



Deputy Principal  
L16 – L20  
Permanent  
Oasis Academy Lister Park



## Welcome from the Principal

**At Oasis Academy Lister Park we are committed to providing the best possible educational experience for the families and community we serve. We set very high expectations for all our students both academically in terms of progress and exam results.**

The climate for learning in Oasis Academy Lister Park is based upon our insistence on self-discipline and a 'can do attitude' that promotes a positive approach to learning. This starts with the professional expectations we demonstrate as teachers and support staff, and how lessons are prepared and differentiated to meet every student's academic and pastoral needs.

I am incredibly proud to be the Principal of such a vibrant and progressive Academy that works hand in hand with its community to ensure that our students develop the right character whilst they are in our care.

Our ethos is built firmly on our pillars of the community: mutual respect, pride, creativity, resilience, ambition and an atmosphere which regards the whole community as our family.

Our aim is to develop open-minded, flexible, resilient young people who can be successful in modern Britain and contribute positively as global citizens.

The curriculum students will enjoy whilst at Lister Park enables them to progress to the top universities and apprenticeship programmes, but I firmly believe in balance and the emphasis we place on arts and practical subjects. This allows all our students to have successful outcomes and develop their areas of interest and excellence through a comprehensive extra-curricular programme.

Should you wish to arrange an informal visit the academy prior to application, I would be more than happy to welcome you. Please contact Human Resources by email at [tracey.halls@oasislisterpark.org](mailto:tracey.halls@oasislisterpark.org) to arrange a visit or if you need any further information.

I look forward to receiving your application.

Ian Simpson  
Principal  
Oasis Academy Lister Park



## A message from our CEO

A very warm welcome to Oasis Community Learning!

I am delighted that you are interested in becoming part of Oasis Academy Arena.

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 four main regions throughout the UK, providing either primary, secondary or all-through education. All 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 the 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 and developing holistically across every area of their lives, both now and in the future.

All of this is underpinned by our philosophy of education which highlights our focus on inspirational leadership, deep learning and healthy communities and aspires to develop the character and competence of every child of every community that we are part of.

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.

So we look forward to you potentially becoming part of Oasis.

Best wishes,  
John Murphy



## A message from our Founder

When I started Oasis, back in 1985, I had no idea it would grow into the wonderful family of charities that it has become today. We have not only become the country's second largest provider of academy schools, educating around 25,000 children and young people, we also provide housing for vulnerable young people, and run everything from community farms to coffee houses and churches to children's centres, and much more besides, in communities from Gateshead in the North East to Bristol in the South West. So, the question is...why?

Not only do we believe a child should receive the very best formal education, but also that there is more to a healthy life and future than simply the knowledge they hold. Every one of us is a product of the community we live in. That's why Oasis is passionate that every community one of our Academies is part of should be a happy, healthy place where every person is included, valued and is able to achieve their full God given potential and thrive. That's why Oasis' vision not only aims to deliver outstanding education, but also to help build great local neighbourhoods.

We're motivated by our core Christian ethos which means that we believe every person – those of all faiths or none – are equally valuable and have a part to contribute in helping this vision become a reality. Helping a young person realise who they are meant to be is about more than simply the qualifications they get or the job they want; it's about how they see themselves and those around them. That's why Oasis' goal is to play its part in helping to create great communities where every young person achieves their best, respects themselves, values those around them and contributes to the good of all.

Steve Chalke, MBE



# Job Description

**POST:** Deputy Principal

**RESPONSIBLE TO:** Principal

**SALARY:** L16 – L20 (£56,512 - £62,241) + Teachers Pension

**LOCATION:** Oasis Academy Lister Park, Bradford

**KEY RELATIONSHIPS:** Academy Leadership Team; relevant teaching and support staff; students; partner professionals; parents; local community; other Oasis Academies and Oasis Community Learning central staff.

**DISCLOSURE LEVEL:** Enhanced

## **JOB PURPOSE:**

Provide strategic leadership, in consultation with the Principal, staff, parents and Academy Council, which brings about high standards of education.

All leaders in the Academy share in devising strategies for raising achievement and ensuring high standards of behaviour.

The post holder will work in close collaboration with the Principal and deputise for the Principal in his absence as required.

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.

## **KEY RESPONSIBILITIES**

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

1. To assist the Principal, together with other members of the Academy Leadership Team, in providing leadership and in managing the Academy.
2. To provide strategic leadership for specified whole school initiatives.
3. To monitor and support academic progress, attendance and behaviour of students in a specified phase of the Academy;
4. To actively support the vision, ethos and policies of the Academy.
5. To promote and safeguard the welfare of children you teach or come into contact with.

## **SPECIFIC RESPONSIBILITIES:**

### **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
- Have oversight of years 7 and 8 in the first instance, ensuring 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 secondary 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 (Every Child Matters)**

- 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, careers 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 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.

**Signed:**

<b>Employee:</b>		<b>Line Manager:</b>	
<b>Print Name</b>		<b>Print Name</b>	
<b>Date</b>		<b>Date</b>	

# 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
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified to Masters degree level</li> <li>• PGCE (or equivalent) – Qualified to Teach in the UK</li> <li>• Evidence of recent, relevant professional development</li> </ul>	<ul style="list-style-type: none"> <li>• NPQH</li> </ul>
<b>Experience, Skills &amp; Knowledge</b>	<ul style="list-style-type: none"> <li>• Extensive teaching experience in secondary setting</li> <li>• Leadership experience in a mixed, comprehensive school or academy</li> <li>• Excellent teaching experience</li> <li>• Proven record of success in raising student achievement</li> <li>• Evidence of success at a senior or middle leadership level in developing whole academy/school strategy and vision</li> <li>• Experience and understanding of the academy/school planning, monitoring, review and evaluation process</li> <li>• Experience of academy/school self evaluation</li> <li>• Knowledge and understanding of recent educational initiatives and the legislative framework</li> <li>• Understanding of what is required to secure effective teaching and learning to improve student performance in an inclusive environment</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in more than one comprehensive school or academy, at least one graded outstanding</li> <li>• Proven use of MIS and data tracking systems to improve outcomes</li> </ul>

	<ul style="list-style-type: none"> <li>• Knowledge and experience of using ICT to develop teaching and learning</li> <li>• Ability to use assessment data effectively to set targets and raise achievement</li> <li>• Ability to provide appropriate challenge and support for students</li> <li>• Knowledge of behaviour management strategies and an ability to maintain good discipline</li> <li>• Understanding of the practical application of Equal Opportunities in an Academy context</li> <li>• Knowledge of safeguarding and promoting the welfare of children and young people</li> <li>• Relevant SENCO training and experience</li> <li>• CP/safeguarding training and experience</li> </ul>	
<p><b>Personal Qualities</b></p>	<ul style="list-style-type: none"> <li>•</li> <li>• Passionately committed to safeguarding and the welfare and wellbeing of children and young people</li> <li>• To work hard and remain fully committed, even when under pressure, always acting with consideration for yourself and others</li> <li>• Forgiving and committed to healthy inclusive relationships (strong interpersonal &amp; diplomatic skills)</li> <li>• 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</li> <li>• Act with humility and as a team player by serving others both in the Academy and the Oasis family</li> <li>• Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos.</li> <li>• Ability to motivate students and staff</li> <li>• Good communication skills</li> </ul>	

	<ul style="list-style-type: none"><li>• Ability to lead and work as part of a team</li><li>• Ability to use and act on own initiative</li><li>• Ability to reflect</li><li>• Ability to form and maintain appropriate relationships and personal boundaries with children</li><li>• Emotional resilience in working in a range challenging situations</li><li>• Willingness to undergo appropriate checks, including enhanced DBS checks</li></ul>	
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