



Job Description

POST:	Assistant Principal (Specialist Resource Base)
RESPONSIBLE TO:	Principal and Deputy Principal
RESPONSIBLE FOR:	Specified areas of Academy development, line management of allocated staff
TERM:	Permanent
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 New Oak
SALARY:	L1 – L5 (£49,781 - £54,939)
WORKING PATTERN:	Full-time and as described in the School Teachers' Pay and Conditions Document.

JOB PURPOSE:

To lead the Specialist Resource Base (SRB) at Oasis Academy Long Cross alongside the Deputy Principal. Provide day to day operational leadership of the SRB and its teachers and support staff. Developing the SRB team through coaching and CPD.

Lead on effective implementation of the curriculum and assessment processes within the SRB ensuring communication is at its heart.

The post holder will have the professional duties of Assistant Principal 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 and operational leadership for the Specialist Resource Base.
- 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 all areas of the SRB.
- Evaluate pupil progress across specified areas of responsibility through the use of appropriate assessments and records and the regular analysis of the data to track and monitor progress.
- Ensure a consistent and continuous focus on pupil achievement and progress.

Professional Standards

- Commitment to a collaborative Academy vision
- Ability to analyse and evaluate data to plan for change.
- Commitment to hold all stakeholders to account.
- Have an extensive knowledge and well-informed understanding of SEN.

2. Quality of Provision

- Contribute to raising the quality of teaching and learning so that lessons are consistently good or better.
- A clear vision for what quality provision should look like for pupils with Autism.
- Monitor the quality of teaching and students' learning through a range of monitoring.
- Manage the development of teaching and learning by supporting training programmes, coaching and mentoring of teachers in the ARB.
- 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.

Professional Standards

- 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 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.

- Support the leadership and manage the Resource Base ensuring high standards of teaching, behaviour and outcomes.
- 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 in the resource base.
- 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.

Professional Standards

- 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 SRB.
- 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.
- Ensure the safeguarding of 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

- 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

- 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 positive 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 colleagues.
- Participate in Performance Management accordance with Academy policy.

Professional Standards

- 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.

ORGANISATIONAL RESPONSIBILITIES

Safeguarding children and young people

Oasis Community Learning is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

- **To work to the best of ability, to be diligent, honest and ethical in the performance of duties and to conduct personal and professional life in a way which seeks to uphold the Oasis Ethos and the Oasis 9 Habits**
- To effectively contribute to our organisational commitment to excellent education at the heart of our communities.
- To be aware of and understand our Equality and Diversity Policy and ensure at all times that the duties of the post are carried out in accordance with the Policy.
- To ensure compliance with all Health and Safety legislation and associated codes of practice and policies.
- Review and develop own professional practice, maintain effectiveness as a member of the academy staff by taking responsibility for own continuing professional development.
- Demonstrate a willingness to engage with further training and other opportunities to gain appropriate skills, knowledge and vocational or academic qualifications.

OTHER:

The above responsibilities are subject to the general duties and responsibilities contained in your Contract of Employment.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.



Signed:

Employee:		Line Manager:	
Print Name		Print Name	
Date		Date	

Person Specification

Assistant Principal (Specialist Resource Base)

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"> Qualified Teacher Status 	<ul style="list-style-type: none"> SENDCo qualification
Professional Development	<ul style="list-style-type: none"> Recent relevant professional development 	<ul style="list-style-type: none"> Training in effective incremental coaching to improve teaching and learning
Experience	<ul style="list-style-type: none"> Record of good and outstanding teaching experience Leadership experience Proven record of raising attainment Experience of working with children with complex needs Understanding of what is required to secure effective teaching and learning 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 of coordination and leading annual reviews for pupils with EHCPs Liaising and leading a coordinated approach with other professionals 	<ul style="list-style-type: none"> Experience of working within a specialist SEN setting Experience of leading and improving a team Experience of delivering incremental coaching
Knowledge and Understanding	<ul style="list-style-type: none"> Knowledge and understanding of a wide range of special educational needs and the science of learning Understanding of how data can be used to leverage attainment. Ability to provide appropriate challenge and 	<ul style="list-style-type: none"> Experience of designing and implementing curricula Experience of leading and improving a team

	<p>support for students</p> <ul style="list-style-type: none"> • Knowledge of behaviour as a form of communication and how to implement a trauma informed approach • Understanding the importance of relationships with parents and wider stakeholders 	
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • Strong commitment to the safeguarding, welfare and wellbeing of students • Proven ability to motivate students and staff • Good communication skills • Good IT skills • Ability to lead and work as part of a team • Ability to use and act on own initiative • Ability to reflect • 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 	