

Job Description

POST:	Deputy Principal (Pastoral: Behaviour and Standards)
RESPONSIBLE TO:	Principal
SALARY:	L19- L23
LOCATION:	Oasis Academy Oldham, Hollins Road, Hollinwood
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 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 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.

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 is 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.
- 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 pedagogies.
- Implement strategies that ensure high standards of behaviour.
- Promote extra-curricular activities and out of hours learning which enhance learning opportunities.
- Have an appropriate teaching commitment in line with your level of responsibility within the Academy.

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 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
- Able 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.
- Recognise and reward students who are making good progress, and identify underachievement putting in place appropriate support to address the areas of weakness
- 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, carers 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

- Create and maintain 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	<ul style="list-style-type: none"> • Qualified to Masters degree level • PGCE (or equivalent) – Qualified to Teach in the UK • Evidence of recent, relevant professional development 	<ul style="list-style-type: none"> • NPQH
Experience, Skills & Knowledge	<ul style="list-style-type: none"> • Extensive teaching experience in 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.com.