Oasis Academy Lister Park

Deputy Principal

Exceptional Education at the
Heart of the Community.

Dear Applicant,

Thank you for your interest in applying for the post of Deputy 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 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

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

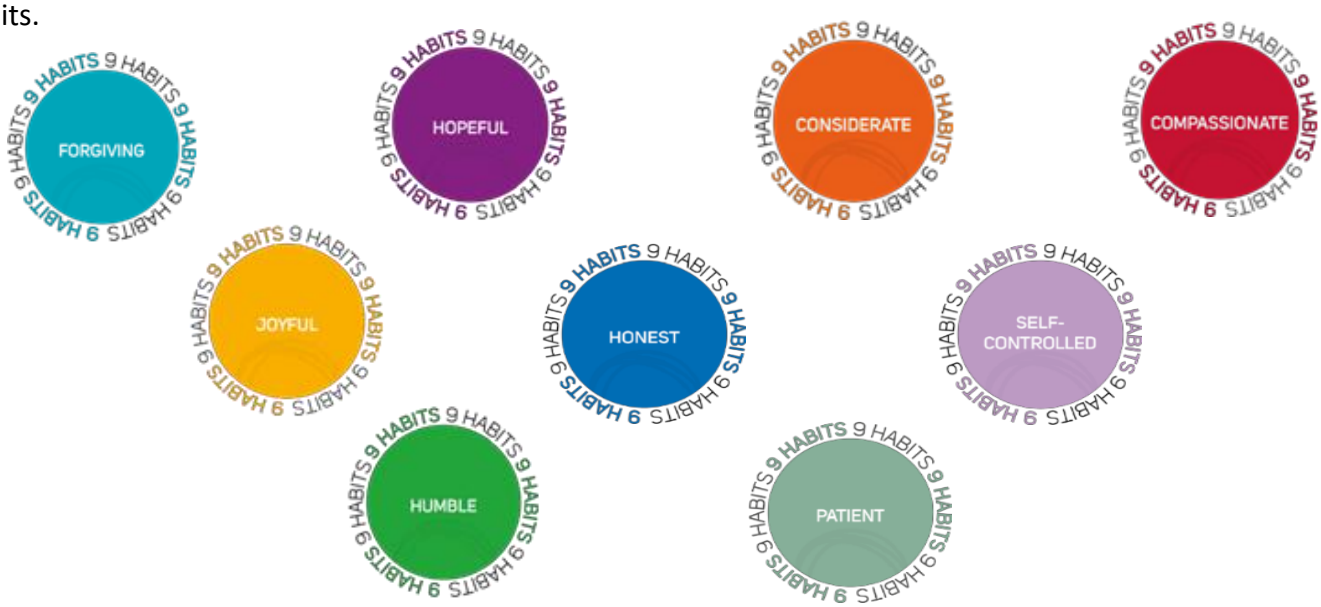
A deep sense of hope that things can change and be transformed

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 senior leader with a proven track record of school improvement, ideally with experience in at least one school 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'.



<u>The Vision Statement of Oasis Academy Lister Park</u>

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:	Deputy Principal
RESPONSIBLE TO:	Principal
SALARY:	L16- L20 (£61,166 – £67,364) + 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:

Provide strategic leadership, in consultation with Principal, staff, parents and Academy Hubs, which brings about high standards of education.

All leaders in the Academy share in devising strategies for raising achievement and ensuring high standards of behaviour.

The post holder will have the professional duties of a Deputy Principal 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.

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. Strong, varied experience in secondary education is crucial.

KEY RESPONSIBILITIES

- 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 academy responsibilities.
- To promote high standards of academic progress, attendance and behaviour of students in a specified phase of the Academy;
- To deputise for the Principal as directed.
- To actively support the vision, ethos, aims and policies of the Academy.
- To promote and safeguard the welfare of children you teach or come into contact with.

SPECIFIC RESPONSIBILITIES:

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 actions against targets and implement strategies to address underperformance
- Have a high regard for professional conduct and ensure accountability is supportive but rigorous and relentless

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 in unsatisfactory within their specified areas of responsibility
- Have an extensive knowledge and well-informed understanding of national and local assessment policy

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 processes
- 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 teaching and learning strategies
- Implement strategies that ensure high standards of behaviour
- Promote extra-curricular activities and out of hours learning which enhance learning opportunities and support the OCL fundamental offer
- Have an appropriate teaching commitment in line with your level of responsibility within the Academy as directed by the Principal

Professional Standards- Attributes, Knowledge and Understanding

- Recognises and celebrates 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 better progress than similar learners nationally
- Understanding of Academy 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
- Effectively manage an agenda of 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
- 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 One Plan (ADP) and Self-Evaluation
- 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 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 and hold staff to account accordingly
- Use appropriate resources, in consultation with the Principal, for effective, efficient, and safe teaching and learning across the Academy; taking into account accommodation, agreed budgets, staff, time, courses, development opportunities and ICT resources
- Liaise effectively with all stakeholders including parents, Academy Hubs, 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
- Ability to delegate and monitor the implementation of management tasks

D. Personal Development and Well-Being

- Promote high standards of pastoral support and wellbeing across the Academy
- Have experience of dealing with safeguarding issues and risky behaviours
- Recognise and reward students who are making good progress, and identify underachievement putting in place appropriate support to address the areas of weakness
- Promote good attendance and understand the strategic processes that support good attendance
- Supporting the Academy pastoral and enrichment programme including visits
- 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

- Creates and maintains 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

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.

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.

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

Deputy Principal
Person Specification

	Essential	Desirable
Qualifications	• Qualified to Degree level • PGCE (or equivalent) – Qualified to Teach in the UK • Evidence of recent, relevant professional development	• NPQH • DSL
Experience, Skills & Knowledge	• Extensive teaching experience in at least one 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 strategy and vision • Experience and understanding of the academy/school planning, monitoring, review and evaluation process • Experience of academy/school self-evaluation • 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 • 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 • CP/safeguarding training and experience	• Experience in more than one comprehensive school or academy, at least one graded outstanding • Proven use of MIS and data tracking systems to improve outcomes

	Essential	Desirable
Personal Qualities	• Strong commitment to the safeguarding, welfare and wellbeing of students. • Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos. • Proven 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	

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.