

Principal
Oasis Academy
Watermead



Exceptional Education at the Heart of the Community

Dear Colleague,

I would like to take this opportunity to warmly welcome you to Oasis Community Learning (OCL). As the CEO of OCL, I am passionate about and proud of our family of academies.

It is our vision to create exceptional education at the heart of the community. Through our Hub strategy we are committed to serving some of the most disadvantaged neighbourhoods across the country. Our goal is always to build the character and competence of every one of the children and young people we work with as we seek to transform their life opportunities.

Over the last four years OCL has made rapid progress, with our academies moving from 30% to 88% "Good" or better, with 97% of our primaries now "Good" or better. This is a great time to join the OCL family.

In this pack you will find information on both OCL as a Multi-Academy Trust and Oasis Academy Watermead. We have also included a job description outlining expectations and duties for the role along with a person specification you can use to match your experience and suitability against.

We strongly encourage you to visit Oasis Academy Watermead where you will be able to meet with representatives from Oasis as well as to get a feel for the school and all we stand for. Please do get in touch with Amy Vickers – amy.vickers@oasiswatermead.org if you would like a tour.

If you wish to apply for the position with us, please complete all sections of the application attached to the advert or found on our website www.oclcareers.org including our Equal Opportunities form. Following the closing date, shortlisting will take place and all applicants will be contacted about the outcome of their application. If you are invited to interview we will provide further details nearer the time

It is a privilege to serve our communities so we need the very best educational leaders we can provide....will this be you?

Very best wishes

John Murphy
Oasis Community Learning CEO

Oasis Academy Watermead
Barrie Crescent
Sheffield S5 8RN

T: 0114 201 6800

Oasis Community Learning,
1 Kennington Rd, Lambeth,
London SE1 7QP

T. 0207 921 4226



About Oasis

For over a decade Oasis Community Learning has been helping children and young people reach and realise their potential.

Born out of the Oasis global charity, previously established in 1985 by Rev. Steve Chalke MBE, our first Academy opened in 2007. It was Steve’s vision to open a school that was inclusive of all and provided opportunity for the whole community. Since then we have grown as a family into 52 academies spread across the UK, each part of a developing community Hub. We are proud to be one of the largest Multi-Academy Trusts in the UK.

We work in some of the most socially disadvantaged areas, and believe passionately in each of the communities we serve. We know them to be places of great potential and are committed to their continual positive transformation.

You will be joining our family at a very exciting time for Oasis Community Learning (OCL) – our sustained improvement rate has risen and 97% of our primaries have “Good” or better Ofsted judgements since 2014.

To learn more please about Oasis Community Learning visit – www.oasiscommunitylearning.org



Over 30,000 pupils



Over 5,000 staff



52 academies

Oasis' Vision

The over-arching vision of Oasis is for community – a place where everyone is included, making a contribution and reaching their God-given potential. As well as delivering first-class, innovative education, Oasis seeks to build a 'Hub' in each of the areas where we work; creating safe and inspiring local neighbourhoods that provide integrated and diverse services to benefit the whole person and the whole community.

Within the context of Oasis' overall vision, is to create **'Exceptional Education at the Heart of the Community.'**

The Oasis Ethos

Our ethos is the lens through which we view everything. At Oasis we look to employ people who not only share in our vision but are champions of our ethos and 9 Habits.

Our ethos is:

- 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 understands the complex responsibilities of education through the lens of character, competence and community. These principles are intentionally developed and embedded in all of our academies.

Together, Oasis staff aspire to:

- Create safe, stimulating learning environments
- Increase progress and attainment above national averages
- Provide teaching quality which secures good and accelerated progress for all students

Compassionate	Patient	Humble
Joyful	Honest	Hopeful
Considerate	Forgiving	Self-controlled



Welcome to Oasis Academy Watermead

About Oasis Watermead

Oasis Academy Watermead is an Outstanding academy where learning and high standards is at the heart of all we do. We encourage all our children to achieve the best they can across every area of the academy – academic or extra-curricular. Our aim is for our children to be confident, caring, resilient, inquisitive young people with a desire to learn and achieve the best they can, in all they do. We place great emphasis on our Oasis 9 Habits, teaching our children how to become responsible citizens whilst understanding their place within the world. The academy is situated to the Northeast of Sheffield and was purpose built in 2014 to accommodate the additional need of school places in the area for children aged between 3 and 11. Oasis Academy Watermead has places for 420 children in the main school and 52 in our nursery.

Effective Partnerships

Oasis Academy Watermead is outward looking and has engaged with a wide range of external partners, both within the Oasis family and beyond to ensure continued improvement and dynamic opportunities. The Academy benefits from support from National Lead Practitioners both from within the Northern region and further afield. The Academy is heavily involved in the local education system and works closely with all schools and Academies within the region.

Within the region, staff benefit from the Regional Improvement Networks (RINs) which sees staff from the 6 Primary academies in the North East region join together in subject or role specific teams to learn from one another. These sessions are often further supported by the extensive expertise available within and across the Trust. The enthusiastic and skilful staff team are bursting with potential. Oasis Academy Watermead provides the opportunity for the successful candidate to further accelerate the strong momentum which has been built over time.

The Oasis Curriculum

In line with Oasis' Education Charter, the curriculum is the heart of our academies' educational provision. Through this – and our commitment to an exceptional climate for learning and great pedagogy – we make focused learning the foundation of every lesson. We have designed our 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.

Please access our Trust Statement on Intent for more detail: www.oasiscommunitylearning.org/uploaded/Education/OCL_Curriculum/Oasis_Curriculum_Intent.pdf

Staff Development

Staff training is a key aspect of the Academy Day, with every colleague receiving a basic entitlement of over 2 hours of professional development per week. For staff who want to further develop they are able to become coaches or mentors within subjects and benefit from the school leadership development which the Trust offers in association with the National Institute of Teaching.

To Apply

If you would like more information about this exciting opportunity and/or would like a confidential discussion about the position, please don't hesitate to email: Amy Vickers – amy.vickers@oasiswatermead.org to arrange a meeting with Emma Merva – Regional Director (Primary) North East.

To apply, please submit a completed application form FAO Temi Aje to OCLRecruitment@oasisuk.org by no later than 12.00pm on Monday 7th November 2022.

This role offers a challenging but highly rewarding opportunity to make a significant impact on the educational outcomes of thousands of students. Our young people deserve the best: your role will be to ensure that they receive it.

Additional Information

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent spoken English is an essential requirement for this role. Oasis is committed to making a difference to the lives of the communities it works in, and as such you must show a willingness to demonstrate commitment to the values and behaviours, which flow from the Oasis ethos.

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





Job Description

Post:

Principal

Accountable to:

Regional Director

The Role:

Exciting opportunity for an experienced, ambitious, dynamic and driven leader to join one of the largest and most successful MATs in the UK.

We are looking for someone to unleash the potential and drive sustainable improvement to one of our Primary Academies in the Northeast.

Location:

Oasis Academy Watermead
Barrie Crescent
Sheffield
S5 8RN

Working Hours:

Full time

About the Academy:

Oasis Academy Watermead is a local Primary school, serving children aged 3-11. We are dedicated to developing proud, determined and kind students who are the best versions of themselves.

Job Purpose:

The Principal will be accountable for the leadership, internal organisation, management and control of the Academy. It will be for them to lead the staff in realising the vision of establishing and developing a unique, extended learning community which will cater for the whole person – academically, socially, morally, spiritually, physically, emotionally and environmentally.

The Principal will ensure that the Academy not only serves its children but also provides a learning hub for the whole community.

It will also be vital for the Principal to ensure that the Oasis ethos of compassion and inclusion and the values that flow from it permeates every aspect of the Academy's life.

Key Responsibilities:

In seeking to realise the vision for the Academy, the Principal would be expected to carry out the following duties and to recognise that the list is only indicative and that there might be other, similar duties which he/she might be required to carry out.

The Principal will be responsible for:

A. STRATEGY

- Formulating the aims and objectives of the Academy against the Purpose, Ethos and Values of the Academy, as well as the overarching Educational Principles, in accordance with the Oasis Philosophy of Education
- Producing and implementing the Academy SEF and Local One Plan setting strategic targets and performance indicators.
- Ensuring the Academy is a unique model of learning for the community by integrating adults and children in line with the founding principles.
- Ensuring the Academy is an integral part of the hub and serves as a model of community transformation.
- Leading and inspiring the staff by their example and encouraging them to achieve the highest personal and professional standards at all times.

B. LEADERSHIP OF STAFF

- Ensuring that the Academy is adequately and appropriately staffed, recruiting as necessary in accordance with Oasis Community Learning's HR policies and procedures.
- Encouraging team development and an ethos which enables everyone to work collaboratively and accept responsibility for shared outcomes across the full age range.
- Managing the deployment of all staff including, line management responsibilities and accountabilities and contingency planning.
- Ensuring that all staff (teachers and support staff) at the Academy receive appropriate, high-caliber information and training to enable them to carry out their professional duties.
- Overseeing an accurate assessment framework in order to judge the quality of teaching and learning, and embedding of consistent high standards for all students including the most able and disadvantaged children.
- To ensure leadership of an annual performance management cycle is carried out within the Academy, making certain that adequate training and development opportunities are made available to all staff, and ensuring the recruitment and retention of high-caliber staff, as well as appropriate action where performance is unsatisfactory.
- Liaising as appropriate with all staff Unions or Associations.
- Ensure that all staff are annually appraised and that pay progression for teachers is appropriately managed, underpinned by a clear strategy for performance related pay
- Working with the National People Directorate to annually appraise leadership staff.

C. LEADERSHIP OF STUDENTS

- To ensure all children are in a safe, secure learning environment in accordance with Safeguarding expectation set out in the latest statutory guidance issued by the Secretary of State for Education and DfE guidance. Taking into account whole school strategies that promote awareness of the dangers of abuse, sexual exploitation, neglect, FGM, honour based violence, domestic violence, radicalisation and extremism, ensuring the Prevent Duty is fulfilled.
- Ensuring that the Academy has an effective system of pastoral care in place for all children; providing appropriate support, encouragement, impartial advice and guidance, in line with the latest DfE guidance, in respect of course choice and the transition from the Academy to the world of work, training, Further or Higher education, as well as their personal and spiritual development.
- Ensuring children's learning and progress is effectively assessed through a rigorous assessment strategy, monitored and reported through the use of the Oasis Accountability Framework, and celebrated, so that students experience continuity and coherence in all their learning experiences across the curriculum and the entire age range.
- Providing all children with a knowledge rich curriculum which meets their needs and which includes particular support for those with learning difficulties or those who may be particularly gifted and setting challenging targets for all.
- Creating ways for children to be actively involved in the Academy decision-making process and for their views on the learning process to be listened to and respected.
- Providing ample opportunities to enhance their learning by participating in enterprise activities, residential courses, educational visits, work experience and other extra-curricular activities.
- Determining strategies which ensure high standards of behaviour and attendance, developing and applying a constructive policy when exclusion needs to be considered as part of an area-wide approach.
- Ensuring admissions are fair and inclusive, mirroring the Local Authority policy.
- Ensuring the Academy provides high quality spiritual, moral, social and cultural development for all children
- To fulfil the requirements of 4 to 11 study programmes, as defined by the DfE.

D. LIAISON WITH PARENTS/CARERS

- Keeping in close contact with parents/carers and being available to meet with them at any reasonable time to discuss their children's progress or welfare.

- Sending them regular information about the Academy and providing reports on their children's work and progress – ensuring parents/carers have opportunities to discuss these reports with Academy staff.
- Holding regular parents'/carers' evenings or review days at least annually for each year group.
- Creating opportunities for parents/carers to support the Academy through learning alongside children, helping with sports activities, accompanying trips, encouraging their children with their work and, if appropriate, forming a Parents'/Carers' Forum to assist the work of the Academy.

E. CURRICULUM

- Determining, organising and implementing a balanced and broad curriculum that has a positive impact on pupils' outcomes and their personal development, behaviour and welfare.
- Encourage and embed high expectations and aspirations amongst staff and children; looking for innovative and creative solutions; and employing new technologies where appropriate; ensuring continuity and coherence across the full age range.
- Developing Personalised Learning for all our children, whether high achievers or disadvantaged. To encourage them to select a variety of types of course, developing all their talents and abilities and widening their experience. We place equal value on personal development, preparation for life after school and academic progress.
- Arranging for the construction of the Academy timetable to facilitate the above arrangements and to ensure that its wider curricular aims are met.
- Evaluating on a regular basis, standards of Teaching and Learning in the Academy and ensuring that high standards of professional practice are established and maintained.
- To oversee the development and implementation and sustained delivery of Outstanding teaching, learning and assessment throughout the Academy in order to support children achieving highly from their starting points.
- Ensuring the Academy equips children positively for life in modern Britain and promotes fundamental British values. To foster greater understanding of and respect for people of all faiths and no faith, races, genders, ages, disability and sexual orientations, through their words, actions and influence within the Academy and the wider community, in line with the Oasis ethos.

F. THE MANAGEMENT OF RESOURCES

- Allocating, controlling and accounting for those financial and material resources of the Academy which are the responsibility of the Principal.
- Ensuring the maintenance and development of the premises and grounds to ensure maximum practical use and to provide extensive facilities for

use by children and members of the community throughout the day, ensuring Health and Safety requirements are met.

- Ensuring that all contracts for site management are negotiated to "best value" and that performance against contract is reviewed on a regular basis.
- Having due regard at all times for the Health and Safety of all users and ensuring that appropriate Health and Safety responsibilities are understood by all; setting up a Health and Safety Committee according to the requirements of the Health and Safety Executive.
- To work in close partnership with National and local Cluster service teams in order to ensure compliance, high quality service and best-value.

G. EXTERNAL LIAISON

- Developing collaborative links with the local Oasis Hub to maximise the opportunities for staff, students and families.
- Maintaining positive and active relationships with other schools, businesses and agencies in the area, in particular with other local primary schools
- Developing further the good relationships already established with the Local Authority to promote coherent educational programmes within the area.
- Working collaboratively and effectively, in line with the latest statutory guidance for multi-agency work, to underpin strong community relationships and partnerships that support students' welfare and development, including social services, health care providers and emergency services.
- Helping to shape the Oasis Academy model and developing links with other Oasis Academies as they come on stream, as well as seeking links with other schools worldwide.
- Initiating, developing, and maintaining links with local business partners in line with the vision for the Academy.

H. SAFEGUARDING CHILDREN

Oasis Community Learning is committed to safeguarding and promoting the welfare of children. 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 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.

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

As evidenced in application form and interview	
Qualifications	<ul style="list-style-type: none"> • Right to work in the UK. • NPQH (desirable). • Qualified to degree level. • PGCE (or equivalent) – Qualified to Teach in the UK. • Evidence of recent, relevant professional development.
Experience	<ul style="list-style-type: none"> • Leading and managing people individually and in teams to a high standard. • Managing change through bringing innovative ideas to traditional approaches to teaching and learning. • Managing and improving the curriculum offer resulting in demonstrable impact. • Understanding and/or experience of managing finances and ensuring financial sustainability. • Experience setting a balanced budget that suits the demands and needs of the curriculum. • Experience of managing risk across a school or organization. • Experience of operating an organisation from a Health and Safety perspective • Breadth of experience in school leadership, e.g. one or more from the following: pastoral and academic leadership experience; teaching in several contrasting schools or working in other sectors beyond education. • A proven track record of effective Headship or senior leadership in a primary or secondary school, ideally graded as good or outstanding by Ofsted. • Experience of working effectively with the local community.
Skills and Abilities	<ul style="list-style-type: none"> • An ability to effectively prioritise and plan for self, others and the organization. • An ability to problem solve and think creatively when dealing with complex issues. • An ability to develop and communicate a complex vision in simple and easily-understood terms to a variety of audiences. • An ability to manage and empower others to maintain high standards of student discipline in order to ensure a positive climate for learning. • An ability to lead Academy-wide improvement initiatives that have a demonstrable impact on student attainment.
Knowledge	<ul style="list-style-type: none"> • A wide knowledge of current and proposed education policy and the legal framework within which Academies and schools must operate, particularly in relation to safeguarding. • A wide understanding of the links between education and community transformation.
Personal Attributes	<ul style="list-style-type: none"> • Passionately committed to safeguarding and the welfare and wellbeing of children and young people. • Willingness to undergo appropriate safer recruitment checks, including enhanced DBS checks. • 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 & diplomatic skills). • Emotionally resilient and therefore patient and persevering with challenging behaviours and attitudes. • 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. • Act with humility and as a team player by serving others both in the Academy and the Oasis family. • Able to demonstrate and communicate the Oasis ethos in your behaviours and actions. • Positive, passionate, enthusiastic, and able to help others be the same. • Able to keep a sense of proportion by acting with self-control • Act with authenticity and integrity. • To have high aspirations and a commitment to excellence, and to role model this behaviour to others. • Self-disciplined and able to reflect and learn in order develop wisdom and understanding.

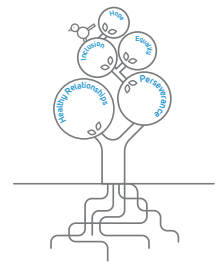
The Oasis Education Charter



Oasis Ethos

Our ethos is rooted in what we believe and who we are.

- We have a passion to include everyone
- We have a desire to treat everyone equally, respecting differences
- We have a commitment to healthy and open relationships
- We have a deep sense of hope that things can change and be transformed
- We persevere and keep going for the long haul



Oasis Learning

The purpose of education is to understand what it means to be human – living intentionally and asking two key questions: Who am I? Who am I becoming?

The foundation of our students' learning is made up of five integrated objectives

- We develop competence, striving for excellence in skills, knowledge and qualifications
- We foster character and self-belief and encourage our students and staff to become the best versions of themselves through the 9 Habits
- We embrace community, advocating the value of living interdependently with others
- We equip our students and staff to be engaged local and global citizens who strive for a better society
- We nurture and empower a life-long passion for learning in all the people we serve



Oasis People

As an interdependent family, we enjoy exceptional strength and opportunity.

- We believe that good relationships are at the heart of everything we do
- We support and encourage each other in championing the Oasis ethos
- We work, learn and develop together so that students and staff can share and benefit from everyone's best practice



Oasis Purpose

We work in partnership with our communities to transform lives, where everyone is included, can contribute and is able to reach their God-given potential. We deliver this through an Oasis Hub our model of integrated community development.

- We deliver education in the context of our Hubs
- We create a culture of excellence for all



Oasis Inclusion

Our vision is driven through a passion and commitment to include everyone.

- We believe our all our children and young people are precious; we prioritise social inclusion and integration in all we do
- We model and set high aspirations and expectations for every child and young person and member of staff
- We provide opportunities and experiences for all of our students, as well as their wider families, giving advantage to the disadvantaged



Oasis Curriculum

The curriculum is the heart of Oasis's educational provision.

- We make great learning the foundation of every lesson
- We design our curriculum to meet the needs of all
- We strive for personal as well as academic and vocational excellence, achieving outcomes that drive social mobility, and give everyone freedom of choice through their lives

