

Assistant Principal



Oasis
Academy:
Hadley

Welcome

Dear Candidate,

A warm welcome and thank you for your interest in the position of **Assistant Principal** here at Oasis Academy Hadley.

This is a unique opportunity for a skilled and experienced leader looking to join our Leadership Team at Hadley. We are one of 52 academies which form part of Oasis Community Learning, a well-established Trust with a great reputation for supporting and developing staff.

I hope you find the information pack helpful. If you would like to know more about us, check out our website www.oasisacademyhadley.org.

If you have any further questions about the role or would like to visit us in person prior to applying, please contact my PA, Denise Clarke 020 8804 6946 or by email Denise.Clarke@oasishadley.org

If you think this role could be for you, please complete the Application and Equal Opportunities monitoring form linked to the job advert on our website or email it to: Denise.Clarke@oasishadley.org.
CVs will not be accepted for this role.

The deadline for applications is 12pm noon on **Friday, 3rd February 2023**. Interviews will take place on 8th and 9th February 2023.

Wishing you well and looking forward to hearing from you.

Yours sincerely,



Zoë Thompson
Principal

About Oasis Academy Hadley

Oasis Academy Hadley is a great place to work and learn.

We are an all-through family school, where children at every key stage from ages 2 to 19 learn well and make good progress.

We pride ourselves on being inclusive and championing the gifts and talents of every individual. The happiness, care, and wellbeing of all our children is central to our approach and enables everyone at Hadley to thrive in a safe and secure environment.

We have an established culture of high expectations, where children are taught well and encouraged to develop both academically and culturally. Having such a well-rounded learning experience is central to our purpose as it is this that enables our children to be aspirational for themselves, their families, and their community. By nurturing a positive mindset, we build children's confidence to be successful whichever path they choose.

Being an all-through school means that many children are with us for the majority of their formal education and do stay on into our very popular Sixth Form where each year, approximately 95% go onto university with 85% going to Russell Group and top third Universities which are some of the best in the world.

Hadley has a track record of great achievements and is an inspirational place to grow and develop. Throughout all phases of our Academy, we have a team of skilled and dedicated staff with a great deal of expertise who are committed to securing the best outcomes. To achieve this, we place a great deal of importance in continuing professional development and we have an established leadership development program.

Oasis Academy Hadley is one of 52 Academies who form part of the Oasis Community Learning. Each Oasis Academy and the services behind them, are committed to creating exceptional entitlement that ensures that all children have real choice in their lives.

To find out more about what it's like to work for Oasis and the huge benefits that come with this, go to [OCLCareers.org](https://www.oclcareers.org).

Our Offer to you

Clear career progression opportunities



As a large trust, we are able to provide clear career progression opportunities from ECT, through to middle leader, senior leader, Principal and Regional Director roles. In partnership with the National Institute of Teaching we provide accredited and bespoke training programmes that include the full NPQ suite of qualifications. We also work closely with a range of other providers to deliver high quality CPD in pedagogy, behaviour management and curriculum development.

Curriculum development and reduced workload

Our NLPs and National Curriculum Leads have worked hard to create the Oasis Curriculum; a comprehensive set of lesson plans and materials for all subjects currently taught in Primary and secondary Phases. Your time as a teacher is valuable, and we hope that this will support you with managing your workload and work-life balance.

Trust-wide opportunities for you to make a difference

There are a wide range of opportunities for teachers to support and play a key role in trust wide initiatives. This can be through: Pioneering new systems and approaches, based on current educational research – being at the cutting edge of educational thinking and development. Transferring between academies to support Academy improvement or to gain additional experience in preparation for promotion. Leading a Regional Improvement Network for your subject or year group, becoming one of our NLPs or National Curriculum Leads or Joining strategy groups to develop best practice.

These include Assessment, SEND, Early Years, Equality and Diversity and Safeguarding to name a few.

Support and sharing best practice

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

National Lead Practitioners (NLPs)

NLPs are highly effective teachers who are released from their own Academy for 1.5 days a week to design curriculum and promote best practice in academies across the trust. As part of Oasis, you will have the opportunity to become an NLP.

Regional Improvement Networks (RINs)

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

Assessment: Our NLPs have developed year group assessments in secondary and through a unified approach to exam boards we are able to work together to promote highly effective teaching strategies to secure the best outcomes for our students. For primary we have whole phase assessment systems to track achievement in every cohort in each Academy.

Best Practice Directory: Through our Learning and Development Zone we have numerous strands of best practice that academies can access.

Conferences: We hold CPD conferences across the UK to share best practice and pedagogy - regionally and nationally. These are enhanced through support from our NLPs.

More information about our NLPs and best practice is available in our Video Gallery on the Oasis Careers website.

Our Curriculum

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

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

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

The Oasis ethos

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

Our ethos is:

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

Community Learning: Oasis Hubs

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

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

Nine Habits



Assistant Principal

This is a unique opportunity for a skilled and experienced leader of learning to join our Leadership Team at Hadley.

As a truly all through academy, Hadley operates very much as one school in one building with two Phases.

- Phase 1 - our two-form entry Primary Phase starts with our 2-Year-old Nursery and goes through to Year 6.
- Phase 2- our six-form entry Secondary Phase, from Years 7 to 11 and a very popular Sixth Form

The delivery of the curriculum is specific and deliberately focused for each year group in each phase, with a strong learning focus, however as an all through academy, our policies, practices and procedures are consistent across both Phases.

The leader we are seeking for this role will not be phase specific. They will have a strong focus on curriculum, learning and outcomes across both phases of the academy. We are looking for an experienced team player with high expectations and a mission to ensure no child is left behind.

You may be a Primary or Secondary trained leader with a track record of improving outcomes. As a reflective leader, you will have the ability to build capacity within our talented and committed Leadership Team. You will also have the skills to support and motivate staff and our community towards the achievement of aspirational goals.

At Hadley, we have a committed family of staff who never lower their expectations. As a leader you will demonstrate this, together with an understanding of social and economic challenges faced by many children and families in our community, and a commitment to do what it takes to overcome these.

Job Description

POST:

Assistant Principal

ACCOUNTABLE TO:

Principal, Deputy
Principal

GRADE:

Leadership (Outer London),
Range 14-18 (£64,553 –
£70,871) plus Teachers
Pension Scheme

KEY RELATIONSHIPS:

Academy Leadership Team;
relevant teaching and
support staff; students;
partner professionals;
parents; local community;
other Oasis Academies and
Oasis Community Learning
central staff

LOCATION:

Oasis Academy Hadley,
Ponders End, Enfield,
EN3 4PX

WORKING PATTERN:

Full-time and as described
in the School Teachers' Pay
and Conditions Document

THE ROLE:

We are seeking a talented leader who can inspire and motivate students and staff. You will work to secure the highest standards across our Academy. In addition, you will be a member of the Academy Leadership Team, which sets the strategic direction for the whole Academy. This is a fantastic opportunity for a dedicated and inspirational leader.

JOB PURPOSE:

Provide strategic leadership for key areas of the Academy, in consultation with the Principal, consulting with key stakeholders, which brings about high standards of education. All leaders in the Academy share in devising strategies for raising achievement and ensuring high standards of teaching and learning.

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

RESPONSIBILITIES:

- To provide strategic leadership for specified whole Academy responsibilities.
- 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.

OUTCOMES

1. Achievement and standards

- Set high expectations and stretching targets for your areas of responsibility which contribute significantly to Academy targets.
- Evaluate student progress across specified areas of responsibility using appropriate assessments and records and the regular analysis of the data to track and monitor progress.
- Use national, local and Academy data effectively to analyse and evaluate student progress; planning and implementing effective interventions to support students.
- Ensure a consistent and continuous focus on student achievement, using baseline and progress data to and assess the effectiveness of actions against targets implementing strategies to address underperformance.

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

2. Quality of Provision

- Contribute to raising the quality of teaching and learning so that lessons are good or better and there is no inadequate teaching within the Academy.
- 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 team.
- 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.
- 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.
- Implement strategies that ensure high standards of behaviour.
- Promote extra-curricular activities and out of hours learning which enhance learning opportunities.
- Have a teaching commitment in line with other Assistant Principals within the Academy.

Professional Standards - Attributes, Knowledge and Understanding

- Recognise excellence and challenges underperformance at all levels and ensures corrective action
- Ensures 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 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.

3. 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.
- Effectively manage an agenda of change to raise standards in specified areas of Academy life.
- Take the lead strategic oversight for specified areas of improvement and development.
- 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, Self-Evaluation and the related documentation.
- Line manage designated teaching 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 within the specified areas of responsibility have a clear understanding of their roles and responsibilities.
- Effectively manage and deploy relevant finances.

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.
- 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

4. Personal Development and Well-Being

- Promote high standards of pastoral support and well-being across the Academy.
- Recognise and reward students who are making good progress, and identify underachievement putting in place appropriate support to address the areas of weakness.
- Support the extended Academy programme including visits.
- Treat all members of the Academy community fairly, equitably and with respect to create and maintain the Academy ethos.
- Safeguard all students through the implementation of Academy policies and procedures
- Ensure a safe working and learning environment through application of appropriate risk assessment and adherence to current Health and 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.

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

- Ensure an effective partnership with parents and carers to support students' academic and personal development.
- Ensure parents and carers are well informed about their child's progress and targets.
- Prepare guidance materials for parents and carers to help them support their child's learning.

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.

6. Professional Development

- Keep up to date with current research in school improvement in the specified areas of responsibility.
- Lead professional development activities, as appropriate, to update and develop the skills of colleagues.
- Provide regular coaching and mentoring for less experienced 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 specified areas of responsibility.

The person undertaking this role is expected to work within the policies, ethos and aims of the Academy and to carry out such other duties as may reasonably be assigned by the Principal. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions, including extra-curricular activities, are fulfilled through direct dialogue with employees, contractors, and community members.

All staff take an active role in the Academy's care and guidance of students.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Degree and Qualified Teacher Status • Recent relevant professional development 	Post graduate study Evidence of middle leadership training
Experience	<ul style="list-style-type: none"> • Record of good and outstanding teaching experience • Leadership experience in a school or academy • Proven record of success in raising student achievement • Understanding of what is required to secure effective teaching to improve student performance in an inclusive environment • Experience and understanding of the planning, monitoring, review and evaluation process • Experience of academy/school self -evaluation 	Experience in a mixed, ethnically diverse school or academy
Skills and Understanding	<ul style="list-style-type: none"> • Knowledge and understanding of National Curriculum, particularly statutory requirements • Ability to use assessment data effectively to raise achievement • Ability to provide appropriate challenge and support for students • Knowledge of behaviour management strategies and an ability to maintain good discipline • Understanding of the practical application of Equal Opportunities in an Academy context • Ability to converse at ease with parents and students and members of the public and provide advice in accurate spoken English 	
Personal Qualities	<ul style="list-style-type: none"> • Ability to motivate students and staff • Good communication skills • Good IT skills • Ability to work as part of a team • Ability to be a reflective practitioner • Commitment to safeguarding and promoting the welfare of children • Willingness to undergo appropriate checks, including enhanced DBS checks. • Ability to form and maintain appropriate relationships and personal boundaries with children • Emotional resilience in working in a range challenging situations • Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos 	

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.

Safeguarding Children

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

Disclosure and Barring checks

- Candidates should be aware that all posts in Oasis Community Learning involve some degree of responsibility for safeguarding children, although the extent of that responsibility will vary depending on the nature of the post.
- 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.
- If you are currently working with children in any capacity, your current employer will be asked about disciplinary offences, including those related to children (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.
- 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.

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.

All candidates invited to interview must bring original copies of the following documents:

- Documentary evidence of right to work in the UK
- Evidence of identity that satisfies DBS requirements such as a current driving license and/or a passport and/or a full birth certificate and any documentation evidencing a change of name
- Documentary proof of current name and address (i.e. utility bill, financial statement etc.
- Documents confirming any qualifications that are necessary or relevant for the post.

We will seek references on shortlisted candidates and will approach previous employers for information to verify experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview. In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and welfare of children, including:

- Motivation to work with children
- Able to form and maintain appropriate relationships and personal boundaries with children
- Emotional resilience in working with challenging behaviours and 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 and receipt of at least two satisfactory references
- Verification of identity and qualifications and professional status such as QTS Status, NPQH (where required)
- Satisfactory Disclosure, Barring Service check
- Satisfactory completion of a Health Assessment and 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 a successful statutory induction period (for those who obtained QTS after 7 May 1999)
- Verification of medical fitness in accordance with DFE 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.