will provide professional leadership to ensure the standards across the academy improve rapidly and sustainably. This will involve working directly with the Principal.
KEY FOCUS:	To lead the SEND provision, promoting and enacting the Academy's vision that all students are in receipt of a personalised educational provision; ensuring that those in receipt of statutory and non-statutory SEND entitlements have their needs met in all aspects of their life at Oasis Academy Leesbrook.
SALARY:	L14 - L18 (£65,010 - £71,729) + Teachers Pension Scheme

As Assistant Principal, you will need to:

- Demonstrate leadership for Academy culture, ensuring that the values and beliefs of the Academy are embedded and reflected in everyday practice.
- Ensure the effective education of all the children for which you're responsible for, socially, emotionally, physically, intellectually and aesthetically.
- Assist the development of pupils and colleagues through your designated area(s) of responsibility.
- Have a strong, clear vision for education and a track record for outstanding leadership. Rigorously ensuring the delivery of high-quality teaching and learning.
- Support us in establishing a healthy safe, caring environment where every child can reach their potential in a welcoming and strong community.

The post holder shall have the professional duties of an Assistant Principal teacher in accordance with the current DfE's School Teachers' Pay and Conditions document and wider responsibilities relating to strategic direction and development, teaching and learning, leading, and managing staff and efficient and effective deployment of staff and resources in consultation with the Principal.

This document is not a comprehensive definition of the post. It may be subject to modification at any time, after consultation with the post holder.

A. Key Responsibilities

Full responsibilities are broken down by category, however key responsibilities include:

- To assist the Principal, together with other members of the Academy Leadership Team, in providing leadership and in managing the Academy.
- To actively support the vision, ethos and policies of the Academy.
- To promote and safeguard the welfare of children you teach or come into contact with.
- To support the Academy in securing exceptional education for all children and the continuous improvement of teaching and learning in the Academy
- To lead the Academy's SEND provision.
- To take responsibility for teaching classes as set out in School Teachers' Pay and Conditions document as necessary.
- Line manage the Academy's Inclusion Team to ensure they are able to provide the very best education and support for our students.
- Implement bespoke curriculum pathways to ensure that all of our students are engaged in an education that enables them to flourish throughout their time with us.
- Develop the inclusion team within the academy.
- Provide a stimulating and caring environment for learning and to encourage both co-operation and independence in the children.
- Set the highest standards in teaching, behaviour and all aspects of school life and maintaining high expectations of children and colleagues.
- Ensure the good behaviour of all children in your care and to develop within them positive attitudes towards their peers, adults and learning.
- To have pastoral responsibility for all the children in the school as well as those children in your designated class, including being alert to child protection issues.
- To teach – with full regard to resources available and individual needs:
 - Plan and prepare intervention lessons ensuring the children receive a broad and balanced curriculum with regards to all aspects of the child's needs, on a termly and weekly basis, evaluating as necessary.
 - Teach each child to the very best of your ability having regard to the policies of the school.
 - Mark and assess the attainment of the children in all areas of school activity.
 - To be aware of the issues of continuity and progression and manage the curriculum accordingly.
 - To effectively deploy and monitor ancillary staff as may be available to assist in your class.
- To take a full part in staff meetings and parent evenings, follow duty rotas for playground supervision and matters relating to Health and Safety, etc.
- To develop your own professional skills and knowledge and take part in appropriate training and INSET.
- To supervise and, so far as is practicable, teach when necessary, any pupils whose teacher is not available to teach them.

- To participate in arrangements for further training and the continuing development of your own professional skills and knowledge as well as those of your colleagues in the area/s of responsibility.
- To keep abreast of current trends and legislation affecting such area/s.
- To keep such area/s under review – amending guidelines, policies, schemes of work etc. as appropriate after consultation with colleagues and with the approval of the Principal.
- To liaise as necessary with the NLP and other secondary schools.
- To monitor and evaluate standards in such agreed areas in partnership with the Principal.
- Enrich the curriculum and the school so that it celebrates the diverse nature of our academy enabling all students to become successful local, national and global leaders.

B. Key Tasks as SENDCO

- Facilitate and coordinate the smooth day-to-day operation of the school's SEND policy.
- Maintain the school's SEND register and complete forms such as requests for Statutory Assessment.
- Organise appropriate deployment of support staff, alongside the Deputy/Assistant SENDCo's.
- Maintain existing resources and order new resources.
- Oversee records of all pupils with SEND, regularly monitoring.
- Liaise with teaching and support staff, advise and contribute to their professional development.
- Liaise with parents/carers of pupils with SEND.
- Liaise with external support agencies.
- Undertake assessments for specific purposes.
- Organise and lead reviews.
- Contribute to discussions about the strategic direction and development of SEND provision across the school.
- Monitor and evaluate the effectiveness and progress of SEND provision and SEND students.
- Contribute to the School Profile document.
- Attend cluster SENCO meetings.
- Deliver bespoke interventions that allows our SEND students to attend and achieve.
- Be the designated teacher for CLA.
- Work closely with the Pastoral Manager to ensure the needs of students with SEND are met.
- To prepare IEPs and programmes of work which support pupils with special needs and to evaluate progress.
- To safeguard the children's health and safety both on school premises and authorised activities elsewhere.
- To undertake an annual SEN audit and to advise the Principal of the school priorities for the following year.

Additional SEND Responsibilities:

- Monitor and evaluate IEPs and Pupil Passports to ensure that targets are SMART and are reviewed at least termly and that pupil's progress is monitored thoroughly.
- Monitor and evaluate a range of interventions to ensure that work is suitably differentiated for pupils who have SEN and tasks that are appropriate and enable them to meet the targets set in their IEPs.
- Monitor and evaluate the Deputy/Assistant SENDCo's and SEND admin teams work and skills and provide support and professional development, where needed.
- Monitor and evaluate the Teaching Assistant's work and skills and provide support and professional development, where needed.

- Monitor and evaluate the EAL Intervention Lead work and skills and provide support and professional development, where needed.
- Carry out Performance Management for Inclusion Team and liaise with the Deputy Principal.
- Analyse the performance of the children receiving intervention support.

Specific Responsibilities:

A. Achievement and standards

- Set high expectations and stretching targets for the Academy to which your areas of responsibility contribute significantly.
- Ensure a consistent and continuous focus on student achievement using data to track and monitor the progress in every student's learning.
- Use national, local and Academy data effectively to analyse and evaluate student progress; planning and implementing effective interventions to support students.
- Continuously monitor and evaluate the effectiveness of learning outcomes.

Professional Standards- Attributes, Knowledge and Understanding

- Commitment to a collaborative Academy vision of excellence and equality that sets high standards for every student.
- Ability to analyse and evaluate performance data.
- Demonstrate and articulate high expectations and set stretching targets for the Academy.
- Take appropriate action when performance is unsatisfactory within their specified areas of responsibility.
- Have an extensive knowledge and well-informed understanding of the assessment.

B. Quality of Provision

In relation to children with additional needs:

- Secure and sustain effective teaching through structured monitoring, evaluation and review.
- Monitor the quality of teaching and students' learning through the analysis of performance data, observation of teaching, work scrutiny, student interviews in collaboration with the Academy Leadership teams.
- Contribute to the development of teaching and learning by supporting training programmes, coaching and mentoring of teachers.
- Develop and maintain Academy policies and practices, which promote high achievement and inclusion through effective teaching and learning across the Academy.
- Contribute to the development of the curriculum to best reflect the Academy's curricular aims and to meet the needs of all students.
- Seek opportunities to collaborate with other Academies, innovative and high achieving schools through the Oasis Community Learning and other relevant networks to share and develop excellent pedagogies.
- Take a strategic role in the development of new and emergent technologies to enhance and extend the learning experiences of students.
- Promote extra-curricular activities and out of hours learning which enhance learning opportunities.
- Have a teaching commitment within the Academy.

Professional Standards- Attributes, Knowledge and Understanding

- Recognises excellence and challenges underperformance at all levels and ensures corrective action and follow up.
- Ensure a culture of challenge and support where all students can achieve success.
- Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- Understanding of school self-evaluation and an ability to make evidence-based judgements.
- Ability to initiate and support research and debate about effective teaching and learning and develop strategies to improve performance.

C. Leadership and Management

- Be a strategic and supportive member of the Leadership team of the Academy, playing a key role in the development of the Academy as it becomes an innovative, high performing, and emotionally intelligent organisation for the 21st century.
- Effectively manage an agenda of significant change to raise standards in all areas of Academy life.
- Take the lead strategic oversight for specified areas of improvement and development and make a significant contribution to the strategic development of all areas of the Academy, whether or not holding a direct responsibility for the strategic feature or not
- Ensure that effective teaching and learning takes place and that students' personal development needs are met.
- Play a key role in creating an environment within the Academy where students and staff develop and maintain positive attitudes towards each other, the environment and community.
- Contribute to the development and review of the Academy Improvement Plan, Ofsted Self Evaluation Form and the related documentation.
- Line manage designated staff and support staff working collaboratively to raise student achievement and attainment across the Academy and provide effective support, guidance, challenge and information for all staff within designated areas of responsibility.
- Take an active role as a Team Leader within the Academy's Performance Management policy in addition to promoting and providing induction and Continuous Professional Development opportunities to ensure the professional effectiveness of teaching and support staff colleagues.
- Maintain clear expectations, high standards of professionalism and collaboration to meet the Academy Improvement Planning priorities.
- Assist in the appointment of staff and their deployment to make most effective use of their skills, expertise and experience to raise standards of achievement across the Academy.
- Ensure that all staff have a clear understanding of their roles and responsibilities.
- Use appropriate resources, in consultation with the Principal, for effective, efficient and safe teaching and learning across the Academy; accommodation, agreed budgets, staff, time, courses, development opportunities and ICT resources.
- Liaise effectively with all stakeholders including parents, Academy Council, feeder schools, partner secondary schools, business and community partners and the wider community, as appropriate to designated strategic responsibilities.
- Network with other Academies, innovative and high achieving schools through the Oasis Community Learning and other relevant networks; make and host regular visits in order to learn more about the ways that other institutions are effecting change and transformation.
- Ensure the Academy is compliant with national, local and Academy statutory, legal, and policy requirements.

Professional Standards - Attributes, Knowledge and Understanding

- Acts as a lead professional, setting a professional example to staff and students.
- Makes professional, managerial and organisational decisions based on informed judgements.
- Inspires, challenges, motivates and empowers others to carry the Academy vision forward.
- Understands the management of change to bring about sustained improvement.
- Prioritises, plans and organises themselves and others.
- Knows about the use of a range of evidence, including performance data, to evaluate and improve aspects of school life, including challenging poor performance.
- Commitment to the equitable management of staff and resources
- Able to delegate and monitor the implementation of management tasks.

D. Personal Development and Well-Being

- Lead the implementation of the personalised learning agenda, raising achievement and improving the quality of teaching, learning and support across the Academy.
- Ensures a consistent and continuous Academy-wide focus on student achievement, using baseline and progress data to monitor progress.
- Recognise and reward students who are making good progress and identify underachievement putting in place appropriate support to address the areas of weakness.
- Supporting the extended school programme including visits
- Supporting the Academy in the delivery of the 'Every Child Matters' outcomes
- Treat all members of the school community fairly, equitably and with respect to create and maintain the Academy ethos.
- Ensuring the safeguarding of all students through the implementation of effective policies and procedures
- Ensuring a safe working and learning environment through application of appropriate risk assessment and adherence to current Health & Safety regulations

Professional Standards - Attributes, Knowledge and Understanding

- Have a commitment to choice and flexibility in learning to meet the needs of every student.
- Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of students.
- Work effectively with relevant agencies to protect children.

E. Views of Learners, Parent/Carers and other Stakeholders

- Ensure an effective partnership with parents and carers to support students' academic and personal development.
- Seek opportunities to invite parents, careers and other members of the community into the Academy to enrich the opportunities for all students.
- Ensure parents and carers are well informed about their child's progress and targets and their part in the process of improvement.
- Seek the views of parents, carers and other member of the community on the development of the Academy.

Professional Standards - Attributes, Knowledge and Understanding

- Create and maintain an effective partnership with parents and carers to support and improve students' academic and personal development.

- Recognises and takes account to the richness and diversity of the Academy's community.
- Listens to, reflects and acts on community feedback.
- Builds and maintains relationships with parents, carers and the community that enhances the education of all students.

F. Professional Development

- Keep up to date with current research in school improvement.
- Lead professional development activities, as appropriate, to update and develop the skills of colleagues.
- Provide regular coaching and mentoring for other colleagues.
- Participate in Performance Management accordance with Academy policy.

Professional Standards - Attributes, Knowledge and Understanding

- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.
- Build a collaborative learning culture within the Academy.

G. 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 DBS checks and safeguarding training. Senior members of staff are required to undertake Safer Recruitment in Education training.

OTHER:

The post-holder may be required to perform duties other than those given in the job description for the post providing that they are commensurate with the grade. The particular duties and responsibilities attached to posts vary from time to time without changing the general character of the duties or the level of responsibility entailed.

Such variations are a common occurrence and would not in themselves justify the re-evaluation of a post. In cases, however, where a permanent and substantial change in the duties and responsibilities of a post occurs, consistent with a higher level of responsibility, then the post would be eligible for re-evaluation. Signed:

Employee:		Line Manager:	
Print Name		Print Name	
Date		Date	

Assistant Principal: Inclusion (SENCO) - 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.

Our ethos is rooted in what we believe and who we are. It is an expression of our character. Rooted in the story and beliefs of Oasis, we describe our ethos through a particular set of values that inform and provide the lens on everything we do.

- A passion to include.
- A desire to treat people equally respecting differences.
- A commitment to healthy, open relationships
- A deep sense of hope that things can change and be transformed.
- A sense of perseverance to keep going for the long haul.

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

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • A Degree or equivalent • A Post Graduate Certificate in Education with QTS • Accredited SENDCo Qualification (or working towards achieving it) • Evidence of recent, relevant continuous professional participation in in-service development and commitment to further professional development 	<ul style="list-style-type: none"> • Qualified to Masters degree level. • NPQSL • A qualification for the assessing and teaching of pupils with specific learning difficulties. • Experience of diagnostic testing • Understanding of phonics and early reading/language acquisition programmes. • Experience of Primary School setting
Experience, Skills & Knowledge	<ul style="list-style-type: none"> • Extensive teaching experience in secondary setting • Leadership experience in a mixed, comprehensive school or academy • Proven record of success in raising student achievement • Experience of developing successful partnerships with external organisations to support student progress. • Understanding and knowledge of the statutory requirements of legislation concerning Safeguarding, including Child Protection, Equal Opportunities, Health & Safety and SEN. • Excellent knowledge of how to support students with complex SEMH issues. • Knowledge of the SEN Code of Conduct and its practical application strategies 	<ul style="list-style-type: none"> • Proven use of MIS and data tracking systems to improve outcomes. • Experience of academy/school self-evaluation • Understanding of the practical application of Equal Opportunities in an Academy context • Dealing successfully with challenging and sensitive situations in a school setting. • Using comparative information about attainment. • The statementing process and the evidence needed the role of external services that support the provision for SEN pupils within schools.

	<p>for meeting the SEN of pupils in a mixed ability classroom.</p> <ul style="list-style-type: none"> • Evidence of success at a senior or middle leadership level in developing whole academy/school strategy and vision <p>Experience and understanding of the academy/school planning, monitoring, review and evaluation process.</p> <ul style="list-style-type: none"> • Knowledge and understanding of recent educational initiatives and the legislative framework. • Understanding of what is required to secure effective teaching and learning to improve student performance in an inclusive environment. • Knowledge and experience of using ICT to develop teaching and learning. • Ability to use assessment data effectively to set targets and raise achievement. • Ability to provide appropriate challenge and support for students. • Knowledge of behaviour management strategies and an ability to maintain good discipline. • Experience of planning and implementing an effective teaching programme and Individual Education Plans, including the monitoring, assessment, recording and reporting of pupils' progress • Understanding of the positive links necessary within school, a child's home and external agencies • Effective teaching and learning styles. 	
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	<ul style="list-style-type: none"> • How to establish an effective rapport with children which is based on high expectations and establish a purposeful learning environment where all pupils feel secure and confident. • How to use ICT effectively as an integral part of teaching and learning. <p>The SENCO will be able to:</p> <ul style="list-style-type: none"> • Promote the school's aims positively and use effective strategies to enhance motivation and morale. • Establish and develop a sound professional relationship with a class and groups of pupils. • Demonstrate excellent teaching and learning skills and be able to create a positive, challenging and effective learning environment. • Organise and sustain systematic support from a variety of providers for a range of SEN. • Experience of managing the coordination of teaching assistants in support of SEN pupils. • Experience of advising and motivating teaching staff with SEN initiatives. • Ability to present clearly a wide range of specialised information to both educationalists and non-educationalists. • Ability to make consistent judgements based on careful analysis of available evidence. • Ability to/experience of developing excellent professional relationships within a team. • Ability to/ experience of establishing and developing appropriate 	
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	<p>relationships with parents, governors and the community.</p> <ul style="list-style-type: none"> • Ability to communicate effectively to a variety of audiences. 	
Personal Qualities	<ul style="list-style-type: none"> • Passionately committed to safeguarding and the welfare and wellbeing of children and young people • To work hard and remain fully committed, even when under pressure, always acting with consideration for yourself and others. • Forgiving and committed to healthy inclusive relationships (strong interpersonal & diplomatic skills) • To be hopeful, honest and always act with integrity, taking a rigorous approach to improving standards in order to ensure transformation of pupil's lives and their wider communities. • Act with humility and as a team player by serving others both in the Academy and the Oasis family. • Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos. • A desire to develop your own Leadership skills. • Ability to motivate students and staff. • Good communication skills • Ability to lead and work as part of a team. • Ability to use and act on own initiative. • Ability to reflect. • Have exceptional behaviour management skills. 	

	<ul style="list-style-type: none"> • Ability to form and maintain appropriate relationships and personal boundaries with children. • Emotional resilience in working in a range challenging situations. • Willingness to undergo appropriate checks, including enhanced DBS checks 	
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The Oasis Education Charter

Ethos

Our ethos is rooted in what we believe and who we are.

- We have a passion to include everyone.
- We have a desire to treat everyone equally, respecting differences.
- We have a commitment to healthy and open relationships.
- We have a deep sense of hope that things can change and be transformed.
- We persevere and keep going for the long haul.

Learning

The purpose of education is to understand what it means to be human - living intentionally and asking two key questions: Who am I? Who am I becoming?

- The foundation of our students' learning is made up of five integrated objectives.
- We develop competence, striving for excellence in skills, knowledge and qualifications.
- We foster character and self-belief and encourage our students and staff to become the best versions of themselves through the 9 Habits.
- We embrace community, advocating the value of living interdependently with others.
- We equip our students and staff to be engaged local and global citizens who strive for a better society.
- We nurture and empower a life-long passion for learning in all the people we serve.

People

As an interdependent family, we enjoy exceptional strength and opportunity.

- We believe that good relationships are at the heart of everything we do.
- We support and encourage each other in championing the Oasis ethos.
- We work, learn and develop together so that students and staff can share and benefit from everyone's best practice.

Purpose

We work in partnership with our communities to transform lives, where everyone is included, can contribute and is able to reach their God-given potential. We deliver this through an Oasis Hub our model of integrated community development.

- We deliver education in the context of our Hubs.
- We create a culture of excellence for all.

Inclusion

Our vision is driven through a passion and commitment to include everyone.

- We believe all our children and young people are precious; we prioritise social inclusion and integration in all we do.
- We model and set high aspirations and expectations for every child and young person and member of staff.
- We provide opportunities and experiences for all our students, as well as their wider families, giving advantage to the disadvantaged.

Curriculum

The curriculum is the heart of Oasis's educational provision.

- We make great learning the foundation of every lesson.
- We design our curriculum to meet the needs of all.
- We strive for personal as well as academic and vocational excellence, achieving outcomes that drive social mobility, and give everyone freedom of choice through their lives.

A number of reference documents support the Oasis Education Charter and are available on www.oasiscommunitylearning.org