



Job Description: National Lead for Secondary Improvement

POST TITLE	National Lead for Secondary Improvement (NLSI)
RESPONSIBLE TO	National Director of Academies (NDA)
SALARY	Competitive + Local Government Pension Scheme
AREA	The post-holder can be based anywhere within the UK and the post is contractually a home-based contract. Attendance at meetings will be required for the effective delivery of the role. National travel will be necessary including overnight stays
WORKING PATTERN	Full-time. Flexible working pattern to meet the demands of the role
DISCLOSURE LEVEL	Enhanced

PURPOSE OF THE POST:

To work with and be line managed by the NDA in leading and managing the work of secondary education. The NLSI will develop systems and organisational design to ensure the development, consistency and effective impact of Trust-wide secondary strategies and developments. This will involve working directly with OCL wider services and require multiple areas of expertise in organisational design.

This post will enable Trust leaders to better understand, support, challenge and judge secondary education and ensure the swift improvement of all secondary academies.

To work with the secondary National Education Team (NET), to drive the improvement in systems, structures and academy performance to ensure all settings get to at least good or better whilst ensuring cost effective, efficient Oasis systems.

Main duties and responsibilities:

Policy

- Leading on policy development ensuring up to date policy following national guidance and change
- To research, understand, innovate and share the very best secondary practice within the Trust and to closely liaise with other system leaders to ensure OCL becomes a sector leading organisation

Practice

- To provide leadership on staffing restructures ensuring they are consistent with the curriculum statement of intent and the organisational framework design of OCL working across all Oasis services.
- To work collaboratively with the People Directorate Organisational Framework project team, acting as an education expert, on developing and implementing model staffing structures, job families and job descriptions.

- To provide the NDA, RDs, and academy leaders with an accurate picture of provision and outcomes for all academies.
 - To achieve this by:
 - Liaising with NDA and RDs on the organisational design of academies including curriculum and staffing design
 - Together with the NDA, MET and RDs, leading, compiling, and managing educational risk and progress register for Oasis academies.
 - Ensuring action plans are in place and being followed.
 - Providing timely reports for the NDA.
- Contribute towards the ND's and RDs' targeting of support for individual academies by:
 - Structuring plans, key documents and data streams
 - Ensuring effective RD monitoring is in place to address the academy needs
 - Signposting to RDs where good practice exists in Oasis academies and elsewhere across the educational landscape.
 - Adding capacity to the ND's and RDs in the monitoring of those academies where there is a sponsor's statement of action or DfE action plan.
 - Ensuring evidence and impact are clear in all Oasis systems and procedures
- To lead on consistent approaches to timetabling in all academies
- To lead on effective and consistent assessment systems for OCL
- To develop and lead an Oasis tutoring service
- To develop and lead on effective and consistent transitions programmes for students joining the Trust
- To develop and lead an Oasis virtual school
- To develop and lead on a consistent framework for student leadership across all secondaries academies
- Advise and develop academy action planning through the LOP ensuring consistency and effective working at academy level. Report to NDA
- Develop and implement strategies which contribute to the effectiveness of the RDs including the evaluation of activities and their impact on academies and student's attainment and achievement.
- To create the Careers structure of expected practice and support for OCL

Review

- Providing the Trust analysis of data and surrounding data – NEET, Admissions, Assessment, Ethnicity, restructuring models and a variety of other data and system areas working with a variety of OCL services
- Lead on up to date advice and design that flows from the demands of national change

- Lead on the Ofsted Summary Evaluation preparation for the trust linking to the NDA, MET and Directorate ensuring readiness for review working with all OCL service teams
- To provide timely information on the progress that Oasis has made in secondary education.
- To contribute to the OCL's Board oversight of the performance of all Academies and provide reporting packs on requested areas.

Operational

- To cover the short-term absence of an RD (virtually if needed)
- To lead on the conversion and development of new schools to Oasis
- To be the single point of contact for all secondary education comms aligning the best fit and flow of communication across all areas of secondary education across the year.

The person undertaking this role is expected to work within the policies, ethos and aims of OCL and to carry out such other duties as may reasonably be assigned by the CEO. 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. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

Personal 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. We are committed to a model of inclusion, hope, perseverance, healthy relationships and compassion throughout all the aspects of the life and culture of each Academy community.

Essential

Qualifications

- General education to degree level (or equivalent).
- Professional teaching qualification.
- Evidence of recent and relevant professional development.
- Right to work in the UK.

Experience, Skills & Knowledge

- Demonstrable experience of securing rapid and sustained improvement as a system leader.
- Experience of sustaining successful senior leadership posts in more than one school, national body or settings.
- Successful recent experience of school leadership or as a member of an LA/regional/national school improvement team.
- Recent experience of leading and managing educational initiatives at school, LA, or regional/national level.
- Ability to interpret complex quantitative and qualitative data and use this analysis to inform planning, support and challenge.
- Demonstrable experience of raising and sustaining standards in schools.
- Understanding and experience of system leadership.
- Ability to develop processes that encourage the sharing of best practice across Academies.
- Ability to build capacity in colleagues through coaching or mentoring and brokering/delivering training.
- Experience of leading and managing innovation and change.
- Experience of monitoring, evaluating and improving the quality of education provision.
- Ability to pursue challenging and rigorous questions and probe explanations.

- Experience of Performance Management processes to maximise the contribution of senior colleagues.
- Experience of managing disparate teams across different business functions.
- Ability to build and develop strategic partnerships.
- Experience of systems leadership to bring about improvements across an organisation, embedding efficient and lean systems that ensure a quality service and value for money.
- Knowledge of statutory governance requirements including Health and Safety and Safeguarding.
- Experience of financial resource management and budget scrutiny.
- Excellent interpersonal skills.
- The ability to converse at ease with educational stakeholders at all levels

Personal Qualities

- 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).
- Emotionally resilient and therefore patient and persevering with challenging behaviours and attitudes.
- To be hopeful, honest and always act with integrity, taking a rigorous approach to improving standards in order to ensure transformation of students' lives and their wider communities.
- Act with humility and as a team player by serving others both in the Academy and the Oasis family.
- Able to demonstrate and communicate the Oasis ethos in your behaviours and actions.
- Positive, passionate and enthusiastic and able to help others be the same.
- Able to keep a sense of proportion by acting with self-control.
- To have high aspirations and a commitment to excellence, and to role model this behaviour to others

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment including working with the Ethos & Values of Oasis.

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