



Oasis
Academy:
Sholing

Vice-Principal

Information Pack for Candidates



Exceptional Education at the Heart of the Community

Dear Candidate

Thank you for showing interest in the role of Vice-Principal at Oasis Academy Sholing. This is a pivotal position which offers an outstanding opportunity for a forward thinking and aspirant leader to effect change and bring new dynamics to our academy. If you are successful, the role will be developed around your specific skills and attributes which have impacted upon student progress.

If you are successful, you will join a strong senior leadership team with a proven track record of outstanding leadership qualities. The role is ideally suited to an individual who is seeking to develop the skills and knowledge necessary for Headship. You will be an experienced senior leader with a proven track record of school improvement, as a calm and reflective leader, you will have the skills to build the capacity of our very able leadership team. 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. At Oasis Academy Sholing, we pride ourselves on having a staff who are committed and dedicated, going above and beyond to serve our children and community.

We are a very close-knit school community and staff feel fully supported and motivated. We build strong relationships, enabling our staff to flourish and grow their skills, supported by continued professional development. We want to ensure that all our young people, whatever their starting points or background, get the education they deserve - and they deserve nothing less than exceptional.

All staff are encouraged to recognise their ambition, including support staff, and the successful candidate would be expected to continue their learning around key aspects of leadership and effective teamwork. I sincerely hope that you will choose our school as the next step in your career because this position will provide you with a wealth of opportunities to advance further in your leadership development.

Education is in a pivotal period and even with the ever-increasing demands of the job it continues to be the best profession to work in and the most satisfying.

I am hoping that after reading this, you will be enthusiastic about joining Oasis Academy Sholing in its continued success.

Please do not hesitate to contact my Operations Manager, Julie Hughdie at Julie.Hughdie@oasissholing.org for further information or if you would like to arrange a tour of the school.

Kind regards

A handwritten signature in black ink, appearing to read 'Martin Brown', written over a white background.

Martin Brown

Principal





Dear Candidate

Thank you for your enquiry regarding the position of Vice-Principal at Oasis Academy Sholing.

I hope you find the information pack helpful. If you feel that that this is a post that you would like to apply for, please submit your application online by visiting our website, you will be directed to the OCL jobs board where you can submit your application. There is also the facility to download an application form and you can return it using the following email address: recruitment@oasissholing.org

The closing deadline for applications is no later than **Noon on Monday 22nd April 2024**.

Please ensure you provide the name, address, and status of two referees, one of whom should be your current direct manager. Candidates should be aware we will seek references on shortlisted candidates for Academy based positions and may approach previous employers for information to verify experience or qualifications before interview.

Interviews dates will be confirmed once shortlisting has taken place. If you do not hear from us by close on business on **Monday 22nd April 2024**, you should assume that your application has not been successful. Unfortunately, we will not be able to provide feedback on your application at this stage.

If you would like to know more about us before you apply, please see our website www.oasisacademysholing.org, or if you are not clear about any aspect of the application procedure, do not hesitate to contact us for clarification.

I wish you well and thank you once again for your interest in what we think will be a challenging and rewarding post.

Yours sincerely

Kelly Ridge

Kelly Ridge
HR Officer

How to contact us

If you have an enquiry, please contact the Academy Office at:

Oasis Academy Sholing
Middle Road
Southampton
SO19 8PH

Reception is open Monday to Thursday 8:00am – 4:00pm, Friday 8:00am – 3:30pm

Tel: 023 8044 8861

Email: recruitment@oasissholing.org



Welcome to OA Sholing

About Oasis Community Learning

Thank you for your interest in joining the Oasis Community Learning (OCL) family. I am delighted that you are interested in finding out more about us. 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% 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 want to see no one excluded or isolated, inclusive communities where every individual is supported to thrive and flourish.

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



The Oasis Ethos

Everything within Oasis Community Learning is framed by our ethos.

Our ethos is rooted in what we believe and who we are. Grounded in our story, it is an expression of our character; a set of values that inform and provide the lens on everything we do.

- A passion to include
- A desire to treat people equally respecting differences
- A commitment to healthy, 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

It is these ethos values that we want to be known for and to live by. We are committed to a model of inclusion, equality, healthy relationships, hope, and perseverance throughout all the aspects of the life and culture of every Oasis Hub and academy community.

We encourage every member of our family, be that staff or student, to align themselves to these ethos values. The values themselves are Christ-centred, but we make it clear that we will not impose on anyone, the beliefs that underpin our ethos values. We recognise and celebrate the richness that spiritual and cultural diversity brings to our community, respecting the beliefs and practices of other faiths in the hope that we will provide a welcoming environment for all.

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.

The Oasis Curriculum

We have designed our Ofsted-praised curriculum to meet the needs of all, striving for personal as well as academic and vocational excellence. Through our curriculum we will achieve outcomes that drive social mobility and give everyone freedom of choice throughout their lives

The Oasis ethos and 9 Habits are a foundation stone to the design and delivery of our curriculum. We know that the development of character doesn't happen by chance but by purpose and intention: it is therefore an explicit part of our curriculum. We therefore work hard at preparing our students to be the best version of themselves not just for today but for their futures too. We provide our students with information on careers and the world of work encouraging them to be aspirational and ambitious so that they can secure their dream job and enjoy fulfilling careers.

Our curriculum has been designed to ensure our young people thrive, achieve and flourish. It enables them to understand what it is to be human and equips them for life so that they become kind and model citizens. Our curriculum not only develops our young people academically but socially, emotionally, culturally, physically and spiritually.

Whilst our knowledge-rich curriculum is designed to ensure the very best academic outcomes for our young people using the latest research in how the brain and memory works, it is about so much more than simply securing great results. It is about our academy's determination to achieve excellence with equity and integrity: where we bring advantage to the disadvantaged, where barriers to learning are successfully overcome and there are no limits to the achievement and ambition of our most able.

Our knowledge-rich curriculum and our commitment to the Oasis ethos and Nine Habits is supported by our Trust's policies on Learning and Behaviour for Learning and the work of our National Lead Practitioners and Leads for Learning Innovation.

Compassionate	Patient	Humble
Joyful	Honest	Hopeful
Considerate	Forgiving	Self-controlled

Our Offer to you

Integrated training and development opportunities

As our curriculum and our technology develops, so do our staff. We offer opportunities for training to all our staff, whether that is through external certification courses, internal development or training days. If you are interested in taking your career with us in a specific direction, we will do our best to ensure you have the opportunity to learn and grow with us.

A clear progression route

Our staff understand that there is room to progress with us; our training packages and staffing structure allows for a clear progression route within the organisation.

Support and sharing best practice

Through ongoing support from our National Lead Practitioners, Best Practice Academies, Regional Directors and Monitoring and Standards Team, our academies are able to continually progress and innovate learning for both students and staff alike. The Oasis Teaching School, in Oldham, acts a key source for training within the family.

Expenses and travel costs (as appropriate)

We remunerate our staff for incurred expenses and travel costs when asked to work outside of the normal school environment. This is in line with our Staff Expense Policy.

Cycle to Work Scheme

We have partnered with the Green Commute Initiative's cycle to work scheme to give our employees access to a conventional, electric or adapted bicycle that they can use for their everyday commute to work and during their leisure time.

Staff wellbeing resources

We release regular wellbeing resources to help our family out with all sorts of needs. From advice and support on managing anxiety and low mood to guilt and shame, to podcast recommendations, recipes, helpful videos and signposting. We are there to support you in any way we can. We also have a good offer through our Occupational Health providers with resources for help with stopping smoking, stress, diet, exercise sleep and healthy living.

Health Scheme

We are proud to be part of the Health Shield Cash Plan Scheme. Our employees can opt in* for a small monthly fee for:

- Money back for everyday healthcare such as dental, optical, physiotherapy and chiropody
- Access to a GP over the phone 24/7 at a prearranged time to suit you
- Direct access to a qualified Physiotherapist
- A 24/7 helpline that offers practical information and emotional support for issues relating to family, bereavement, trauma, relationships, stress, personal legal information, tax information, medical information, money management, alcohol/drugs and debt support.
- An online rewards portal, which includes exclusive member discounts, great deals and cashback on weekly food shopping, travel, restaurants, etc

Children up to the age of 21 living at home and studying full time are covered at no extra cost.

*Opting in periods will depend on which month you join Oasis.

Free counselling service

As an employee of Oasis you will have access to a free confidential counselling service.

Joining Oasis

How we support new staff

Within each academy there is a bespoke induction programme that is designed to develop the teaching practice of each individual. Weekly CPD sessions are delivered by a variety of experienced and engaging professionals, allow new to the profession teachers to quickly adapt and become established practitioners.

In addition, each academy has a senior leader responsible for the delivery and design of the programme. They are also there to support each new teacher and ensure that they are able to access any and all of the professional development they need. A mentor will be assigned who will meet with you weekly, observe your teaching to support rapid development, and guide you through the process of achieving QTS and successfully completing your induction year. A 'buddy' will also be assigned; someone who is within your department or faculty; a recently qualified member of staff, who can support you in the day-to-day aspects of settling into a new work place.

"I am grateful to Oasis Community Learning for the ever-continuing progression I have experienced in the past 7 years. Having first started as a student at an Oasis Academy, I have progressed through a variety of roles since working for the Trust, including becoming a Community Assistant, Learning Support Assistant and currently, an ECT teacher.

My outlook in life has always been to seize all available opportunities and I will therefore forever be grateful to the Principal at Oasis Academy Sholing for pushing me to fulfil the next step in my potential by transitioning between LSA to teaching Science. With the help of an incredibly talented mentor, I have successfully completed 2 years Teach First training and work with students of all year groups, as well as being a tutor and running a popular science club.

The excitement this job brings, from the fascination bought to children's faces when they learn about my subject, to the creativity and joy they share during our afterschool club, is tremendous. It is true what you read, no day in teaching is ever the same and for that, it is one of the most unpredictable and varied yet rewarding careers.

With CPD offered termly, there is room for progress in all realms of working within a school, not just locally, but nationally and globally also. Being a member of the Oasis Trust is a family you are immediately welcomed into from the start, with opportunities for development available from the moment you step foot over the threshold."



Georgie Waller
Teacher of Science



Explanatory Notes

Applications will only be accepted from candidates completing the enclosed Application Form. Please complete ALL Sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form.

Safeguarding Children and Young People

We are 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

1. Candidates should be aware that all posts in Oasis Community Learning involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
2. Accordingly this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as “spent” must be declared.
3. If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including those related to children or young people (whether the disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
4. Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may where appropriate be answered not applicable if your duties have not brought you into contact with children or young people.

Interview Process

After the closing date, short listing will be conducted by a Panel, who will match your skills/ experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy DBS requirements such as a current driving licence including a photograph and/or a passport and/or a full birth certificate
- Documentary proof of current name and address (i.e. utility bill, financial statement etc.)
- Where appropriate any documentation evidencing a change of name
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post.

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

We will seek references on shortlisted candidates for Academy based positions and may approach previous employers for information to verify experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

Explanatory Notes

For Academy based positions, in addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon: -

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity and qualifications
- Vetting and Barring Check
- Satisfactory DBS Disclosure
- Verification of professional status such as QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance

For teaching posts

- Verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)
- Verification of medical fitness in accordance with DfES Circular 4/99 Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or other relevant investigating bodies.

Vice Principal

Post:	Vice Principal	Salary:	L19 - L23
Location:	Oasis Academy Sholing Southampton	Disclosure Level:	Enhanced

* May be enhanced for an exceptional candidate

Responsible to:

- The Principal

Additional: Key Relationships:

- Staff, students and parents at Oasis Academy Sholing
- Colleagues from across the Oasis network, including the National Education Team

Specific Responsibilities as a member of SLT:

- To support colleagues to achieve their best, prioritising streamlined approaches to working at all levels and within all roles, so as to promote time effectiveness, efficiency and positive impact
- To deliver lessons which are at a consistently high standard, acting as a role model for both teaching and support staff
- To develop positive relationships with students, staff and parents, acting with integrity and consistency throughout
- Providing high quality challenge and support, together with mentoring and coaching, to colleagues on the staff team
- Establishing plans and monitoring the quality assurance procedures for key aspects of the Academy's work
- Contribute to the development and review of the Academy SEF and Academy Local One Plan, with the specific remit of Quality of Education.
- Maintaining high levels of staff and student morale and motivation, securing their commitment to the aims, objectives and priorities of the Academy
- Undertaking any other professional duties of the Principal which are reasonably delegated to him/her by the Principal

Strategic responsibilities:

All leaders in the Academy share in devising strategies for raising standards and fulfilling the Academy vision of 'Striving for Excellence'.

The Vice Principal will provide strategic leadership, in consultation with the Principal, staff and parents which brings about a world-class standard of education.

The post holder shall have the professional duties of a Vice Principal teacher in accordance with the current DfE's School Teachers' Pay and Conditions document:

- To work as part of the Senior Leadership Team, influencing and driving the continual improvement of the Academy
- To lead and contribute to the strategy around the development of curriculum, teaching and middle leadership

- To contribute to the development and implementation of our strategic priorities, development plan and self-evaluation
- To act as principal policy advisor to the Senior Leadership Team on all matters relating to their strategic priorities

Leadership and Management

- Ensure that the Academy's systems, organisation and processes are followed consistently throughout the department.
- Support the self-evaluation process and strategic planning process across the Academy.
- Be a strategic and supportive member of the Senior 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.
- 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.
- Lead the implementation of a monitoring, evaluation and review cycle in the post-holder's area of responsibility.
- Maintain clear expectations, high standards of professionalism and collaboration to meet the Academy's strategic 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.
- 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, Student Parliament, feeder schools, partner secondary schools, business and community partners and the wider community, as appropriate to designated strategic responsibilities

Equality of Opportunity and Safeguarding

- To promote equality of opportunity and safeguarding the welfare of children and young people.
- 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.

General

Carry out any other reasonable tasks as directed by the Principal.

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 teachers and leaders.
- Participate in performance management in accordance with Academy policy.

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 and safeguarding training.

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.

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.

Vice Principal

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified to degree level • PGCE (or equivalent) – Qualified to Teach in the UK • Evidence of recent, relevant professional development 	<ul style="list-style-type: none"> • Qualified to Masters degree level
Experience, Skills & Knowledge	<ul style="list-style-type: none"> • Excellent teaching experience in secondary setting • Leadership experience in a mixed, comprehensive school or academy • 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 • 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 	<ul style="list-style-type: none"> • Experience in more than one comprehensive school or academy, at least one graded outstanding

	<ul style="list-style-type: none"> • 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 	
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 and diplomatic skills) and an ability to work as part of a team • 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 • 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 reflect, use and act on own initiative • Ability to form and maintain appropriate relationships and personal boundaries with children • Emotional resilience in working in a range challenging situations 	