

Job Description

POST: Deputy Principal

RESPONSIBLE TO: Principal and Oasis Academies Directorate

KEY RELATIONSHIPS: Principal and Academy Leadership Team; relevant teaching and associate staff; LA representatives; partner professionals; parents; local community; other Oasis Academies and Oasis Community Learning central staff.

LOCATION: Oasis Academy Skinner Street, Gillingham

WORKING PATTERN: Full-time and as described in the School Teachers' Pay and Conditions Document

JOB PURPOSE:

- The strategic leadership and management of learning and pupil development
- Curriculum development and innovation so that it meets the needs and aspirations of the pupils
- Strategic development of appropriate technologies to enable learning
- Leading and managing the systems and processes for pupil care and guidance so that 'Every Child Matters'
- Leading and managing effective assessment, recording and reporting systems for pupil progress
- Monitor and evaluate the Academy's progress
- Professional development of teachers and Associate staff, including supporting them to make effective use of a wide range of data
- Contribute to community, and adult learning

The post holder will be expected to work in close collaboration and liaison with the Principal and to deputise for the Principal in his/her absence as required.

- The role entails a forty percent (2 days per week) teaching commitment
- The post holder is expected to support the Academy's aims, vision and ethos, have a thorough knowledge of the Academy's policies and procedures and to reinforce these with all stakeholders where required. The post holder is expected to monitor and evaluate the specific areas for which s/he is responsible above in the context of the Academy's ethos and vision.
- The post holder shall have the professional duties of a Deputy Principal teacher in accordance with the current DfE's School Teachers' Pay and Conditions document and wider responsibilities relating to strategic direction and development, teaching and learning, leading and managing staff and efficient and effective deployment of staff and resources in consultation with the Principal.

DISCLOSURE LEVEL: Enhanced

AREAS OF ACCOUNTABILITY:

The Deputy Principal will:

- Provide information, objective advice and support to the academy council 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 of achievement
- Support the Principal in creating and developing an organisation in which staff recognise that they are accountable for the success of the Academy
- Ensure that an effective information flow is maintained within the Academy in line with the vision and ethos of Oasis Community Learning.
- Present a coherent and accurate account of the Academy's performance in a form appropriate to a range of audiences
- Ensure that parents and pupils are well informed about their achievement and attainment and are able to understand targets for improvement and how to achieve them
- Develop and encourage effective relationships between the Academy and the local community
- Work closely with other schools, locally, nationally and internationally

RESPONSIBILITIES

A. Strategic Direction and Development

- Be a strategic and supportive member of the Leadership team of the new Academy, playing a key role in the development of the new Academy as it becomes an innovative, high performing, and emotionally intelligent organisation for the 21st century, effectively managing an agenda of significant change to raise standards in all areas of Academy life.
- Take the lead and manage specified areas of improvement and development and to also 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. Strategic responsibilities will be reviewed regularly and in support of professional development needs.
- Develop and maintain Academy policies and practices which promote high achievement and inclusion through effective teaching and learning across the Academy.
- Play a key role in creating an environment within the Academy where pupils and staff develop and maintain positive attitudes towards each other, the environment, the community and teaching and learning.
- Use national, local and Academy data effectively to monitor, evaluate and analyse pupil progress, planning and implementing effective intervention to support all pupils to achieve highly and develop self esteem and to inform Academy policies and practices, expectations and teaching methodologies.
- Contribute to the Academy Improvement Plan and the annual cycle of related documentation.
- Liaise effectively with all stakeholders including parents, Academy Council, partner primary and secondary schools, business and community partners and the wider community, as appropriate to designated strategic responsibilities.
- Network with other Academies 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 organisations are effecting change and transformation.
- Promote and support innovation so that educational outcomes are positively transformed.

B. Teaching and Learning

- Secure and sustain effective teaching and learning through structured monitoring, evaluation and review processes including liaison with Inspectors, Advisors and Consultants.
- Contribute to the leadership and development of the curriculum to best reflect the Academy's curricular aims and to meet the needs of all pupils;

- Work in conjunction with all staff to ensure that there is continuity and progression of learning
- Promote extra curricular activities and out of hours learning which enhance learning opportunities.
- Have a teaching commitment of two days per week.
- Seek opportunities to collaborate with other Academies and high achieving schools through the Oasis Community Learning and other relevant networks to share and develop excellent pedagogies.
- Promote and support innovative pedagogy

C. Leading and Managing Staff

- Line manage designated Assistant Principals and Phase Leaders and contribute to the leadership and management of teachers and Associate Staff working collaboratively to raise pupil achievement and attainment across the Key Stages and to 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 PM policy in addition to promoting and providing Continuous Professional Development opportunities to ensure the professional effectiveness of teaching and Associate Staff.
- Maintain clear expectations, high standards of professionalism and collaboration to meet the Academy Improvement Planning priorities.
- Take responsibility as part of the Leadership Team for the recruitment of staff and support processes that will enable the Academy to retain staff and, where appropriate, play a leadership and management role in management and succession processes.
- Provide structured support and assessment for NQT ITE Trainees and other appropriate and related Graduate Training programmes to enable them to meet the relevant professional standards.
- Take the lead co-ordination for key aspects of Academy organisation and management.

D. Efficient and Effective Deployment of Staff and Resources

- Sustain an effective, stimulating and inclusive learning environment for teaching and learning.
- Deploy accommodation to effectively meet the teaching and learning/pupil needs across the Academy.
- Ensure a safe working and learning environment through application of appropriate risk assessment and adherence to current Health & Safety regulations.
- Use appropriate resources, in consultation with the Principal, for effective, efficient and safe teaching and learning across the Academy; to include accommodation, agreed budgets, staff, time, courses, development opportunities and ICT equipment.

E. Other Duties

- The post holder will be subject to performance objectives agreed annually with the panel from Oasis Community Learning and these objectives will be reviewed annually.
- The post holder is expected to carry out such other duties as may reasonably be assigned by the Principal.
- The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

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.

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 (Skinner Street) 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 Teacher Status 	<ul style="list-style-type: none"> Masters Degree Working towards NPQH
Leadership and management – evidence of experience, skills and knowledge	<ul style="list-style-type: none"> Evidence of successful leadership and management in more than one primary school, both in successful and underperforming or challenging circumstances <p>Proven record of successful leadership at a senior level including:</p> <ul style="list-style-type: none"> Developing and implementing a vision for improvement and success in current post Evidence of successful leadership and management in a challenging/underperforming school as a senior leader and able to demonstrate success in raising standards Current responsibility for the strategic development of teaching and learning/curriculum 	<ul style="list-style-type: none"> Experience in several primary schools, both in successful and underperforming or challenging circumstances.

	<p>design or new technologies</p> <ul style="list-style-type: none"> • Successful innovator and manager of change across the whole school that has impacted upon achievement • Clear and understandable vision and evidence base for new technologies and their capacity to improve teaching and learning • Involvement in the creation of the SEF in current school • Responsibility for development and improvement or sustained performance in current school through significant whole school projects • Effective use and development of a wide range of strategies for managing dis-affection, poor behaviour and under achievement across the school • Be an excellent classroom practitioner (evidenced by AST or excellent teachers status and/or Ofsted recognition) with evidence of high achievement in teaching across the Key Stages • Effective use of Assessment for Learning to engage pupils as partners in their learning 	<ul style="list-style-type: none"> • Responsibility for professional development/ mentoring of colleagues • Experience of employment outside the educational environment • Development of partnerships with other schools, business and the community • Working with ITE/GTP providers • Strategies to enhance teaching and learning of ICT • An understanding of education within a Multicultural/Multi-faith community • An understanding of Emotional Literacy developments to support learning and teaching • Knowledge of school finance/ BSF • Competent use of SIMS packages including Assessment Manager and NOVA T or other related packages • Ability to train on an analogous package, Serco Facility • Full driving licence (including Category D) • Experience of working as a CPLO
Leadership and management – evidence of experience, skills and knowledge	<ul style="list-style-type: none"> • Knowledge and understanding of Academy programme and SSAT • Knowledge and understanding of current curriculum thinking and innovation - Curriculum and National strategies and developments that are improving achievement at EYFS, KS1 and KS2. • Knowledge of a variety of learning pathways, the inter-relationships between them and their impact on learning. • A thorough understanding of the ECM agenda and its relevance to improving achievement and outcomes for young people, 	

	<p>their families and the communities the Academy will serve.</p> <ul style="list-style-type: none"> • A firm grasp of educational policy and the implications for the leadership and management of Academies • Use of national and school assessment and attainment information to improve practice and raise standards • Use of strategies to promote good pupil relationships and high attainment in an inclusive environment • An enthusiastic and effective leader and manager who can inspire colleagues • Excellent communication, presentation and ICT skills • Excellent interpersonal skills • Competent leader and manager, able to inspire and motivate all members of the Academy community • Ability to plan and resource effective interventions to meet curricular objectives • Ability to use and promote a wide range of teaching methodologies • Effective behaviour management strategies combined with high expectations of pupils' behaviour • Ability to anticipate and solve problems • Creative and flexible thinker • Ability to respond positively to constructive criticism • Ability to deliver constructive criticism 	
Personal Qualities	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and young people. • Willingness to undergo appropriate checks, including enhanced CRB checks. • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people 	

	<ul style="list-style-type: none"> • Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline” • Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos. 	
Personal Values	<ul style="list-style-type: none"> • A belief that young people can be successful with appropriate support to challenge barriers to learning • Inclusive and comprehensive education • Raising standards and life-long learning • To actively support the Academy’s aims • Innovative curriculum development • Promotion of vocational and work-related learning • Partnership with other schools and the wider community including business and industry links • Promotion of extra-curricular activities/ educational visits / out-of-school learning 	
Professional Development	Evidence of a commitment to own professional development with the ultimate goal of headship	<ul style="list-style-type: none"> • Recent relevant in-service training in Management and Leadership