



Oasis Academy Lister Park

Assistant Principal



Exceptional Education at the Heart of the Community

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

I am extremely proud to lead Oasis Academy Lister Park. This is a truly exciting time to join the Lister Park family, as we continue to build on the established foundations of a school that will continue to 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 Lister Park 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 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.

We are incredibly proud of our students and the confident, well rounded young people we see them blossom into throughout their time with us. When you become part of OA Lister Park you are joining more than a school; you are joining a family. Every member of staff (from our facilities and catering staff through to the most senior members of our teaching staff) are advocates of this and fully embrace our ethos and values.

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 absolute 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 helping ensure that our academy is exceptional every single day. This is a truly wonderful opportunity to join a forward-facing, community driven team. I look forward to receiving your application.

Very best wishes

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

Mrs Jules Millar
Principal, Oasis Academy Lister Park

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Oasis Community Learning

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

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

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



John Barneby
Interim CEO, Oasis Community Learning

About Oasis Community Learning

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

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

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

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

Our Offer to you



Clear career progression opportunities



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

Curriculum development and reduced workload

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

Trust-wide opportunities for you to make a difference

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

Support and sharing best practice

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

National Lead Practitioners (NLPs)

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

Regional Improvement Networks (RINs)

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

Assessment

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

Conferences

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

Our Curriculum

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

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

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

The Oasis ethos

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

Our ethos is:

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

Community Learning: Oasis Hubs

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

Each Oasis Academy is part of an Oasis Hub that responds to the needs of the local community.



About you

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

About Oasis Academy Lister Park

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

At Oasis Academy Lister Park, our strong ethos of inclusion and pastoral care reinforces our commitment to looking after and developing the 'whole' child. Our curriculum supports the development of skills, knowledge and character. We expect our students to participate in the many enrichment opportunities provided to enrich their own and the lives of others and be professional by committing to a life of learning, taking pride in their appearance, being present, punctual, prepared, and taking advantage of leadership and enterprise opportunities. We celebrate individual talents and abilities, developing confident, independent students who enjoy life-long learning.

All members of our community are learners; our students are educated for life. Our staff are developed through teamwork, training and the opportunities that an innovative environment brings. The educational facilities are shared with local schools and local people. We provide lifelong learning.

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



The Vision Statement of Oasis Academy Lister Park

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

Job Description

POST:	Assistant Principal
RESPONSIBLE TO:	Principal
SALARY:	L11-L15 (£56,796 – £62,561) + Teachers Pension Scheme
LOCATION:	Oasis Academy Lister Park, North Avenue, Bradford, BD8 7ND
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.
WORKING PATTERN:	Full-time and as described in the School Teachers' Pay and Conditions Document
DISCLOSURE LEVEL:	Enhanced

JOB PURPOSE:

About the role:

This is a unique opportunity to develop as a leader in an exciting environment as our Academy grows. The role will be predominantly focused within the secondary phase where ensuring that the high standards and expectations already embedded in the primary phase are established within the secondary. As Assistant Principal, you will hold responsibility for key strategic areas within the secondary phase.

As Assistant Principal, you will need to be able to demonstrate leadership for Academy culture, ensuring that the values and beliefs of the Academy are embedded and reflected in every day practice

We are looking for a driven, experienced individual with high expectations who will:

- Value our children as individuals
- Be ambitious for all of our children's outcomes both academic and beyond
- Will seize on the potential of all individuals and aide them to excel
- Be a strong leader in our community who is passionate about education

You will have a strong, clear vision for education and a track record for outstanding leadership. Rigorously ensuring the delivery of high quality teaching and learning. You will 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.

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 provide strategic leadership for specified whole school initiatives.
- To monitor and support academic progress, attendance and behaviour of students in a specified phase of 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 take responsibility for teaching a class as set out in School Teachers' Pay and Conditions document as necessary

SPECIFIC RESPONSIBILITIES:

Expectations of Leadership:

We believe that our leaders occupy an influential position in society and shape the profession. We see our leaders as lead professionals and significant role models within the community we serve. The values and ambitions of our leaders determine the achievements of our Academy. They are accountable for the education of current and future generations of children. Leadership has a decisive impact on the quality of teaching and children's achievement in all classrooms. Our leaders lead by example the professional conduct and practice of teachers in a way that minimises unnecessary workload and leaves room for high quality continuous professional development for staff. They secure a climate for the exemplary behaviour of children. They set standards and expectations for high academic success recognising differences and respecting cultural diversity within contemporary Britain. Leaders are outward facing and develop high quality professional networks, which support the development of exceptional education within our Academy.

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

- Raise the quality of teaching and learning so that lessons are good or better and there is no inadequate teaching.
- 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.
- 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 within the Academy.

Professional Standards- Attributes, Knowledge and Understanding

- Recognises excellence and challenges underperformance at all levels and ensures corrective action and follow up.
- 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 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
- Have oversight of years 7 and 8 in the first instance, ensuring 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 teachers, Heads of Learning Areas 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 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 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.

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 Regional Academies Director. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions 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.

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.

Signed:

Employee:		Line Manager:	
Print Name		Print Name	
Date		Date	

Assistant Principal – Secondary Phase Person Specification

Our Purpose

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

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

Oasis Ethos

Our ethos is an expression of our character - it is a statement of who we are and therefore the lens through which we assess all we do. We are committed to a model of inclusion, hope, perseverance, healthy relationships and compassion throughout all the aspects of the life and culture of each Academy community.

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

	<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 • Understanding of the practical application of Equal Opportunities in an Academy context • Knowledge of safeguarding and promoting the welfare of children and young people • Relevant SENCO training and experience • CP/safeguarding training and experience 	
<p>Personal Qualities</p>	<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 	

	<p>pupils lives and their wider communities checks, including enhanced DBS checks</p> <ul style="list-style-type: none">• 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.• 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• 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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