



Assistant Principal

responsible for English
L11-L16

Welcome from the Principals

This is an exciting opportunity to make a real difference over two schools, having an impact on many students.

Oasis Academy Oldham is on a very positive journey to excellence; Oasis Academy Leesbrook is just starting out on the journey to outstanding, building the future of a whole community within Oldham. This role requires the successful candidate to work across both sites to secure an outstanding English provision over both sites, for all children.

Oasis Academy Oldham

Our latest Ofsted recognises the progress that has been made in recent months. Our students are getting experiences that are the envy of many other schools and our results were amongst the most improved in the region.

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.

Our wider community is diverse and our students are respectful and confident learners who deserve the very best. Our £30 million state-of-the art facilities are, for example, a reflection of this.

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.

Yours sincerely

N J Whittle
Principal
Oasis Academy Oldham

Oasis Academy Leesbrook

Oasis Academy Leesbrook is a brand new school opening in September 2018. For two years we will be housed in temporary, purpose built education accommodation and then, in 2020, will move to a state of the art building with fantastic facilities.

Our ethos will be one of inclusion, cohesion, high expectations and high aspirations. This is built on the Oasis 9 Habits and will permeate everything that is done by every single member of our school community. We will provide a strong academic curriculum whilst offering a range of enrichment opportunities to ensure that our students leave equipped to undertake any career they wish.

We value the excellent work that staff do and will work closely with staff, students and the community right from the very beginning to ensure that this school is a success. This is a very exciting time to join our school and I welcome your application.

Best Wishes,
Sarah Livesey
Principal
Oasis Academy Leesbrook

Oasis Community Learning

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 one of the academies 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.

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 Thursday 14th December 2017**
Interviews will be held **on w/c 18th December 2017**

If you have not been invited to attend by Monday 18th December 2017, 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.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

“Exceptional Education at the Heart of the Community”

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.



POST:	Assistant Principal responsible for English
KEY RESPONSIBILITIES:	In addition to those professional responsibilities, which are common to all teachers, the post holder will provide professional leadership to ensure standards of attainment and progress for all students in English improve rapidly and the quality of teaching is purposeful and engaging across the English faculty and wider school, in both Oasis Academy Oldham and Oasis Academy Leesbrook.
RESPONSIBLE TO:	Principals at Oasis Academy Oldham and Oasis Academy Leesbrook
GRADE:	Highly competitive and negotiable for exceptional candidate
KEY RELATIONSHIPS:	Principals, Associate Principal; Assistant Principals, Academy Leadership Team; relevant teaching and support staff; LA representatives; external agencies; parents; local community; other Oasis Academies and Oasis Community Learning central staff
LOCATION:	Oasis Academy Oldham and Oasis Academy Leesbrook
WORKING PATTERN:	Full-time and as described in the School Teachers' Pay and Conditions Document.
DISCLOSURE LEVEL:	Enhanced

Specific tasks related to job purpose:

- A. To be an established and high profile member of each academy's senior leadership team
- B. To work with key members of the academy's leadership team to continue to improve the quality of teaching and learning
- C. To consistently model the highest of professional standards in role as a senior leader to all across the academy and local community
- D. To lead the teaching and non-teaching staff within the English faculties
- E. Put in place systems and strategies to significantly raise attainment and progress in English
- F. To develop the English curriculum at both key stages three and four to ensure it meets the needs of all students
- G. Develop teaching and learning within the faculty and provide bespoke professional development for all English staff
- H. To track and monitor student progress within English and ensure appropriate interventions are made
- I. Ensure marking and feedback across English is exemplary leading to real improvements in students' progress and work in books over time
- J. To develop and open, collaborative and purposeful climate within the English faculty
- K. To work with senior leader(s) responsible for Mathematics to ensure highly effective match up
- L. To develop a highly effective assessment framework within English matching in with the whole school assessment approach
- M. To rigorously implement the academy's quality assurance policy and framework within English
- N. To work to engage and involve vulnerable families and parents in improving pupils' behaviours
- O. To be high profile around the academy supporting all staff to manage incidents of poor behaviour where they occur

Areas of Specific Accountability:

A. Strategic Direction and Development

1. To be a dynamic and supportive member of the Leadership team of the Academy, playing an important role in its drive to become a leading edge, innovative, high performing, and emotionally intelligent Academy, fit for the 21st century
2. To make a significant and notable contribution to the strategic development of both academies as well as taking personal responsibility for the monitoring and successful completion of the strategic plan and playing a leading role in the annual quality assurance cycle of monitoring, evaluation and review.
3. To energetically support the management of an agenda of significant change, to raise standards and outcomes in all areas of Academy life as they moves to become leading edge academies.
4. To actively support as well as strategically develop and maintain Academy policies and practices that promote high expectations, high achievement and inclusion through effective teaching, learning and behaviour modification.
5. To work at the direction of, and in conjunction with, the Principals in drawing up the academy improvement plan.
6. To contribute to the academies' self-evaluation processes and ensure rigorous triangulation between key areas of responsibility to effectively evidence impact
7. To strategically plan and implement a regular series of meetings with Faculty Leaders to ensure that they are working in unison to produce the highest levels of education.
8. To actively engage and liaise effectively with all stakeholders 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.
9. To be actively involved in networking with other Academies, innovative and high achieving schools through Oasis Community Learning and other relevant networks; in order to strategically learn more about the ways that other institutions are effecting change and transformation.
10. To maintain an agenda of success and achievement for the school at all times

B. Quality of academy provision

1. To secure and sustain good and outstanding teaching.
2. To be a lead learner and model outstanding teaching practice across the academy
3. To actively seek opportunities to collaborate with other Academies, innovative and high achieving schools through Oasis Community Learning and other relevant networks to share and develop excellent pedagogies.
4. To actively liaise with inspectors, advisors, consultants and relevant outside agencies in ensuring the highest possible practices in teaching and learning to support progress and achievement.
5. 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.
6. To ensure that the highest standards in teaching and learning are continually modelled to all staff to help improve their personal classroom performance.
7. To ensure that the subject review process is effective in raising standards of performance in the classroom.
8. To actively work with the other members of the leadership team in ensuring that the Academy's CPD programme is effective in raising standards of classroom performance.
9. To have a teaching commitment in line with the other Assistant Principals within the Academy.

C. Leading and Managing Staff

1. To set high standards as a leader, modelling at all times, the highest possible standards of professionalism, ethical leadership, dress sense and personal behaviour.
2. To work actively with other members of the Academy Leadership Teams in monitoring the performance of both professional and co-professional staff in line with the Academy's performance management policies, strategies and practices.
3. Take the lead co-ordination for specifically designated key aspects of Academy organisation and management.
4. 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 raising standards of behaviour and safety across the academy
2. To reduce the overall proportion of exclusions, particularly for key vulnerable groups
3. To ensure improved consistency in the delivery and implementation of the behaviour policy
4. With all senior leaders have accountability for ensuring every student achieves their potential

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 actively support the Hub concept in planning and implementing events designed to both involve and strengthen the Academy's local community.

F. Safeguarding 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 an enhanced DBS check

G. Other Duties

1. The post holder will be subject to performance objectives agreed annually.
2. The post holder is expected to carry out such other duties as may reasonably be assigned by the Principal.
3. To take on any whole school initiative or responsibility that the Principal may direct.

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

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Person Specification

Assistant Principal

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	Essential	Desirable
Qualifications/ Development	• 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 • Evidence of training with focus on current curriculum developments	Further professional qualifications
Knowledge and Skills	• Use and impact of data on learning at a strategic level • Ability to implement strategies to raise achievement within a team • Ability to contribute to the positive management of student behaviour • CPD of self and others • Ability to inspire both adults and young people • Excellent communication and presentation skills • Confident user of ICT • Intervention strategies to ensure progress for those at risk of under achievement • Ability to coach, mentor and deliver training to staff. • 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	• Evidence of being an outstanding/ good classroom practitioner • Ability to teach across the full age/ ability range • Effective practitioner of AFL and leading others
	• Track record of improving achievement and attainment at strategic level	

Experience	• Effective team leadership which includes the empowerment of others • Experience of self-evaluation and action planning • Experience of producing performance management targets with a team of staff • Experience of monitoring set targets in a specified action plan to evaluate and ensure progress • Managing the professional development of a team of colleagues • Management of a team to ensure at least good student provision • Leading the implementation and development of curriculum initiatives • Experience of effective leadership of student behaviour for learning • Effective at both KS3 and KS4 of leading other's practice	
Personal Qualities	• To have a love of and infectious enthusiasm for learning • Lead by example • Highly organised • Analytical approach • Perseverance and resilience • Meet deadlines and manage a fluctuating workload • Honesty and integrity • Outstanding interpersonal skills and the ability to relate well to a wide range of people • Excellent sense of humour • Willingness to innovate • Strategic thinker • Ability to support and challenge others • Belief and commitment to comprehensive education, inclusion, community cohesion and the ECM agenda • High personal standards • Optimism • Willingness to engage students outside of hours • A determination for self and others to be the best you can	

Personal Qualities

- 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
- 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.
- A willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos.