



Oldham
Part of Oasis Hub Oldham

Director of Performing Arts



Welcome from the Principal

You are reading this application pack at an exciting time for our school.

I am sure that you will do your research on the academy and see that in recent years the school has overcome challenges to get to this point. We do not shy away from that.

In fact, it is something that drives us on and has helped us pass many significant milestones.

We are now in the top 3% of the most improved schools in the country as our GCSE results have doubled over the last two years. Our sports teams are the envy of many other academies and we play a very active role in the diverse community we support.

Since my appointment I have been committed to building on this by recruiting, nurturing and recognising talented educationalists to help us build on the progress that is being made.

We have a culture that actively wants to embrace new ideas and best practice that will support and engage our students. We want to challenge the norm and set our expectations high.

That is what I believe makes this role so appealing. You will be able to have a real and demonstrable impact that will help transform the life chances of our students.

You will also be joining the wider Oasis Community Learning network, an organisation committed to the provision of high performing schools and healthy communities in a nurturing and inclusive system.

This means that the career progression opportunities for talented educationalists are enviable. You will be able to work with our partner schools, and we are in a relatively unique position of developing a secondary partner free school just a short distance away. The possibilities to develop your career are very clear.

To support this, we pride ourselves on a delivery of a high quality, bespoke extensive programme of professional development which is succeeding in rapidly raising standards of teaching and learning.

If you choose to join us I am sure you will find your working life rewarding, stimulating and fulfilling. You will find that there are great opportunities to contribute in a range of ways to the work of the academy and to your own personal and professional development.

Thank you for taking the time to read this information. Prospective candidates for posts at all levels are warmly welcomed and strongly encouraged to visit us prior to application. Please contact the academy to arrange a visit if you are able to and take a look at the academy virtual tour on our website. I look forward to receiving your application and welcoming you in person.

Yours sincerely

N J Whittle
Principal



Application details

We hope you find the information pack helpful. If you feel that that this is a post for which you would like to apply, please complete all sections of the Application Form along with the Equal Opportunities monitoring form (CVs are not accepted) and return it to recruitment@oasisoldham.org

Closing date for applications is: 12.00 noon on Monday 7th January 2018
Interviews dates to be confirmed.

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

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



Oasis

Oasis was established in 1985 and has now grown into a group of charities working to deliver housing, training, youth work, health care, family support and primary, secondary and higher education. In the UK we employ over 4,000 staff as well as working with thousands more volunteers. We also work in nine other countries around Europe, Asia, Africa and North America

Oasis Community Learning

Oasis Community Learning is an educational trust established in 2004 with the express purpose of transforming learning, lives and communities through the development of Oasis Academies. Currently there are 47 Academies in the Oasis family of academies across primary, secondary and post 16 phases.

Our Purpose

Oasis Academies exist 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.

Our 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. This is encapsulated by the following five statements:

- 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.

Oasis Aims

Transform Lives - Every person matters and everyone is loved and valued

Transform Learning - We have a passion for learning and we want everyone to achieve their full, God-given potential

Transform Communities - We are committed to community development and the aim of all our work is to increase community cohesion, locally, regionally, nationally and globally

Oasis Philosophy of Education

Three important ancient Hebrew words underpin Oasis' whole life learning and philosophy of education:

Shalom (peace; completeness; nothing missing; nothing broken; wellbeing; wholeness)

Healthy Communities (peace; completeness; nothing missing; nothing broken; wellbeing; wholeness) Seeks to ensure that every classroom encounter, each piece of curriculum planning, each assessment experience are all shaped, informed and delivered in the light of our desire for wholeness and well-being in the widest sense of the word; for everyone at every level of their lives - academically, vocationally, physically, spiritually, morally, socially, economically, environmentally and culturally

Yada (to know; to see; to perceive; to understand; to experience; to have a relationship with)

Deep Learning (to know; to see; to perceive; to understand; to experience; to have a relationship with) Gives students the opportunity to encounter and experience learning personally and relationally. It is never an abstract, theoretical or academic idea simply to be contemplated but, rather, primarily about gaining wisdom – the practical application of knowledge to every area of life. Life is not straightforward; learning from failure and mistakes and being resilient is an important part of it. It is hands-on learning throughout life which can only be obtained through on-going active, intentional engagement with it and with others.

Rabbi (my teacher; my guide; my role model; a term of respect)

Inspirational Leadership (my teacher; my guide; my role model; a term of respect)

Through personal example and strong relationships, all teachers are encouraged to be inspirational role models for their students. In this way, a teacher is not simply a purveyor of 'knowledge', dropping it into the minds of those they teach. Instead, they are communicating and bringing knowledge, wisdom and understanding through their words, actions and whole lives, helping students to reflect and think for themselves.

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, split into 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 their 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 its local community by working with it to transform learning, aspirations and opportunities.

As a family, Oasis Academies work interdependently, benefitting 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 learning.



Job Description

POST: Director of Performing Arts

RESPONSIBLE TO: Head of Creative Faculty

GRADE: Main scale + TLR 1A

KEY REALTIONSHPIS: Principal, Deputy Principals; Academy Leadership Team; relevant teaching and support staff; LA representatives and external agencies; parents

LOCATION: Oasis Academy Oldham

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

DISCLOSURE LEVEL: Enhanced

JOB PURPOSE:

To develop a highly accessible and engaging programme of performing arts across the academy including the development of extra-curricular programmes. The post holder will be responsible for re-invigorating performing arts across the academy to ensure enriching and diverse opportunities in the arts are available for all students.

SPECIFIC TASKS RELATED TO JOB PURPOSE:

- To develop an exciting programme of engaging and enriching activities for pupils to access
- To galvanise students in their enjoyment of performing arts subjects
- To re-design and re-modify the curriculum to ensure it meets performance measure requirements but also ensures an engaging programme for all students at both key stages
- To work with the community hub team to provide a wealth of performing arts opportunities for members of the community
- To work with an Assistant Principal to further to develop our 'Cultural Offer' for students
- To teach in the Creative faculty including the teaching of Drama

A. Strategic Direction and Development

1. To build a proud culture of performing arts across the academy community to ensure students are engaged and enthused by the curriculum
2. To be a dynamic and supportive member of the faculty team, playing an important role in its drive to become a leading edge, innovative, high performing, and emotionally intelligent Academy fit for the 21st century.

3. To make a significant and notable contribution to the strategic development of the Faculty as well as taking personal responsibility for the monitoring and successful completion of the Faculty strategic plan as well as playing a leading role in the annual cycle of monitoring, evaluation and review
4. To energetically support the management of an agenda of significant change to raise standards and outcomes in all areas of their subject, Faculty and the Academy as a whole as it moves to become a leading edge Academy.
5. To actively support as well as strategically developing and maintaining Academy policies and practices that promotes high expectations, high achievement and inclusion through effective teaching, learning and behaviour modification within their area of responsibility.
6. To work at the direction of, and in conjunction with, the Principal in drawing up the termly strategic plan; determining strand ownership and setting challenging targets for the Faculty.
7. To strategically plan and implement a regular series of meetings with subject staff to ensure that they are working in unison to:
 - Produce the highest quality of teaching and learning within their area of responsibility.
 - Ensure that their area of responsibility is striving towards achievement of, or even surpassing, the Academy targets
 - Drive both the subject area and the Academy towards 'cutting edge' status
8. To strategically prepare, in conjunction with the Head of Creative and Assessment and Data Manager, on the preparation of the data needed for the Faculty response at each subject review meeting in order to drive the subject area towards the achievement, or surpassing, of its annual targets.
9. In conjunction with the Head of Creative, lead on the strategic planning of the Faculty calendar whilst ensuring that its scheduling of meetings is in accord with the national regulations regarding workload
10. To strategically lead on the monitoring of staff absence within the subject ensuring that all absent staff complete a return to work interview on their first day back at the Academy.
11. To assist the Principal, or his delegated person, in dealing with underperforming staff within the subject.
12. To actively engage and liaise effectively with all stakeholders relevant to the work of the subject, including parents, members of the Academy Council, feeder schools, secondary schools and colleges, business and community partners, and the wider community as appropriate, all in line with Academy strategic objectives.
13. To be actively involved in networking with other innovative and high achieving subjects within Oasis Community Learning and other relevant networks; in order to strategically learn more about the ways that other institutions are effecting change and transformation.

B. Teaching and Learning

1. To secure and sustain good and outstanding teaching by, working in conjunction with the ALT and Head of Creative, leading the Faculty in implementing the monitoring, evaluating and reviewing of teaching and learning across the Faculty.

2. To actively seek opportunities to collaborate with other innovative and highly achieving departments within Oasis Community Learning and other relevant networks to share and develop excellent pedagogies.
3. To actively liaise with inspectors, advisors, consultants and relevant outside agencies in ensuring the highest possible practices in teaching and learning.
4. To ensure that within his / her area of responsibility all Academy policies regarding the establishment and maintenance of high quality teaching and learning are fully implemented.
5. To ensure that the highest standards in teaching and learning are continually modelled to all staff to help improve their personal classroom performance.
6. To work with the ALT in actively and continuously improving the overall quality of teaching and learning in the classroom.
7. To work with the ALT in ensuring that the subject review process is effective in raising standards of performance in the classroom.
8. To work with the ALT in ensuring that the Academy's performance management process is effective in raising standards of performance in the classroom.
9. To work with the ALT to ensure that all vocational and alternative education programmes of study within their area of responsibility are accredited and contribute to the Academy's drive to ensure that each student fulfils his / her potential.
10. To actively work with staff whose classroom performance does not meet the Academy's minimum standards in order that they may improve their performance.
11. To have a teaching commitment in line with other Faculty Leaders within the Academy.

C. Leading and Managing Staff

1. To set high standards, modelling, at all times, the highest possible standards of professionalism, ethical leadership, dress sense and personal behaviour.
2. To work actively in monitoring the performance of both professional and co-professional staff in line with the Academy's performance management policies, strategies and practices.
3. To work, through the Academy's line management system, with appropriate staff in ensuring a safe working and learning environment through application of appropriate risk assessment and adherence to current Health & Safety regulations.

D. Accountability

1. To have overall accountability for the smooth, effective and efficient functioning of Performing Arts
2. To be accountable for the Performing Arts in terms of the achievement, or surpassing, of its annual targets.

E. Working with the community

1. To form a fulfilling and trusting partnership with parents and carers that will actively and positively contribute to the successful education of their child.
2. To liaise with local primary schools in ensuring continuity of curriculum upon transfer as well as the spreading of good practice and expertise.
3. To actively support the Hub Leader and the Hub team in planning and implementing events designed to both involve and strengthen the Academy's local community.

F. 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.

G. Other Duties

- The post holder will be subject to performance objectives agreed annually.
- 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.
- To take on any whole school initiative or responsibility that the Principal may direct.
- All teachers take an active role in the Academy's care and guidance of students and may be expected to fulfil the role of form tutor or similar role as determined by the Academy.
- All teachers actively support and contribute, as required, to the Academy's programme for Initial Teacher education trainees.

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

Person Specification

Director of Performing Arts

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • A degree in relevant or related subject • Evidence of a commitment to own professional development • Recent relevant in-service training in the subject area • Recent relevant training in the Leadership of learning 	
Experience, Skills & Knowledge	<p>Successful experience of:</p> <ul style="list-style-type: none"> ▪ Developing the teaching of the subject ▪ Holding a position of responsibility ▪ Achieving good student outcomes across Key Stages 3 and 4 ▪ Developing Schemes of Work across Key Stages 3 and 4 ▪ Working effectively as a Form Tutor ▪ Involvement in school improvement initiatives ▪ Making effective use of Assessment for Learning to engage students as partners in their learning ▪ Leading a development within a team ▪ Supporting the professional development of colleagues ▪ Leading effective interventions designed to raise levels of attainment ▪ Using assessment and attainment information to improve practice and raise standards ▪ Using strategies to promote good student relationships and 	

	<p>high attainment in an inclusive environment</p> <ul style="list-style-type: none"> • An understanding of improving Literacy Strategies • Good understanding of the Ofsted inspection framework and of subject-level self-evaluation processes • Vision for the teaching of the subject • Secure knowledge of Programmes of Study for the subject at KS3 and KS4 • Good knowledge of strategies to enhance teaching and learning of ICT within the subject area • An understanding of Emotional Literacy developments to support learning and teaching • An understanding of Health and Safety regulations affecting the curriculum area • An enthusiastic and effective leader and manager • Ability to use and promote a wide range of teaching methodologies • Excellent communication and presentation skills • Competent user of ICT • Competent co-ordinator and motivator • Ability to coach, mentor and deliver training to staff • Ability to plan and resource effective interventions to meet curricular objectives • Ability to assess the performance of others and respond appropriately • Ability to form and promote positive relationships with staff, students, parents, the local community and outside agencies • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours and attitudes • Well-developed emotional intelligence 	
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Personal Qualities	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and young people. • Commitment to the value and promotion of vocational and work related learning • Willingness to undergo appropriate checks, including enhanced DBS checks. • Motivation to work with children and young people • Ability to form positive and productive relationships with students, colleagues, parents/carers and other stakeholders • Actively supports the Academy's aims • Active participation in Academy developments • Commitment to leading extra-curricular activities/ educational visits/out-of-hours learning • Commitment to innovative curriculum development and partnership with other schools and the wider community including business and industry links • A willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos. 	
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