



Oasis
Academy
Don Valley



Oasis Academy Don Valley
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 at Oasis Academy Don Valley. I hope that you find the information provided helpful and welcome any further questions throughout your application process.

It is an exciting time to be joining Oasis Academy Don Valley as we expand our team in the secondary phase of our Academy. As our new Deputy Principal, you will play an important role in ensuring the systems, structures and routines we have developed throughout the secondary phase, allowing all our students to make exceptional progress leading to exceptional outcomes.

The role will be focused within the secondary phase of our academy ensuring the high standards and expectations already embedded remain established as students transition through the Academy. As Deputy Principal, you will hold the strategic responsibility for key areas within the secondary phase.

As Deputy Principal, you will need to be able to demonstrate leadership and alignment with the Academy values and beliefs, ensuring that the culture of the Academy is embedded and reflected in everyday practice.

It is an exciting time to be joining Oasis community learning as we have seen our efforts coming to life. We have achieved sustained improvement with over 81% of our Academies achieving Good or Outstanding Ofsted grading. We improve at a faster rate than the national average transforming lives and learning. Over 90% of parents whose child attends an Oasis Academy believe that their child is happy, well taught and learning.

In this pack, you will find information on both Oasis Academy Don Valley and Oasis Community Learning as a multi-academy trust. I have also 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.

Visits to the Academy are strongly encouraged as you will be able to meet with Senior Leaders from Oasis Academy Don Valley and get a feel for the academy and all we stand for. Please do get in touch with the Academy on 0114 2200 400 if you would like more information.

If you wish to apply for the position with us, please complete all sections of the Application Form, which can be found on our website www.oclcareers.org including the Equal Opportunities form.

Following the closing date, shortlisting will take place and applicants will be contacted. If you are invited to interview, we will provide further details nearer the time.

Thank you again for your interest in joining the Oasis family, and we hope to hear from you soon.

Yours sincerely,

Nichola Smith, Rachel Cruise and Claire Michels

Executive Principal, Head of Secondary Phase and Head of Primary Phase

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.

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.

John Barneby CEO, Oasis Community Learning

About Oasis Community Learning

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.



What we offer our Senior Leaders

There are a number of offers that you will receive when you join the Oasis family that makes us stand out as an employer of choice. Our Principals enjoy both individual autonomy and the benefits of being part of a family of academies, regionally and nationally. Other benefits include extensive support, opportunity to make trust-wide impact, comprehensive CPD and clear career progression opportunities within the family.

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

The Monitoring and Standards Team (MST)

The Oasis Monitoring and Standards Team are a group of experienced school leaders, Ofsted inspectors or HMI, who visit our academies to work alongside our Principals to agree the academy's next steps. As a senior leader, you will benefit from the expertise and advice of our MST, working in partnership with them to improve your academy and maintain high standards.

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:

- Taking part in MST reviews
- Joining strategy groups to develop best practice (for example, Assessment, SEND, Early Years, Equality and Diversity or Safeguarding)
- Developing policies for provision across the trust
- Pioneering new systems and approaches

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.

Regional Directors (RDs)

As a senior leader within Oasis, you will receive the support, challenge and leadership of your Regional Director, who provides localised governance, delegated from the CEO.

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 a Teaching School based at Oasis Academy Limeside in Oldham, Manchester, which acts 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 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 also 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

Putting the community into Oasis

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 Oasis Academy Don Valley

At our Academy our mission is simple, to provide all children with an exceptional education which is at the heart of our community. Within the Academy, we celebrate diversity and relentlessly focus on the attainment of all of our students.

We achieve this by having high expectations of behaviour, through focused routines, an unwavering focus on outcomes and by offering the very best teaching and support. At Oasis Academy Don Valley students learn, behave and are well mannered.

Our Academy is values driven and from the moment children join our academy family we expect them to live our values. In our academic culture children are focused on working hard and endeavour to do well, striving to be the very best version of themselves.

The Academy has gone from strength to strength since opening in September 2015 and we believe we are developing a strong reputation across our community gaining Good in all areas in our latest Ofsted inspection in November 2023. We are especially proud that this year we were the first choice Academy for 97% of our families.

The relationships we have with our parents and wider community are extremely important to us because it is only by working together that our children can achieve their social, emotional and academic potential. That is why keeping children safe and challenging them to rise to our high expectations is our main priority.

Our Academy mission is to:

‘Provide an exceptional education at the heart of the community, which provides our students with the character and competence to have a successful future’

Oasis Academy Don Valley wants to be an integral part of our community as we recognise that it takes the whole community to create an exception Academy.



Job Description

POST: Deputy Principal – All Through (responsibilities be negotiated with Executive Principal)

RESPONSIBLE TO: Principal and Oasis Community learning

SALARY: L16-20

LOCATION: Oasis Academy Don Valley

KEY RELATIONSHIPS: **Executive Principal**, Head of Secondary Phase, Academy Leadership Team; relevant teaching and support staff; students; partner professionals; parents; local community; other Oasis Academies and Oasis Community Learning central staff.

JOB PURPOSE:

The post holder will play a key role in ensuring the systems, structures and routines developed throughout Secondary Phase, allowing all our students to make exceptional progress leading to exceptional outcomes.

As Deputy Principal, you will need to be able to demonstrate leadership and alignment with the Academy values and beliefs, ensuring that the culture of the Academy is embedded and reflected in everyday practice

KEY RESPONSIBILITIES

Full responsibilities are broken down by category, however key responsibilities include:

- Support the Principal to lead and manage the academy towards achieving outstanding outcomes for our students, their families, staff and our local community.
- Provide information, objective advice and support to the Principal to make informed decisions about the development of the Academy and enable it to meet its responsibilities for securing effective teaching and learning and improved standards.
- Play a leading role in creating and developing an organisation in which staff recognize that they are accountable for the success of the Academy.
- Ensure that an effective flow is maintained within the Academy in line with the vision, ethos and values of Oasis Community Learning.
- Present a coherent and accurate account of the Academy's and individual's performance in a form appropriate to a range of audiences.
- Develop and encourage effective relationships between the Academy and the local community and ensure that national and global community links are forged through meaningful relationships, working closely with other schools, settings and organisations on a local, national and global basis.

SPECIFIC RESPONSIBILITIES:

Expectations of Leadership:

We believe that our leaders occupy an influential position in society and shape the profession. We see our leaders as lead professionals and significant role models within the community we serve. The values and ambitions of our leaders determine the achievements of our Academy. They are accountable for the education of current and future generations of children. Leadership has a decisive impact on the quality of teaching and children's achievement in all classrooms. Our leaders lead by example the professional conduct and practice of teachers in a way that minimises unnecessary workload and leaves room for high quality continuous professional development for staff. They secure a climate for the exemplary behaviour of children. They set standards and expectations for high academic success recognising differences and respecting cultural diversity within contemporary Britain. Leaders are outward facing and develop high quality professional networks, which support the development of exceptional education within our Academy.

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 learning outcomes.

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 the assessment.

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.
- Take a strategic role in the development of new and emergent technologies to enhance and extend the learning experiences of students.
- Implement strategies that ensure high standards of behaviour.
- Promote extra-curricular activities and out of hours learning which enhance learning opportunities.
- Have a teaching commitment within the Academy

Professional Standards- Attributes, Knowledge and Understanding

- Recognises 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 progress as good as, or better than, similar learners nationally.
- Understanding of school 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, as it becomes an innovative, high performing, and emotionally intelligent organisation for the 21st century.

- Effectively manage an agenda of significant 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.
- Ensure that effective teaching and learning takes place and that students' personal development needs are met.
- 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 Academy Improvement Plan, OfSTED Self Evaluation Form and the related documentation.
- Line manage designated teachers, Heads of Learning Areas 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 Improvement Planning 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.
- Use appropriate resources, in consultation with the Principal, for effective, efficient and safe teaching and learning across the Academy; accommodation, agreed budgets, staff, time, courses, development opportunities and ICT resources.
- Liaise effectively with all stakeholders including parents, Academy Council, feeder schools, partner primary 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

- Lead the implementation of the personalised learning agenda, raising achievement and improving the quality of teaching, learning and support across the Academy
- Ensures a consistent and continuous Academy-wide focus on student achievement, using baseline and progress data to monitor progress
- 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 extended school programme including visits
- Supporting the Academy in the delivery of the Every Child Matters outcomes
- 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

G. 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 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 learners 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.

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 Regional Academies Director. 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.

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent spoken English is an essential requirement for this role.

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

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.

For further information, please refer to the Education Charter document, which accompanies this job description.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Qualified Leader Status Evidence of recent, relevant professional development 	<ul style="list-style-type: none"> NPQH Master's degree Coaching qualification
Experience, Skills & Knowledge	<ul style="list-style-type: none"> The ability to converse at ease with parents/children and members of the public, and provide advice in accurate spoken English Extensive teaching experience in a primary 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/school 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 Knowledge and experience of using ICT to develop teaching and learning 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 	<ul style="list-style-type: none"> Experience in more than one comprehensive school or academy, at least one graded outstanding Responsibility for professional development, mentoring of colleagues

	<ul style="list-style-type: none"> ● Understanding of the practical application of Equal Opportunities in an Academy context ● Knowledge and understanding of current curriculum thinking and innovation ● Knowledge of safeguarding and promoting the welfare of children and young people ● CP/safeguarding training and experience ● Evidence of outstanding classroom practice, including high levels of progress and attainment for all students 	
Personal Qualities	<ul style="list-style-type: none"> ● Passionately committed to safeguarding and the welfare and wellbeing of children and young people ● To work hard and remain fully committed, even when under pressure, always acting with consideration for yourself and others ● Forgiving and committed to healthy inclusive relationships (strong interpersonal & diplomatic skills) ● To be hopeful, honest and always act with integrity, taking a rigorous approach to improving standards in order to ensure transformation of pupils lives and their wider communities ● Act with humility and as a team player by serving others both in the Academy and the Oasis family ● Have a willingness to demonstrate commitment to the values and behaviours, which flow from the Oasis ethos. ● 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 	
Professional Development	<ul style="list-style-type: none"> ● Evidence of a commitment for own professional development and the ultimate goal of Academy Principal role 	<ul style="list-style-type: none"> ● Recent, relevant in service training in education leadership

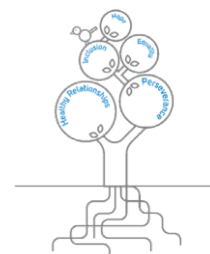
The Oasis Education Charter

The Oasis Education Charter is who we are, how we are distinctive and the entitlement we provide for our children and their communities.

Oasis **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.



Oasis **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.



Oasis **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.



Oasis **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.



Oasis **Inclusion**

Our vision is driven through a passion and commitment to include everyone.

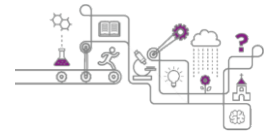
- We believe all our children and young people are precious; we prioritise social inclusion and integration in all we do.
- We model and set high aspirations and expectations for every child and young person and member of staff.
- We provide opportunities and experiences for all of our students, as well as their wider families, giving advantage to the disadvantaged.



Oasis 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.org

THE OASIS OFFER

Underpinned by our values and beliefs, all our work is designed to ensure each student receives the very best educational offer. Oasis operates as a national family of Academies across four regions.

The regional teams provide standards leadership and a professional governance service.

The Oasis family of Academies is led by empowered, and empowering, resilient leaders who through deeply held beliefs and values always strive to make decisions in the best interests of the students and their communities.

Each Oasis Academy has its own identity and purpose and serves the local community by working with it to transform learning aspirations and opportunities.

As a family, Oasis Academies work interdependently, benefiting from sharing best practice and inspirational pedagogy. Leaders and teachers build understanding of what is needed to secure the best possible sustainable outcomes for all learners.

Each Oasis Academy is committed to enabling children and students to become effective, enthusiastic, independent learners committed to life-long development.

Each Oasis Academy is dedicated to the task of working continuously in pursuit of excellence across all aspects of its life and work.