

Post:	Deputy Principal, Oasis Academy Don Valley
Responsible to:	The Principal
Salary:	L16 – L20, £57,077 – £62,863
Responsible for:	Responsibilities dependent upon, skills, expertise and experience of successful candidate

About the role:

This is a unique opportunity to develop as a leader in an exciting environment as our Academy grows.

We are looking for a driven, experienced individual with high expectations who will:

- Value our children as individuals
- Be ambitious for all of our children's outcomes both academic and beyond
- Will seize on the potential of all individuals and aide them to excel
- Be a strong leader in our community who is passionate about education

You will have a strong, clear vision for education and a track record for outstanding leadership. Rigorously ensuring the delivery of high quality teaching and learning. You will support us in establishing a healthy safe, caring environment where every child can reach their potential in a welcoming and strong community.

Main purpose of the role:

- ❖ The specific responsibilities for our Deputy Principal will be agreed dependent on the skills, expertise and experience of the successful candidate. The Deputy Principal should be prepared to lead on areas such as the development of teacher effectiveness and outstanding teaching and learning strategies, improving outcomes for children, development of an outstanding culture for learning, staff development, training and induction.
- ❖ Under the direction of the Principal – Take a lead role in establishing the aims and objectives for the Academy, developing the policies through which they will be achieved.
- ❖ To make strategic evaluation of teaching, learning and personnel.
 - To support the Academy in securing exceptional education for all children and the continuous improvement of teaching and learning in the Academy
 - To take responsibility for teaching a class as set out in School Teachers' Pay and Conditions document as necessary
 - To take responsibility for child protection issue as appropriate
 - Take responsibility for promoting and safeguarding the welfare of children and young people within the Academy

Expectations of Leadership:

We believe that our leaders occupy an influential position in society and shape the profession. We see our leaders as lead professionals and significant role models within the community we serve. The values and ambitions of our leaders determine the achievements of our Academy. They are accountable for the education of current and future generations of children. Leadership has a decisive impact on the quality of teaching and children's achievement in all classrooms. Our leaders lead by example the professional conduct and practice of teachers in a way that minimises unnecessary workload and leaves room for high quality continuous professional development for staff. They secure a climate for the exemplary behaviour of children. They set standards and expectations for high academic success recognising differences and respecting cultural diversity within contemporary Britain. Leaders are outward facing and develop high quality professional networks, which support the development of exceptional education within our Academy.

The Four Domains:

We base the expectations of all our leaders on the national standards of excellence for Headteachers, which are set out in four domains.

The four domains for excellence are;

- Qualities and Knowledge
- Pupils and Staff
- Systems and Process
- The Self-improving System

Domain One

Habits of Excellence: qualities and knowledge

- ❖ Hold and articulate clear values and moral purpose in line with those of Oasis Academy Don Valley, focusing on providing an exceptional education for all of our children.
- ❖ Demonstrate optimistic personal behaviour, positive relationships and attitudes towards all children and staff, and towards parents, Academy Councillors and members of the local community.
- ❖ Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
- ❖ Sustain wide, current knowledge and understanding of education and Academy's systems locally and nationally, and pursue continuous professional development.
- ❖ Work with political and financial astuteness, within a clear set of principles centred on the Academy's vision, ably translating local and national policy into the Academy's context.
- ❖ Communicate compellingly the Academy's vision and drive the strategic leadership, empowering all children and staff to excel.

Domain Two

Habits of excellence: pupils and staff

- ❖ Demand ambitious standards for all children, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on children's' outcomes.

- ❖ Secure excellent teaching through an analytical understanding of how children learn and of the core features of successful classroom practice.
- ❖ Support the Academy Leadership in establishing an educational culture of 'open classrooms' as a basis for sharing best practice across the Academy, drawing on and conducting relevant research and robust data analysis.
- ❖ Play a strategic role in the creation of an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- ❖ Support succession planning in the Academy by identifying emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard.
- ❖ Hold staff to account for their professional conduct and practice.

Domain Three

Habits of excellence: systems and process

- ❖ Ensure that the Academy's systems, organisation and processes are well considered, efficient and fit for purpose.
- ❖ Support the development of a safe, calm and well-ordered environment for all children and staff, focused on safeguarding pupils and developing their exemplary behaviour in the Academy and in the wider society.
- ❖ Lead where appropriate on fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- ❖ Within areas of strategic responsibility exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of children's achievements and the Academy's sustainability.
- ❖ Support the distribution of leadership throughout the Academy, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision-making.

Domain Four

Habits of excellence: the self-improving Academy system

- ❖ Support the Academy leadership to create an outward-facing Academy, which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all children.
- ❖ Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all children.
- ❖ Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame self-regulating and self-improving schools.
- ❖ Support the development of all staff through leading high quality training and sustained professional development for all staff.
- ❖ Support the Academy Leadership team in developing and embedding innovative approaches to Academy improvement, leadership, culture development at teaching and learning, confident of the vital contribution to internal and external accountability.
- ❖ Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education.

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.

Person Specification

Deputy Principal

		Essential	Desirable
Qualifications and Training	<ul style="list-style-type: none"> • Qualified Teacher status • Higher degree • Outstanding Teacher • Relevant CPD linked to career stage NPQSL/NPQH 		
Experience of success	<ul style="list-style-type: none"> • Experience of leadership, planning and implementing effective school improvement initiatives in a secondary setting • Demonstrable experience of raising standards • Evidence of current outstanding classroom teaching • Making critical use of data to drive school improvement • Experience of having led or significantly contributed to the success of a school through its leadership ethos, teaching and learning and outcomes • Monitoring and evaluating key areas of Academy performance to ensure standards are consistently high • Experience of managing the performance of staff • Experience of providing training and development of staff • Working in a number of roles at senior leadership level as Assistant or Deputy Headteacher 		
Knowledge, Skills & Understanding	<ul style="list-style-type: none"> • The ability to think strategically and to plan and implement change as necessary 		

	<ul style="list-style-type: none"> • Knowledge and understanding of data analysis and the ability to use data to identify areas for strategic improvement • Knowledge and understanding of principles and practices of high quality teaching and learning • Understanding the principles of curriculum design and how this provides the foundation of outstanding learning and teaching and student achievement • Understanding of what is required to secure effective teaching and learning to improve student performance • Knowledge of behaviour strategies and understanding of what is required to secure outstanding behaviour for learning across an Academy • Ability to communicate the aspirations of the Academy and work effectively as part of a school team with Academy stakeholders • The ability to inspire, challenge and manage others 		
Personal and Professional Attributes	<ul style="list-style-type: none"> • Inspires respect and confidence across all stakeholders • Inclusive and clear strategic thinker • Resilient and calm under pressure • Excellent communication skills and ability to communicate effectively with all Academy stakeholders • Decisive with sound judgement and emotional intelligence • Ability to plan, prioritise and organise work effectively • High expectations of children in terms of behaviour and attainment • The ability to lead, manage and motivate staff and students • Commitment to safeguarding and promoting the welfare of children and young people • Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos • Genuine passion and a belief in the potential of every member of the Academy community 		