

## **Job Description**

<b>POST:</b>	Deputy Principal
<b>RESPONSIBLE TO:</b>	Principal
<b>RESPONSIBLE FOR:</b>	Curriculum, Assessment, Teaching and learning
<b>GRADE:</b>	L6-L10 (£53,380 - £58,959)
<b>KEY RELATIONSHIPS:</b>	Academy Leadership Team; relevant teaching and support staff; students; partner professionals; parents; local community; other Oasis Academies and Oasis Community Learning central staff.
<b>LOCATION:</b>	Oasis Academy Nunsthorpe
<b>WORKING PATTERN:</b>	Full-time and as described in the School Teachers' Pay and Conditions Document.

---

### **Main purpose of the job**

- Lead on Assessment, Curriculum and Teaching and Learning throughout the Academy, offering training and support to all staff
- Under the overall direction of the Principal play a lead role:
  - in formulating the aims, objectives of the Academy and establishing the policies through which they are to be achieved
  - be responsible for the standards and curriculum of all pupils including monitoring of progress towards achievement
  - proactively manage staff and resource
- Take full responsibility for the Academy in the absence of the Principal
- Carry out the professional duties of a teacher as required
- Take responsibility for child protection issues as appropriate
- Take responsibility for promoting and safeguarding the welfare of children and young people within the Academy

---

### **Duties and responsibilities**

#### **A. Shaping the future**

- In partnership with the Principal and Academy Councillors establish and implement an ambitious vision and ethos for the future of the Academy
- Play a leading role in the Academy improvement and Academy self-evaluation planning process
- In partnership with the Principal, manage Academy resources
- Devise, implement and monitor action plans and other policy developments
- Lead by example to motivate and work with others

- In partnership with the Principal, lead by example when implementing and managing change initiatives
- Promote a culture of inclusion within the Academy community where all views are valued and taken in to account

### **B. Leading teaching and learning**

- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the Academy community
- Work with the Principal to raise standards through staff performance management
- Lead the development and delivery of training and support for staff
- Lead the development and review of all aspects of the curriculum including planning, recording and reporting, assessment for learning and the development of a bespoke, creative and appropriate curriculum for all pupils
- Work in partnership with the Principal in managing the Academy through strategic planning and the formulation of policy and delivery of strategy, ensuring management decisions are implemented
- With the Principal, lead the processes involved in monitoring, evaluating and challenging the quality of teaching and learning taking place throughout the Academy, including lesson observations to ensure consistency and quality
- Ensure the systematic teaching of basic skills and recording of impact is consistently high across the Academy
- Ensure that marking and feedback are high quality, consistent and clearly show next steps for pupils
- Develop, review systems to ensure robust evaluation of Academy performance, progress data and actions to secure improvements comparable to appropriate national standards
- Ensure through leading by example the active involvement of pupils and staff in their own learning

### **C. Developing self and others**

- Support the development of collaborative approaches to learning within the Academy and beyond
- Organise and support the induction of staff new to the Academy and those being trained within the Academy
- Act as an Induction Co-ordinator for NQTs and have responsibility for students on teaching practice and those undertaking work experience, as appropriate
- Participate as required in the selection and appointment of teaching and support staff, including overseeing the work of supply staff/trainees/volunteers in the Academy in the absence of the Principal
- Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn
- Take responsibility and accountability for identified areas of leadership, including statistical analysis of pupil groups, progress data and target setting
- Work with the Principal to deliver an appropriate programme of professional development for all staff including quality coaching and mentoring, in line with the Academy improvement plan and performance management
- Lead the annual appraisal process for all identified support and teaching staff

#### **D. Managing the organisation**

- Lead regular reviews of all Academy systems to ensure statutory requirements are being met and improved on where appropriate
- Ensure the effective dissemination of information, the maintenance of and ongoing improvements to agreed systems for internal communication
- Working with the Principal, undertake key activities related to professional, personnel/HR issues
- Manage HR and other leadership processes as appropriate e.g. sickness absence, disciplinary, capability
- Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the Academy
- Be a proactive and effective member of the Senior Leadership Team
- Ensure the day-to-day effective organisation and running of the Academy including the deployment of staff as appropriate
- To undertake any professional duties, reasonably delegated by the Principal

#### **E. Securing accountability**

- Lead and support the staff and governing body in fulfilling their responsibilities with regard to the Academy's performance and standards
- Support the Principal in reporting the Academy's performance to its community and partners
- Promote and protect the health and safety welfare of pupils and staff
- Take responsibility for promoting and safeguarding the welfare of children and young people within the Academy

#### **F. Strengthening community**

- Work with the Principal in developing the policies and practice, which promote inclusion, equality and the extended services that the Academy offer
- Develop and maintain contact with all specialist support services as appropriate
- Promote the positive involvement of parents/carers in Academy life
- Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties
- Strengthen partnership and community working

#### **G. Safeguarding children and young people**

Oasis 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.

#### **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

Oasis Academies exists 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 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.

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher status</li> <li>• First degree or equivalent</li> <li>• Ready to study for the NPQH</li> <li>• Outstanding Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of additional further educational qualifications</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• At least 5 years successful teaching experience in the primary age range</li> <li>• Substantial knowledge and understanding of learning and teaching at Key Stage Two</li> <li>• Leadership experience in the primary age range</li> <li>• Experience of Assessment for Learning and one or more of: Creative Curriculum, Key Skills, Critical Skills Programme</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with and involving Academy councillors</li> <li>• Experience of teaching in more than one key stage</li> <li>• Experience of working with and developing links with the community</li> </ul>

<p><b>Knowledge &amp; Understanding</b></p>	<ul style="list-style-type: none"> <li>• Confident use and knowledge of the digital curriculum</li> <li>• Knowledge and understanding of data analysis and the ability to use data to set targets for improvement</li> <li>• Confident in whole school self-evaluation</li> <li>• Knowledge of effective use of Pupil Premium and how to measure its impact</li> <li>• Up to date knowledge &amp; understanding of the current national education agenda</li> <li>• Understanding of how children learn and effectively apply their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Confident use of ICT communication and programming skills</li> <li>• Experience of mentoring and coaching students or staff</li> <li>• Experience of working with children from disadvantaged backgrounds</li> </ul>
<p><b>Leadership Skills</b></p>	<ul style="list-style-type: none"> <li>• Evidence of highly effective teaching in more than one year group This will require the ability to:</li> <li>• Lead and manage people to work both individually and in teams</li> <li>• Delegate and monitor effectively</li> <li>• Aid the Principal to initiate and manage change</li> <li>• Motivate and inspire by setting and following high standards</li> <li>• Seek advice and support when necessary</li> <li>• Deal sensitively with people and resolve conflicts.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of successful school improvement planning and delivery</li> <li>• Support the Principal with the school's performance management</li> </ul>
<p><b>Decision-making Skills</b></p>	<ul style="list-style-type: none"> <li>• Ability to investigate, resolve problems and make decisions. This will include an ability to:</li> <li>• Collect and weigh evidence, make judgements and take decisions in line with good educational practice</li> <li>• Think creatively and imaginatively to solve problems and identify opportunities</li> </ul>	

<b>Communication Skills</b>	Personal quality: <ul style="list-style-type: none"> <li>• The Ability to communicate clearly and take into account, where appropriate, the views of others</li> </ul>	
	Professional quality: <ul style="list-style-type: none"> <li>• Effectively communicate orally and in writing to a range of audiences</li> <li>• Negotiate and consult</li> </ul>	
<b>Self-Management Skills</b>	<ul style="list-style-type: none"> <li>• Ability to plan time and organise work effectively. This will include an ability to:</li> <li>• Prioritise and manage time</li> <li>• Work under pressure and meet deadlines</li> <li>• Be self-motivating and set personal goals</li> </ul>	
<b>School Ethos</b>	<ul style="list-style-type: none"> <li>• Capacity to influence others</li> <li>• An ability &amp; commitment to develop and maintain the ethos of the school in partnership with the Principal</li> <li>• Ability to support and help develop a vision for high quality education which promotes spiritual, moral and cultural development</li> </ul> <p>Ability to ensure that the school atmosphere is welcoming and that parents are encouraged to take an active part in the life of the school and their child's education</p>	
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Adaptable to changing circumstances &amp; ideas</li> <li>• Enthusiastic</li> <li>• Reliability and integrity</li> <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</li> </ul>	

	<ul style="list-style-type: none"><li>• 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>	
--	---	--