



# Job Description

<b>POST:</b>	Deputy Principal
<b>RESPONSIBLE TO:</b>	Principal and OCL Directorate
<b>SALARY:</b>	L6 – L10 (plus Teacher’s pension scheme)
<b>LOCATION:</b>	Oasis Academy Woodview
<b>WORKING PATTERN:</b>	Full-time and as described in the School Teachers’ Pay and Conditions Document
<b>DISCLOSURE LEVEL:</b>	Enhanced
<b>KEY RELATIONSHIPS:</b>	Principal and Academy Leadership Team; relevant teaching and other associated staff; LA representatives; partner professionals; parents; local community; Oasis Hub Councilors; other Oasis Academies and Oasis Community Learning central staff.

## **JOB PURPOSE:**

- Deputise for the Principal as required.
- Strategic development of teaching and learning at the Academy to raise the standards of achievement and attainment.
- Leading and managing the development of assessment across the curriculum to raise standards of attainment and achievement.
- Leading and managing a core subject.
- Working in partnership with the Principal to provide professional leadership and management of the Academy.
- Working in partnership with the Principal to monitor and evaluate the Academy’s progress.
- Support the Principal in developing the culture at the Academy in line with its aims, vision, and ethos.
- Carry out professional duties of a Deputy Principal teacher in accordance with the current DfE’s School Teachers’ Pay and Conditions document.
- Carry out wider responsibilities, in consultation with the Principal, relating to strategic direction and development, teaching and learning, leading, and managing staff and efficient and effective deployment of staff and resources.

The Deputy Principal will:

- Line manage colleagues to lead and manage the Academy towards achieving good and outstanding outcomes for the students, their families, staff, and the local community of Oasis Academy Woodview.
- Provide information, objective advice, and support to the Principal to secure effective teaching and learning and improved standards of achievement.
- Ensure that communication flow through the Academy is effective and in line with our vision, ethos, and values.
- Carry out teaching duties across the Academy to support middle leaders, subject leaders, and drive change in the academy.



- Promote and safeguard the welfare of all the children in the Academy.
- Ensure that parents and pupils are well informed about their achievement and attainment and are able to understand their next steps and actions required for improvement.
- Foster meaningful relationships across the academy, our local community and the global OCL family, working effectively with other schools, settings, and organisations.

## **RESPONSIBILITIES**

### **A. Strategic Direction and development**

- Be a strategic, supportive, challenging, and pro-active member of the Academy Leadership Team.
- Ensure a consistent and continuous focus on student achievement using information to track and monitor the progress in every student's learning.
- Effectively manage an agenda of significant and necessary change to raise standards in all areas of Academy life and support the transformation of the local community.
- Be a role model in creating an environment within the Academy where pupils and staff develop and maintain positive attitudes towards each other, teaching and learning, the environment, and the community.
- Lead and manage specified areas of improvement and development.
- 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 (strategic responsibilities will be reviewed regularly and in support of professional development needs).
- Develop and maintain Academy policies and practices which promote high achievement and inclusion through effective teaching and learning across the Academy.
- Use a range of information to monitor, evaluate and analyse pupil performance leading to implementing effective support for all pupils.
- Contribute to the Academy Local One Plan, monitoring schedule, self-evaluation, and the cycle of related documentation.
- Communicate effectively with all stakeholders including parents, Academy Councilors, partner primary and secondary schools, business and community partners and the wider community, as appropriate to designated strategic responsibilities.
- Network with other Academies and high achieving schools; make and host professionals in order to raise standards at the Academy.
- Promote and support innovation so that educational outcomes are positively transformed.

### **B. Teaching and Learning**

- Secure and sustain effective teaching and learning through structured monitoring, evaluation and review processes including liaison with Inspectors, Advisors and Consultants.
- Lead and manage coaching at the Academy, using Step Lab to support colleagues.
- Contribute to the leadership and development of all areas of the curriculum ensuring to meet the needs of all pupils; work, in conjunction with subject leaders, to ensure that there is continuity and progression of learning.
- Monitor, alongside Academy teams, the quality of teaching and students' learning through the analysis of a range of information including performance information, lesson observations and drop-ins, book looks, planning looks and student interviews.
- Adopt a class-based teaching commitment within the Academy, when required
- Seek opportunities to collaborate with other Academies and high achieving schools through the Oasis Community Learning and other relevant networks to share and develop excellent pedagogies



- Promote and support innovative and emergent technologies to enhance pedagogy.
- Ensure assessing, reporting, and recording procedures are followed.
- Have a teaching commitment within the Academy.

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

- Line manage a range of colleagues across the Academy, securing improvement through Performance Management.
- Take an active role in the Performance Management processes across the Academy.
- Contribute to the leadership and management of teachers and associated staff members, working collaboratively to raise pupil achievement and attainment across the Academy.
- Provide effective support, guidance, challenge, and information for all staff within designated areas of responsibility and where directed by the Principal.
- Provide, present, and promote Continuous Professional Development opportunities to ensure the professional effectiveness of teaching and associated staff members.
- Maintain clear expectations, high standards of professionalism and collaboration to meet the Local One Plan priorities.
- Take responsibility, as part of the Academy Leadership Team, for the recruitment of staff and support processes that will enable the Academy to retain staff and, where appropriate, play a leadership and management role in management and succession processes.
- Support the development of the school within the community, strengthening partnerships with other schools and services thus enhancing community cohesion.
- Promote and model good relationships with parents, which are based on partnerships to support and improve pupils' achievement, involving parents as true partners in the education of their children.
- Provide structured support and assessment for NQTs/RQTs and other appropriate and related Graduate Training programmes to enable them to meet the relevant professional teacher standards.

### **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/pupil needs across the Academy.
- Ensure a safe working and learning environment through application of appropriate risk assessment and adherence to current Health & Safety regulations.
- Use appropriate resources, in consultation with the Principal through the line management of colleagues, for effective, efficient, and safe teaching and learning across the Academy; to include agreed budgets, staff, time, courses, development opportunities and IT equipment.
- Lead on Horizons in the Academy, ensuring all colleagues across the Academy are utilising resources to their fullest.

### **E. Other Duties**

- The post holder will be subject to performance objectives agreed and these objectives will be reviewed annually.
- The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.



## F. 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 Principal. 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.

## D. Safeguarding children and young people

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### OTHER:

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

<b>Employee:</b>		<b>Line Manager:</b>	
<b>Print Name</b>		<b>Print Name</b>	
<b>Date</b>		<b>Date</b>	

# Deputy Principal 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	Qualified Teacher Status*	Masters' Degree* Achievement of a Certificated / Nationally recognised leadership qualification*
Experience, Skills & Knowledge	<p>Evidence of successful leadership and management in a primary school. **</p> <p>Proven record of successful leadership at a senior level including: - ***</p> <ul style="list-style-type: none"> <li>Developing and implementing a vision for improvement and success in current post.</li> <li>Evidence of successful leadership and management in a challenging/underperforming school as a senior leader and able to demonstrate success in raising standards.</li> <li>Current responsibility for the strategic development of teaching and learning/curriculum design or new technologies within a subject across the school.</li> <li>Successful innovator and manager of change across the whole school that has impacted upon achievement</li> </ul>	<p>Experience in several primary schools, both in successful and underperforming or challenging circumstances. **</p> <p>Responsibility for professional development/ mentoring of colleagues. **</p> <p>Experience of developing underperforming colleagues. **</p> <p>Development of partnerships with other schools, business, and the community. **</p> <p>Experience of working with Teach First/ITE/GTP providers. **</p> <p>An understanding of education within a Multicultural/Multi-faith community. ***</p>

<p><b>Personal Qualities</b></p>	<ul style="list-style-type: none"> <li>• Commitment to safeguarding and promoting the welfare of children and young people</li> <li>• Willingness to undergo appropriate checks, including enhanced DBS checks</li> <li>• Motivation to work with children and young people</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>• Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline</li> <li>• Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Involvement in the creation of the SEF</li> <li>• Responsibility for development and improvement or sustained performance in current school through significant whole school projects</li> <li>• Effective use and development of a wide range of strategies for managing dis-affection, poor behaviour and under achievement across the school</li> <li>• Evidence of outstanding classroom practice with evidence of high achievement. **</li> </ul>	<p>An understanding of Emotional Literacy developments to support learning and teaching. ***</p> <p>Experience of implementing an Academy wide project to drive change. **</p> <p>Full driving license. **</p>
<p><b>Leadership and management – evidence of experience, skills, and knowledge</b></p>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of current curriculum thinking and innovation - Curriculum and National strategies and developments that are improving achievement at</li> <li>• EYFS, KS1 and KS2. **</li> <li>• A thorough understanding of the Oasis vision, ethos and core values and its relevance to improving</li> </ul>	<p>An understanding of the neuroscience behind how knowledge is gained and how that impacts on curriculum development. **</p> <p>Experience in developing curricula to meet the needs of the community. **</p>

	<p>achievement and outcomes for young people, their families, and the communities the Academy serves. **</p> <ul style="list-style-type: none"> <li>• An understanding of the impact of ACEs on childhood development and the congruent relationship between behaviour and experience. **</li> <li>• A firm grasp of educational policy and the implications for the leadership and management of Academies. **</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 pupil relationships and high attainment in an inclusive environment. **</li> <li>• Ability to demonstrate enthusiasm as an effective leader and manager who can inspire colleagues. ***</li> <li>• Excellent communication, presentation, and ICT skills. ***</li> <li>• Excellent interpersonal skills. ***</li> <li>• Evidence of being a competent leader and manager, 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> <li>• Effective behaviour management strategies combined with high expectations of pupils' behaviour. **</li> <li>• Ability to anticipate and solve problems. ***</li> <li>• Creative and flexible thinker. ***</li> <li>• Ability to respond positively to constructive criticism. **</li> <li>• Ability to deliver constructive criticism. **</li> </ul>	<p>An understanding of the difference between a behaviorist and relational approach to relationships and behaviour. **</p> <p>Experience of rolling out a new curriculum and supporting colleagues through us.</p> <p>Administering Key Stage 2 SATs.</p> <p>Experience of engaging with parents/ carers beyond the classroom</p>
<p><b>Personal Qualities</b></p>	<ul style="list-style-type: none"> <li>• Commitment to safeguarding and promoting the welfare of children and young people. ***</li> </ul>	

	<ul style="list-style-type: none"> <li>• Willingness to undergo appropriate checks, including enhanced DBS checks. ***</li> <li>• Ability to form and maintain positive relationships and personal boundaries with children and young people. **</li> </ul>	
<b>Personal Values</b>	<ul style="list-style-type: none"> <li>• A belief that everyone in the Academy can be successful with appropriate support to challenge barriers to learning through: -***</li> <li>• Full engagement with inclusive and comprehensive education</li> <li>• An inherent belief in the importance of raising standards and life-long learning.</li> <li>• Ability to maintain professional boundaries through confidentiality and integrity.</li> </ul>	<p>An understanding that all behaviour is communication. **</p> <p>A commitment to a Trauma Responsive Model of behaviour management.</p>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Evidence of a commitment to own professional development. **</li> </ul>	

- If marked \* this will be evaluated by your application.
- If marked \*\* this will be evaluated by your application and the selection process.
- If marked \*\*\* this will be evaluated during the selection process e.g., interview, presentation *NB references will be used to support the selection panel's assessment.*