

Welcome to Oasis Community Learning

A very warm welcome to Oasis Community Learning!

Oasis Community Learning was established as a Multi-Academy Trust in 2004 with the vision to create “Exceptional Education at the Heart of the Community”. We now run academies in five main regions throughout the UK, providing either Primary, Secondary or All-through education to over 32,000 young people - 47% of whom are from disadvantaged backgrounds and 31% who speak English as an additional language.

All of our academies are committed to providing a rich educational experience and ensuring that every child and young person has the opportunity to achieve at the highest level. Our ethos is integral to that provision. It is an expression of our character, 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, equality, healthy relationships, hope and perseverance throughout all aspects of the life and culture of each academy community.

We passionately embrace learning and are committed to every child within our care reaching their full potential, developing holistically across every area of their lives both now and in their future. All of this is underpinned by our philosophy of education which highlights our focus on inspirational leadership, deep learning and healthy communities. It aspires to develop the character and competence of every child within every community of which we are a part.

At Oasis Community Learning therefore, we believe we are all ‘the architects of our students’ lives’ and as such we are committed to laying the right foundations for every one of our young people.

We also know that great schools are only sustainable within happy and healthy communities. In order to tackle the root causes of disadvantage we seek to ensure that school improvement and community development go hand in hand. In this way, the improvement is likely to be deeper, mutually supporting and long lasting.

Our academies are therefore just a part of an Oasis ‘Hub’ that provides wide-ranging and integrated services, designed to meet the needs of local people. Our shared aim is to work with and alongside disadvantaged children, young people, whole families and members of the wider community, empowering them to transform their neighbourhoods into places that are safe, supportive and full of opportunity.

We are now recruiting to appoint an exceptional Deputy Principal to join the team at Oasis Academy Silvertown.

Oasis Academy Silvertown

Oasis Academy Silvertown was planned and founded by the West Silvertown community who dreamed of having a local school which ensured both academic excellence as well as nurturing care for local children. After many years of discussions, plans and applications to the Department for Education, the academy opened in September 2014 in portacabins and finally moved into its permanent home in September 2022.

Our academy vision is to ensure that all of our students become 'Ready for University, Ready to Lead'. We have held tightly to the original dreams that the community had for our school, creating an environment where we have high academic aspirations for every student as well as ensuring we support and develop each child into growing and developing as a leader. Our small size means that every child is known by our staff and that we have a strong community feel where children want to learn and to behave well.

I worked at the academy as Assistant, Deputy and Acting Principal from September 2016 – August 2023 and feel so privileged to have had the opportunity to return as Principal from September 2024. The families, children and staff who make up the Oasis Academy Silvertown community care deeply about the success and futures of all of our students and it is a joy to work alongside them in this role.

The academy has been through considerable change in the past year and is now in a new phase of growth focused on improving student outcomes through a focus on high aspirations, strong relationships and love for learning. We are now in our final period of expansion as we move towards full student capacity (600 students, September 2026).

We believe that school is crucially important for young people, but that they will develop best when also engaged with their local community. As a result, we work closely with local organisations to ensure that our children have the very best opportunities to learn, to be supported and to build relationships with local professionals.

About you

We are looking for a talented, humble and highly motivated leader who is passionate about securing the very best outcomes for all of our students, in particular those who are most vulnerable. An interest in our ways of working will be essential: high aspirations in everything that we do, love for learning for students and staff and a commitment to building and maintaining strong relationships across the staff body as well as with our students and their families.

You will be an experienced leader who has a track record of successful implementation leading to outstanding impact, ideally with experience in inner-city, multi-cultural areas. As a calm, resilient and reflective leader, you will have the skills to build the capacity of others in leadership across the academy. 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.

We welcome applications from both experienced deputies and those wishing to take the next step in their career.



Oasis
:community learning

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 applying. Please email Zaynab.kadir@oasissilvertown.org to arrange a time and date for your visit.



A handwritten signature in black ink, appearing to read 'E Boxer'.

Emily Boxer, Principal

Vision statement:

'Ready for university, ready to lead'

Values – our Five Be's:

Be proud. Be professional. Be nice. Be resilient. Be independent.

Golden threads of staff culture:

- High aspirations for all staff, all students and all areas of work in the academy. We believe that our students deserve excellence, can achieve excellence and that our hard work can get us there.
- Love for learning for our students and as well as for us as staff. We cultivate a culture of continuous improvement, seeking out opportunities to learn from others so that we develop and get better at what we do. We give and welcome feedback and maintain a humble attitude that makes this possible.

- Strong relationships between staff, students, families and with the community are central to all that we do. We recognize that brilliant teams are greater than the sum of their parts and that everyone is more likely to thrive when work positively and productively with those around them. We develop our relationships by celebrating, supporting and challenging each other, by talking honestly *to* people, not *about* them, by assuming the best and by being resilient, seeking to restore and repair whenever needed.

Job Description

POST:	Deputy Principal
RESPONSIBLE TO:	Principal
GRADE:	L13 - L17 (inner London) + £2000 R+R + Teachers' Pension Scheme
LOCATION:	Oasis Academy Silvertown
WORKING PATTERN:	Full-time and as described in the School Teachers' Pay and Conditions Document
START DATE:	April or September 2025

JOB PURPOSE:

- Work with the Principal to set the vision and culture and lead, manage, monitor and evaluate the running of the academy.
- Deputise for the Principal as required.
- Lead key areas of academy strategy and implementation as directed by the Principal. This may include some or all of:
 - Quality of Education including curriculum, teaching, learning and assessment
 - Behaviour, culture and personal development
 - SEND and inclusion
- Carry out professional duties of a Deputy Principal teacher in accordance with the current DfE's School Teachers' Pay and Conditions document.

KEY RESPONSIBILITIES

- To work alongside 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 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 across the academy

GENERAL LEADERSHIP 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.
- Be an outstanding practitioner and role model for teaching and learning
- 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 and Probation policies 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

- Creates and maintains an effective partnership with parents and carers to support and improve students' academic and personal development
- Recognises and takes account of 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 in 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"> • PGCE (or equivalent) – Qualified to Teach in the UK • Evidence of recent, relevant professional development 	<ul style="list-style-type: none"> • Coaching qualification
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 curriculum, behaviour systems or inclusion systems design and architecture • 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 	<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 • Experience in inner-city education settings

	Essential	Desirable
	<ul style="list-style-type: none"> CP/safeguarding training and experience 	
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, valuing the power of strong relationships Ability to use and act on own initiative Ability to reflect and learn from mistakes 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 	