



Primary Phase Leader – Deputy Principal





Dear Candidate,

Thank you for your interest in the position of **Primary Phase Leader- Deputy Principal** at Oasis Academy Hadley. We are part of Oasis Community Learning which comprises of a family of 52 academies across the UK.

We need a leader who can inspire and motivate staff and children within Phase 1, our primary phase to achieve great outcomes.

We welcome and encourage visits from prospective candidates.

I hope you find the information pack helpful. Additional information can be found on our website www.oasisacademyhadley.org.

For questions, or to arrange a tour or a discussion about the post please contact Alice Weeks, People Directorate Officer on 020 8804 6946 or HR@oasishadley.org.

Completed application forms (CVs are not accepted) should be submitted to: HR@oasishadley.org by **8am on Friday 14th May 2021**.

or by post to:

HR Office
Oasis Academy Hadley
143 South Street
Enfield
EN3 4PX

Interviews will take place: **Thursday, 20th May 2021**.

Please ensure you provide the name, address and status of two referees, one of whom should be your current Head Teacher. Candidates should be aware we will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview.

Interviews will be on **Thursday, 20th May 2021**. If you have not been invited to attend by **Tuesday 18th May 2021**, you should assume that your application has not been successful.

I wish you well and thank you once again for your interest in joining our Academy Leadership team.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Zoë Thompson', is positioned above the printed name.

Zoë Thompson
Principal

About Oasis Academy Hadley

Oasis Academy Hadley is a great place to work and learn. We are an all-through family school, where children at every key stage from ages 2 to 19 learn well and make good progress.

We pride ourselves on being inclusive and championing the gifts and talents of every individual. The happiness, care and wellbeing of all our children is central to our approach and enables everyone at Hadley to thrive in a safe and secure environment.

We have an established culture of high expectations, where children are taught well and encouraged to develop both academically and culturally. Having such a well-rounded learning experience is central to our purpose as it is this that enables our children to be aspirational for themselves, their families and their community. By nurturing a positive mindset we build children's confidence to be successful whichever path they choose.

Being an all-through school means that many children are with us for the majority of their formal education and do stay on into our very popular Sixth Form where each year, approximately 95% go onto University with 85% going to Russell Group and top third Universities which are some of the best in the world.

Hadley has a track record of great achievements and is an inspirational place to learn and work. Throughout all phases of our Academy we have a team of skilled and dedicated staff with a great deal of expertise who are committed to securing the best outcomes. To achieve this, we place a great deal of importance in continuing professional development and we have an established leadership development programme.

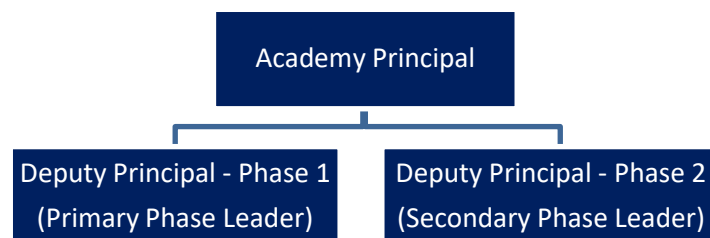
Oasis Academy Hadley is one of 53 Academies who form part of the Oasis Community Learning. Each Oasis Academy and the services behind them, are committed to creating exceptional entitlement that ensures that all children have real choice in their lives. .

Deputy Principal - Phase 1 Leader

This is a unique opportunity for a skilled and experienced leader of learning with experience in securing high standards of progress and achievement.

Oasis Academy Hadley operates very much as one all through school in one building with two Phases. Phase 1 - our Primary Phase, starting from Nursery going to Year six, and Phase 2- our Secondary Phase, educating children from Years 7 to 13.

Each Phase has a Phase Leader responsible for the learning and progress of the children in their Phase, however as an all through, our policies, practices and procedures are consistent across both Phases.



Having one large Academy within a large family of schools, enables us to have so many great resources due to economies of scale. We are an official Apple school which means that all children from Reception to Year 13 have their own Apple iPad to use at home and school to support learning and wellbeing. All teachers and teaching assistants also have iPads, and all classrooms in Phase 1 have the latest Clevertouch boards. We also have a large well-resourced library and excellent sport facilities including a big sports hall, gym, dance studio, recital rooms and music studio. We follow a centralised Oasis curriculum for Reading, Writing, Maths and Science which is adapted to meet the needs of individuals and receive support from Oasis National Lead practitioners for each subject.

In Phase 1, the teaching of PE, French, Spanish, Music and Dance is carried out by specialist Phase 2 teachers, allowing our primary specialist teachers to focus on planning and teaching in the core curriculum areas.



About Phase 1

At Hadley we are committed to providing a great educational experience for our children, most of whom live locally in and around Ponders End, North London. Our local community is culturally and economically diverse however, family circumstances can sometimes present challenges of opportunity, especially in the current climate. Despite these challenges we maintain high expectations of all children, encouraging them to be ambitious and aspirational, providing them with life experiences they may not otherwise have and developing their cultural capital.

The Hadley building has been designed in the shape of a cross and Phase 1 is situated in the south wing of the building. It benefits from large, well-resourced classrooms that are a pleasure to teach in. Nursery, Reception and Year 1 classrooms each have their own purpose built outdoor spaces. Years 2 to 4 are situated on the first floor and Years 5 and 6 on the second floor. Each floor has additional intervention classrooms as well as break out spaces to support individual and group work. Years R to 6 operate on two forms of entry and Nursery places are in response to need but always way over subscribed. Our admissions arrangements give staff priority for places in our nurseries and school. We also operate a full wrap around care service throughout the year.

We have high aspirations for all our children and this is reflected in many ways including the names of our 75 classes throughout the Academy, which take their names from the best universities around the world.

The Hadley Hub supports our community mission by providing integrated, high quality services that benefit the whole community. Hadley's Hub work includes youth workers, family support services, holiday activities, volunteering, a food bank and lettings 360 days of the year.

At Hadley we operate a totally inclusive admissions policy, accepting students irrespective of faith or ability.



About Oasis Community Learning



The vision of Oasis Academies is to create both outstanding schools and community hubs. As well as delivering first-class and innovative education, Oasis builds 'Hubs' in the area it works in; creating safe and inspiring local neighbourhoods that provide integrated and diverse services to benefit the whole person and the whole community.

Oasis Community Learning seek to create and sustain networks of excellent learning communities working in the context of the Oasis Ethos where every student can reach their full potential. Oasis believes this can be achieved through clear leadership, outstanding staff, a positive and affirming environment, strong partnership between students, parents/carers and the local community, along with the wider national and international links the Oasis' global operations create.

Our ethos is an expression of our character- it is a statement of who we are and therefore a lens through which we assess all we do. The work of Oasis Community Learning is motivated and inspired by the life, message and example of Christ. 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

The full Education Charter explains how our ethos impacts in Oasis Academies and can be found on www.oasiscommunitylearning.org

At Oasis Academy Hadley we interpret the Oasis Ethos through the Hadley Way.

The Hadley Way

ASPIRE: We will have the highest expectations of ourselves and others for both learning and behaviour.

ACHIEVE: We will be the best we can

CARE: We will consider others and make positive contributions to the Academy, local and global communities in which we live

ENDEAVOUR: We will be resilient, enjoy a challenge and not give up easily.

Job Description

POST:

Deputy Principal
Phase 1 (Primary)

ACCOUNTABLE TO:

The Principal

GRADE:

Outer London Leadership
L19-23

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.

LOCATION:

Oasis Academy Hadley

WORKING PATTERN:

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

JOB PURPOSE:

Provide strategic leadership of the whole Academy, and particularly Phase 1 (Primary), in consultation with the Principal, staff, parents and Hub 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 her absence as required.

The post holder shall have the professional duties of a Deputy Principal in accordance with the current 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.

RESPONSIBILITIES:

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.
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.

OUTCOMES:

1. 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 in a phase.
- 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.

2. 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 in line with other Deputy Principals within the Academy.

Professional Standards - Attributes, Knowledge and Understanding

- Recognise excellence and challenge underperformance at all levels and ensure corrective action and follow up.
- Ensure 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.
- Understand school self-evaluation and be able to make evidence based judgements.
- Be able to initiate and support research and debate about effective teaching and learning and develop strategies to improve performance.

OUTCOMES:

3. 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 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 Phase 1 (Primary) of the academy 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.
- Effectively manage an agenda of continual improvement to raise standards further in all areas of Academy. Contribute to the development and review of the Academy Self Evaluation, Academy Improvement Plan and the related documentation.
- Line manage designated Learning Directors 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

- Act as a lead professional, setting a professional example to staff and students.
- Make professional, managerial and organisational decisions based on informed judgements.

- Inspire, challenge, motivate and empower others to carry the Academy vision forward.
- Understand the management of change to bring about sustained improvement
- Prioritise, plan and organise self and others
- Know how to 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.

4. Personal Development and Well-Being

- Lead the implementation of the personalised learning agenda, raising achievement and improving the quality of teaching, learning and support across the Academy.
- Treat all members of the school community fairly, equitably and with respect to create and maintain the Academy ethos.
- Ensure 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.
- Support the extended school programme including visits.
- Support the Academy in the delivery of Hub services within the local community.
- Ensure the safeguarding of all students through the implementation of effective policies and procedures
- Ensure a safe working and learning environment through application of appropriate risk assessment and adherence to current Health & Safety regulations

Professional Standards for Teachers – 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.

5. 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.
- Recognise and take account of the richness and diversity of the Academy's community.
- Listen to, reflect and act on community feedback.
- Build and maintain relationships with parents, carers and the community that enhances the education of all students.

6. 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

- Demonstrating effective practice, and providing advice and feedback.
- Build a collaborative learning culture within the Academy.

Contribute to the professional development of colleagues through coaching and mentoring. The person undertaking this role is expected to work within the policies, ethos and aims of the Academy and to carry out such other duties as may reasonably be assigned by the Principal. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions, including extra-curricular activities, 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.

Deputy Principal Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status 	<ul style="list-style-type: none"> • Master's Degree • NPQH or further study relevant to the post
Professional Development	<ul style="list-style-type: none"> • Recent relevant professional development 	
Experience	<ul style="list-style-type: none"> • Minimum of five years teaching experience in primary setting • Leadership experience in a mixed, primary school or academy • Excellent teaching experience • Proven record of success in raising student achievement • Evidence of success at a senior or middle leadership level in developing whole academy/school strategy and vision • Experience and understanding of the academy/school planning, monitoring, review and evaluation process • Experience of academy/school self-evaluation 	<ul style="list-style-type: none"> • Experience in more than one school or academy, at least one in challenging circumstances
Skills and Understanding	<ul style="list-style-type: none"> • Knowledge and understanding of recent educational initiatives and the legislative framework • Understanding of what is required to secure effective teaching and learning to improve student performance in an inclusive environment • Knowledge and experience of using ICT to develop teaching and learning • Ability to use assessment data effectively to set targets and raise achievement • Ability to provide appropriate challenge and support for students • Ability to converse at ease with parents/students and members of the public and provide advice in accurate spoken English 	

	<ul style="list-style-type: none"> • Knowledge of behaviour management strategies and an ability to maintain good discipline • Understanding of the practical application of Equal Opportunities in an Academy context • Knowledge of safeguarding and promoting the welfare of children and young people 	
	Essential	Desirable
Personal Qualities	<ul style="list-style-type: none"> • Ability to motivate students and staff • Good communication skills • Ability to lead and work as part of a team • Ability to use and act on own initiative • Ability to reflect • Ability to form and maintain appropriate relationships and personal boundaries with children • Emotional resilience in working in a range of challenging situations • Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos 	

Explanatory Notes

Applications will only be accepted from candidates completing the enclosed Application Form. Please complete ALL Sections of the Application Form which are relevant to you as clearly and fully as possible (Sections A & B). CVs will not be accepted in place of a completed Application Form.

Safeguarding Children & Young People

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 Disclosure and Barring checks

1. Candidates should be aware that all posts in Oasis Community Learning involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
2. Accordingly this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as “spent” must be declared.
3. If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including those related to children or young people (whether the disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
4. Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may, where appropriate, be answered not applicable if your duties have not brought you into contact with children or young people.

Interview Process

After the closing date, short listing will be conducted by a Panel, who will match your skills/ experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy Disclosure and Barring check requirements such as a current driving license including a photograph and/or a passport and/or a full birth certificate
- Documentary proof of current name and address (i.e. utility bill, financial statement etc.)

- Where appropriate any documentation evidencing a change of name
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post.

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

We will seek references on shortlisted candidates for Academy based positions and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

For Academy based positions, in addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline.

Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon: -

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity and qualifications
- Vetting and Barring Checks
- Satisfactory Disclosure and Barring check
- Verification of professional status such as QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period.
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance

For teaching posts

- Verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)

- Verification of medical fitness in accordance with DFE Circular 4/99 Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or ISA and/or other relevant investigating bodies.