



# **Oasis Academy Lister Park**

## **Assistant Principal**



## Exceptional Education at the Heart of the Community.

Dear Applicant,

Thank you for your interest in applying for the post of Assistant Principal here at Oasis Academy Lister Park. I hope you find the information provided helpful, and warmly welcome any further questions throughout your application process.

It is an exciting time to be joining Oasis Community Learning as we are seeing our efforts coming to life. In just two years our sustained improvement as a trust has seen the percentage of inspected academies attaining 'Good' or better rise from 30% to 81%, and we are proud to say that our students have also seen the benefits from these improvements. In February 2019 Oasis Academy Lister Park was graded Good by Ofsted and we continue our journey of constant improvement.

In this pack, you will find information on both Oasis Academy Lister Park as an Academy and Oasis Community Learning as a multi-academy trust. We have included a job description outlining expectations and duties for the role along with a person specification you can use to match your experience and suitability against.

We welcome applications from both experienced deputies and those wishing to take the next step in their career.

If you are interested in finding out more, we'd love to hear from you. We welcome and encourage all applicants to come and visit the academy prior to your application.

Please email [tina.stacey@oasislisterpark.org](mailto:tina.stacey@oasislisterpark.org) to arrange a time and date for your visit.

Oasis Academy Lister Park  
North Avenue  
Bradford  
BD8 7ND  
T: 01274 362050  
E: [recruitment@oasislisterpark.org](mailto:recruitment@oasislisterpark.org)

Mrs Siân Dover

**Principal**



## 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 Murphy

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 52 academies: 31 primary, 18 secondary and 3 all through.

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 external providers, we provide accredited and bespoke training programmes including the NPQML, NPQSL and the NPQH. We also work closely with the 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. Leading a Regional Improvement Network for your subject or year group.

Becoming one of our NLPs or National Curriculum Leads.

Joining strategy groups to develop best practice (e.g. Assessment, SEND, Early Years, Equality and Diversity, Safeguarding).

Becoming a middle and/or senior leader in our Trust.

### 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 intranet we have numerous strands of best practice that academies can access.

**Oasis Teaching School:** We have Teaching School within our trust which act as a source of best practice CPD.

**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 our 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, by the end of the academic year 2021-2022 we plan to have this extended into the primary phase, so that children from age 2 to 18 have the very best possible curriculum entitlement.

## 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

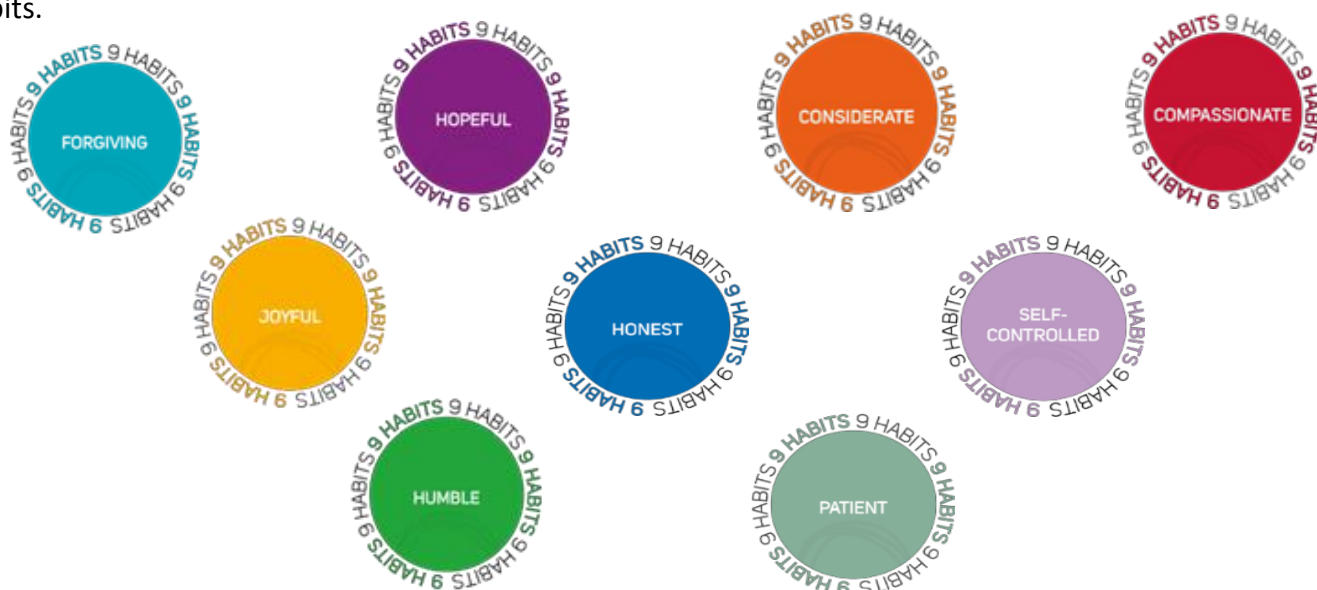
A deep sense of hope that things can change and be transformed

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 through many different forms of outreach. Our united goal is to see the entire community transformed for the better.



## About you

You will be an experienced middle leader with a proven track record of school improvement, ideally with experience in inner-city, multi-cultural areas. As a calm and reflective leader, you will have the skills to build the capacity of our very able 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.

## 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

<b>POST:</b>	Assistant Principal
<b>RESPONSIBLE TO:</b>	The Principal, under the day-to-day management and leadership of the Deputy Principal
<b>SALARY:</b>	L11-L15 (£54,091 - £59,581) + Teachers' Pension Scheme
<b>KEY RELATIONSHIPS:</b>	Academy Leadership Team; relevant teaching and associate staff; LA representatives; partner professionals; parents; local community; other Oasis Academies and Oasis Community Learning central staff.
<b>LOCATION:</b>	Oasis Academy Lister Park, North Avenue, Bradford, BD8 7ND
<b>WORKING PATTERN:</b>	Full-time and as described in the School Teachers' Pay and Conditions Document
<b>DISCLOSURE LEVEL:</b>	Enhanced

## JOB PURPOSE:

Leading and managing specific areas of the academy to be confirmed with the successful applicant but with specific reference to:

- The quality of teaching and learning
- Standards of progress, achievement and attainment
- Translating the Academy values, principles, vision and ethos so that they are seen and heard in the many interactions between adults and young people
- Implementation of relevant Academy policies and development plans
- The delivery of ECM outcomes
- Behaviour for Learning expectations and positive behaviour management
- Teacher and Associate staff deployment, professional development and performance management

Leading and managing a systematic approach to the post holder's area of specific responsibility so that students, teachers and associate staff understand what that specialist area looks like in a teaching and learning environment and how effective strategies impact on improved educational outcomes.

In the context above, to:

- Lead and manage the area of specific responsibility so that it is a vehicle for Academy improvement
- Review and develop existing policies and practice for the area of specific responsibility, taking into account national developments and strategies and best practice which leads to transformational and improved outcomes
- Propose future plans based on the Academy's stage of development
- Work in collaboration with the other Assistant Principals and Middle Leaders to ensure that there is appropriate planning for coherence and positive impact on student outcomes across the Learning Gateways
- Ensure that the area of specific responsibility makes a positive contribution to student and academy outcomes
- Ensure that strategies in the area of specific responsibility meet the needs and aspirations of the students and the community the Academy serves.

## General responsibilities:

- The post holder will be expected to work in close collaboration and liaison with the Principal and the Deputy Principals.
- The post holder is expected to support the Academy's aims, ethos and vision, to be familiar with Academy policies and procedures and reinforce these with all stakeholders as appropriate.
- The post holder shall have the professional duties of an Assistant Principal in accordance with the current DCSF'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.

## AREAS OF ACCOUNTABILITY

Accountable for leading and managing the implementation of the relevant Academy policies and development plans as determined by the Principal and the OCL trust and in relation to:

- The relevant academic areas/subjects
- The relevant area of specific responsibility

## RESPONSIBILITIES

### A. Strategic Direction and Development

- Be a dynamic and supportive member of the Leadership team, playing an important role as it becomes an innovative, high performing, and emotionally intelligent organisation for the 21<sup>st</sup> century. In doing so, the post holder will take corporate responsibility for supporting the management of an agenda of significant change to raise standards in all areas of Academy life.
- Lead and manage those specific areas of improvement and development and make a significant contribution to the strategic development of all aspects of the Academy, whether or not holding a direct responsibility for the strategic area. (Strategic responsibilities will be reviewed regularly and in support of professional development needs).
- Support the development and maintenance of Academy policies and practices so that they promote high achievement and inclusion through effective teaching and learning.
- Play a key role in creating an environment within which the students and staff develop and maintain positive attitudes towards each other, the environment, the community and teaching and learning.
- Use national, local and Academy data effectively to monitor, evaluate and analyse student progress; planning and implementing effective intervention to support all students to achieve highly, to develop self-esteem and to inform Academy policies and practices, expectations and teaching methodologies.
- Contribute to the Academy Development Plan (The Local One Plan) and the annual cycle of related documentation.
- Liaise effectively with all stakeholders including parents, members of the Academy Hubs, partner primary and secondary schools, colleges, business and community partners, and the wider community as appropriate, in line with Academy strategic objectives.
- Be involved in networking with other Academies and high-achieving schools through Oasis Community Learning and other relevant networks, in order to learn more about the ways that other institutions are effecting change and transformation.

### B. Teaching, Learning and Assessment

- Secure and sustain effective teaching and learning through structured monitoring, evaluation and review processes including liaison with Inspectors, Advisors and Consultants



- Contribute to the leadership and development of the curriculum, particularly 'Opening Minds', to best reflect the Academy's curricular aims and to meet the needs of all students, such as introducing, planning and implementing new courses of study to meet 14-19 curriculum initiatives and KS3 Strategy
- Work in conjunction with the Deputy Principal to ensure that there is continuity and progression of learning
- Promote extracurricular activities and out of hours learning which enhance learning opportunities
- Have a teaching commitment in line with staff at Assistant Principal level within the Academy
- Seek opportunities to collaborate with other Academies, innovative and high achieving schools through Oasis Community Learning and other relevant networks to share and develop excellent pedagogies
- Promote and support innovation so that educational outcomes are positively transformed

### **C. Leading and Managing Staff**

- Line manage designated Directors of Learning or Heads of Subjects for relevant subject areas, working collaboratively to raise student achievement and attainment across the Key Stages and providing effective leadership, 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 PM policy in addition to promoting and providing 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 priorities.
- Provide structured support and assessment for ECT and ITT and other relevant Graduate Training programme trainees, when appropriate, to enable them to meet the relevant professional standards
- Take the lead co-ordination for key aspects of school organisation and management.

### **D. Efficient and Effective Deployment of Staff and Resources**

- Sustain an effective, stimulating and inclusive learning environment for teaching and learning.
- Deploy accommodation to effectively meet the teaching and learning/student needs across the Academy.
- Ensure a safe working and learning environment through the application of appropriate risk assessment and adherence to current Health & Safety regulations.
- Use appropriate resources, in consultation with the Principal and Academy Leadership team for effective, efficient and safe teaching and learning across the Academy: accommodation, agreed budgets, staff, time, courses, development opportunities and ICT equipment.

### **E. Other Duties**

- The post holder will be subject to performance objectives agreed annually
- The post holder is expected to carry out such other duties as may reasonably be assigned by the Principal.

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 postholder 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 teachers take an active role in the Academy's care and guidance of students and may be expected to fulfil the role of form tutor.**

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

# Assistant Principal

## Person Specification

### Our Purpose

Oasis Academies exist to provide a rich and balanced educational environment which caters for the whole person - academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally. Our task is to serve our students as well as to provide a learning hub for the entire community. In this way we will raise aspirations, unlock potential and work to achieve excellence through encouraging a 'can do' culture which nurtures confident and competent people.

### Oasis Community Learning Ethos

Our ethos is an expression of our character - it is a statement of who we are and therefore the lens through which we assess all we do. Our work is motivated and inspired by the life, message and example of Christ, which shapes and guides every aspect of each of our schools. This is foundational to our belief that all people are created and loved by God as equal and unique beings, and to our commitment to model inclusion and compassion throughout all the aspects of the life and culture of each Academy community.

For further information, please refer to the Oasis Community Learning Purpose, Ethos and Values document which accompanies this job description.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>Masters Degree</li> <li>Working towards NPQH/NPQH</li> </ul>
Leadership and management - Experience, Skills and knowledge	<ul style="list-style-type: none"> <li>Experience in more than one comprehensive school, both in successful and underperforming or challenging circumstances</li> </ul> <p>Successful record of leadership experience including:</p> <ul style="list-style-type: none"> <li>Active participation in shared vision for improvement and success in current post</li> </ul>	<ul style="list-style-type: none"> <li>Experience in several comprehensive schools, both in successful and underperforming or challenging circumstances, where at least 2 have been Academies or specialist schools</li> <li>Professional development/ mentoring of colleagues</li> </ul>
Leadership and management - Experience, Skills and knowledge	<ul style="list-style-type: none"> <li>Recent experience of working in a challenging/underperforming school as a middle leader and able to demonstrate involvement in raising standards</li> <li>Current shared responsibility for the strategic development of teaching and learning</li> <li>Successful innovator and manager of change across the whole school that has impacted upon attainment</li> <li>Previous use of new technologies and their capacity to improve teaching and learning</li> <li>Experience of working with at least one other multi agency in current role</li> <li>Working alongside other leaders both in successful and underperforming circumstances to support the development of their team evaluation and review systems</li> <li>Responsibility for groups of students or departments raising attainment or sustaining performance</li> </ul>	<ul style="list-style-type: none"> <li>Experience of teaching in a specialist school and/or employment outside the educational environment.</li> <li>Development of partnerships with other schools, business and the community</li> <li>Working with ITT/GTP providers</li> <li>Be an excellent classroom practitioner (evidence by AST or excellent teacher's status and/or Ofsted recognition) with evidence of high achievement in teaching across the Key Stages.</li> <li>Strategies to enhance teaching and learning of ICT</li> <li>An understanding of education within a Multicultural/Multi-faith community</li> <li>An understanding of Emotional Literacy developments to support learning and teaching</li> </ul>

	Essential	Desirable
	<ul style="list-style-type: none"> <li>• Effective work with groups of students or individual year groups to manage dis-engagement</li> <li>• Be an excellent classroom practitioner with evidence of high achievement in teaching across the Key Stages</li> <li>• Effective use of Assessment for Learning to engage students as partners in their learning</li> <li>• Knowledge and understanding of current curriculum innovation including 13 - 19 Curriculum and KS3 Strategy</li> <li>• Use of national and school assessment and attainment information to improve practice and raise standards</li> <li>• Use of strategies to promote good student relationships and high attainment in an inclusive environment</li> <li>• An enthusiastic and effective leader and manager</li> <li>• Excellent communication, presentation and ICT skills</li> <li>• Excellent interpersonal skills</li> <li>• Competent co-ordinator, able to inspire and motivate all members of the Academy community</li> <li>• Ability to plan and resource effective interventions to meet curricular objectives</li> <li>• Ability to use and promote a wide range of teaching methodologies</li> </ul>	<ul style="list-style-type: none"> <li>• An understanding of KS2 and/or post 16 curriculum</li> <li>• Competent use of SIMS packages including Assessment Manager and NOVA T</li> <li>• Ability to train on an analogous package, Serco Facility</li> <li>• Full driving licence (including Category D)</li> </ul>
Leadership and management - Experience, Skills and knowledge	<ul style="list-style-type: none"> <li>• Effective behaviour management strategies combined with high expectations of students' behaviour</li> <li>• Ability to anticipate and problem solve</li> <li>• Creative and flexible thinker</li> <li>• Ability to respond positively to constructive criticism</li> <li>• Ability to deliver constructive criticism</li> </ul>	
Personal Qualities	<ul style="list-style-type: none"> <li>• Passion for teaching and learning</li> <li>• Capacity for hard work</li> <li>• Enthusiastic and flexible</li> <li>• Ability to work under pressure and determination to succeed</li> <li>• Ambitious for further promotion</li> <li>• Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos.</li> </ul>	

# 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.com](http://www.oasiscommunitylearning.com).