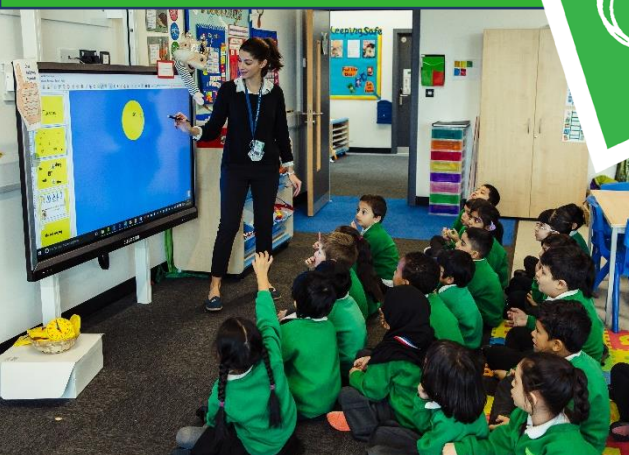


Oasis  
Academy  
Don Valley



Oasis Academy Don Valley  
Assistant Principal - Primary



## Exceptional Education at the

Heart of the Community

Dear Applicant,

Thank you for your interest in applying for the post of Assistant Principal here at Oasis Academy Don Valley. I hope you find the information provided helpful, and warmly welcome any further questions throughout your application process.

It is an exciting time to be joining Oasis Academy Don Valley as we expand our team to meet the need of our growing Academy.

It is an exciting time to be joining Oasis Community Learning as we are seeing our efforts coming to life. In just two years our sustained improvement has seen the percentage of inspected academies attaining 'Good' or better rise from 30% to 81%, and we are proud to say that our students have also seen the benefits this results season.

In this pack, you will find information on both Oasis Academy Don Valley as an Academy and Oasis Community Learning as a multi-academy trust. I 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.

Visits to the Academy are strongly encouraged as you will be able to meet with Staff from Oasis Academy Don Valley and get a feel for the academy and all we stand for. Please do get in touch with the Academy on 0114 2200 400 if you would like a tour of the school.

If you wish to apply for the position with us, please complete all sections of the Application Form, which can be found on our website [www.ocicareers.org](http://www.ocicareers.org) including the Equal Opportunities form. Following the closing date, shortlisting will take place and applicants will be contacted. If you are invited to interview, we will provide further details nearer the time.

Thank you again for your interest in joining the Oasis family, and we hope to hear from you soon.

Yours sincerely,

James Pape  
Principal, Oasis Academy Don Valley

Oasis Academy Don Valley  
Leeds Road, Sheffield  
S9 3TY  
T: 0114 2200 400  
E: [recruitment@oasisdonvalley.org](mailto:recruitment@oasisdonvalley.org)

Oasis Community Learning

Thank you for your interest in joining the Oasis Community Learning (OCL) family. We are looking for talented teachers who share in our vision and values, to join our team.

It is our vision that every young person in our academies reaches their potential, no matter what their starting point and leaves us with an aspirational, fulfilled and prosperous future ahead of them. We are at an exciting time for our organisation. In 2020 we introduced the OCL One Plan, uniting all areas of our organisation to achieve our mission by providing clear direction for the next five years, and a new entitlement for every child.

One of these entitlements is access to online learning wherever you are; each student in Oasis will receive an iPad to use at school or at home. Together, we will provide our young people with the opportunities that they deserve to realise their potential.

Our people are our most important resource and our catalyst for change. Are you the one to help us do this?

We hope that you find everything you need in this brochure, and welcome you to get in touch with the academy you are applying for with any questions you may have.

John Murphy  
CEO, Oasis Community Learning



Oasis Community Learning is one of the largest trusts in the UK and has a vision to create 'exceptional education at the heart of community.' We are a family of 52 academies: 31 primary, 18 secondary and 3 all through.

We specialise in working in socially deprived communities, and we have intentionally positioned our education services within some of the most challenging and disadvantaged communities in the country. Over 80% of our academies are now rated as Good or Outstanding. In keeping with our vision of community, each academy offers a wide range of integrated and holistic provision to both our students and the local community through its Hub strategy.



About Oasis Community Learning



## Our offer to you

### Clear career progression opportunities

As a large trust, we are able to provide clear career progression opportunities from NQT, through to middle leader, senior leader, Principal and Regional Director roles. In partnership with external providers, we provide accredited and bespoke training programmes including the NPQML, NPQSL and the NPQH. We also work closely with the Ambition Institute to deliver high quality CPD in pedagogy, behaviour management and curriculum development.



### Curriculum development and reduced workload

Our NLPs and National Curriculum Leads have worked hard to create the Oasis Curriculum; a comprehensive set of lesson plans and materials for all subjects currently taught at secondary phase. By the end of 2020 we plan to have our primary curriculum ready too. Your time as a teacher is valuable, and we hope that this will support you with managing your workload and work-life balance.

### Trust-wide opportunities for you to make a difference

There are a wide range of opportunities for teachers to support and play a key role in trust wide initiatives. This can be through: Pioneering new systems and approaches, based on current educational research – being at the cutting edge of educational thinking and development.

Transferring between academies to support academy improvement or to gain additional experience in preparation for promotion. Leading a Regional Improvement Network for your subject or year group.

Becoming one of our NLPs or National Curriculum Leads.

Joining strategy groups to develop best practice (e.g. Assessment, SEND, Early Years, Equality and Diversity, Safeguarding. Becoming a middle and/or senior leader in our Trust.

### Support and sharing best practice

As part of a regional family of Oasis academies, you will enjoy the support and challenge of your peers within the region as well as from across the trust.

### National Lead Practitioners (NLPs)

NLPs are highly effective teachers who are released from their own academy for 1.5 days a week to design curriculum and promote best practice in academies across the trust. As part of Oasis you will have the opportunity to become an NLP.

### Regional Improvement Networks (RINs)

Networks exist to share effective practice, moderate students' work, raise standards, collaborate, undertake training, reduce workload, and give opportunities for leadership.

**Assessment:** Our NLPs have developed year group assessments in secondary and through a unified approach to exam boards we are able to work together to promote highly effective teaching strategies to secure the best outcomes for our students. For primary we have whole phase assessment systems to track achievement in every cohort in each academy.

**Best Practice Directory:** Through our intranet we have numerous strands of best practice that academies can access.

**Oasis Teaching School:** We have a Teaching School based at Oasis Academy Limeside in Oldham, Manchester, which acts as a source of best practice CPD.

**Conferences:** We hold CPD conferences across the UK to share best practice and pedagogy - regionally and nationally. These are enhanced through support from our NLPs.

More information about our NLPs and best practice is available in our Video Gallery on our [website](#).

## Our curriculum

In line with the Oasis Education Charter, the curriculum is the heart of our academy's educational provision. Through this and our commitment to an exceptional climate for learning and great pedagogy, we make 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.

We know that the development of character does not happen by chance but by purpose and intention: it is therefore an explicit part of our curriculum. We work hard at preparing our students to be the best version of themselves, today and in their futures.

Our curriculum is highly effective. In order to ensure that all our students receive the best, broad and exciting lessons and to make teachers' workload manageable, we have designed the Oasis Curriculum for all secondary subject areas. Led by our National Curriculum Leads, by the end of the academic year 2019-2020 we plan to have this extended into the primary phase, so that children from age 2 to 18 have the very best possible curriculum entitlement.

## The Oasis ethos

Our ethos is a part of everything we do. We are looking for people who not only share in our vision but are champions of our ethos and 9 Habits.

## Our ethos is:

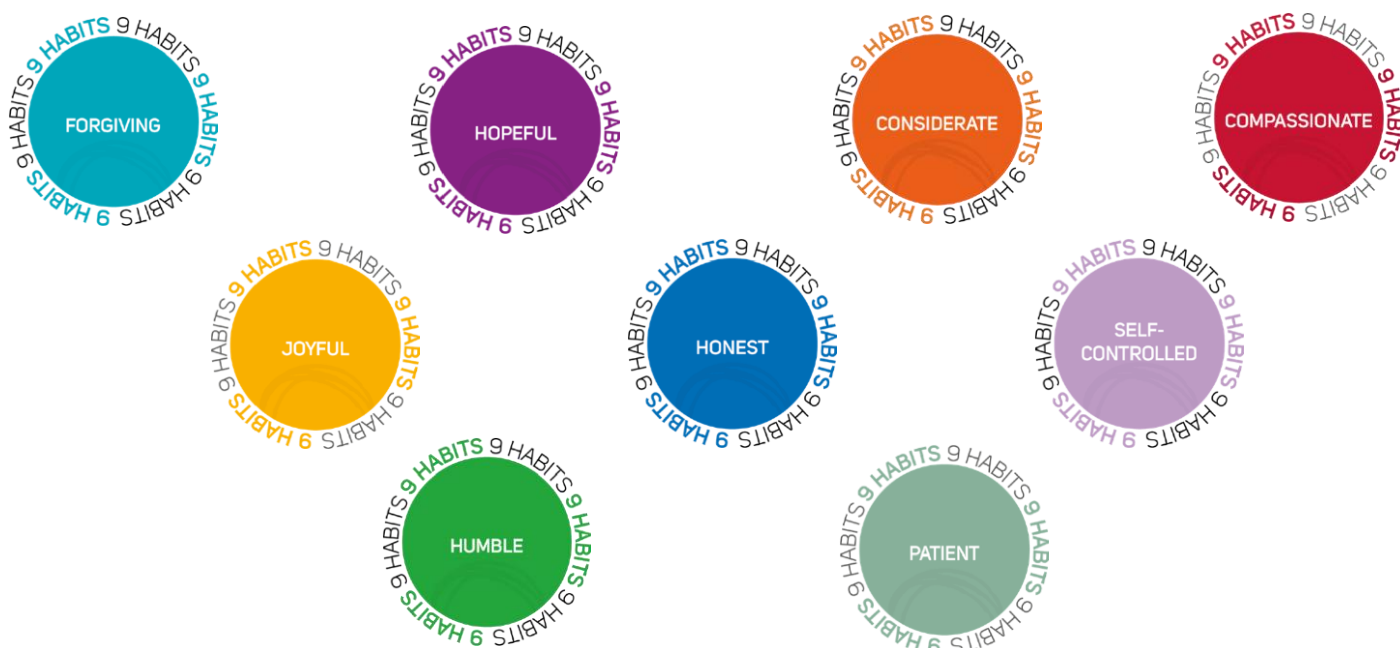
A passion to include everyone  
A desire to treat everyone equally, respecting differences  
A commitment to healthy and open relationships  
A deep sense of hope that things can change and be transformed  
A sense of perseverance to keep going for the long haul

## Putting the community into Oasis

### Community Learning: Oasis Hubs

Developing and running Hubs is core to the global purpose of Oasis and vision for healthy communities. To this end, our staff are committed to working in an inclusive, integrated and empowering way so that all people experience wholeness and wellbeing. We want to see local communities that are characterised by trust, safety, cohesion, mutual support, vibrancy, health and opportunity, as well as increasing capacity to address their own issues. We want to see those who are excluded brought back into the community to share the experience of wholeness and wellbeing.

Each Oasis academy is part of an Oasis Hub that responds to the needs of the local community through many different forms of outreach. Our united goal is to see the entire community transformed for the better.



## About Oasis Academy Don Valley

At our Academy our mission is simple, to provide all children with an exceptional education which is at the heart of our community. Within the Academy, we celebrate diversity and relentlessly focus on the attainment of all of our students.

We achieve this by having high expectations of behaviour, through focused routines, an unwavering focus on outcomes and by offering the very best teaching and support. At Oasis Academy Don Valley students learn, behave and are well mannered.

Our Academy is values driven and from the moment children join our academy family we expect them to live our values. In our academic culture children are focused on working hard and endeavour to do well, striving to be the very best version of themselves.

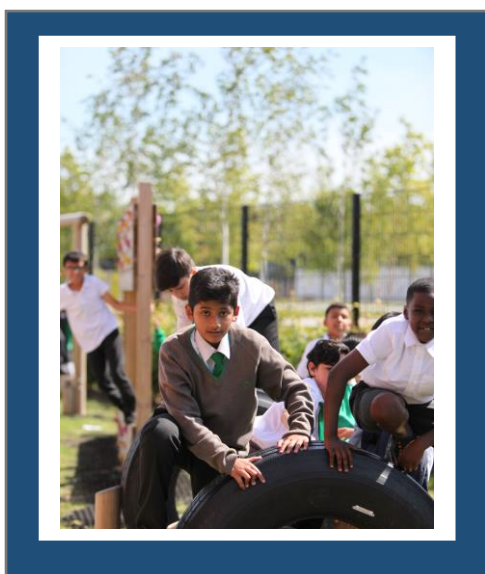
The Academy has gone from strength to strength since opening in September 2015 and we believe we are developing a strong reputation across our community. We are especially proud that this year we were the first choice Academy for 97% of our families.

The relationships we have with our parents and wider community are extremely important to us because it is only by working together that our children can achieve their social, emotional and academic potential. That is why keeping children safe and challenging them to rise to our high expectations is our main priority.

Our Academy mission is to:

***‘Provide an exception education at the heart of the community, which provides our students with the character and capacity to have a successful future***

Oasis Academy Don Valley wants to be an integral part of our community as we recognise takes the whole community to create an exception Academy.



future. We will aim to create an exciting, secure and happy environment, which provides opportunities for nurturing personal growth and fostering the development of enquiring minds.

Our Academy is a happy and vibrant place where expectations are high, everyone is valued and encouraged to be their very best. Our staff are passionate about achieving the very best for every child and we are committed to becoming an outstanding academy with inspirational teaching and learning an expectation.

Children, their families and our community play a large part as we celebrate each moment of our journey, so together we can feel proud of all that we achieve.

## **Our Values**

- **Pride**
  - We endeavour to be proud of what we achieve
- **Respect**
  - We respect our similarities and our differences
- **Enthusiasm**
  - We approach everything we do with enthusiasm
- **Courage**
  - We approach every new opportunity with courage
- **Hope**
  - We maintain a deep sense of hope that the future can be transformed

## **Our Beliefs**

- **Every Child**
  - All children can be successful, regardless of their background
- **No Excuses**
  - Adults – Teachers and other Academy staff, parents and carers are responsible for ensuring children achieve their potential
- **High Expectations**
  - Children, Staff, Schools and Communities will live up to the expectations placed upon them
- **Lead Learning**
  - The most important things that happen in a school happen in classrooms
- **No Islands**
  - When great Schools, Staff and Children work together, anything is possible



# Job Description – Assistant Principal - Primary

POST TITLE:	Assistant Principal
RESPONSIBLE TO:	Principal/Deputy Principal
SALARY:	L1 - L5
LOCATION:	Oasis Academy Don Valley
DISCLOSURE LEVEL:	Enhanced

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## About the role:

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

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 welcoming and strong community.

## Main purpose of the role:

- ❖ The specific responsibilities for our Assistant Principal will be agreed dependent on the skills, expertise and experience of the successful candidate. The Assistant 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 – plan a lead role in establishing the aims, objectives for the Academy and the policies through which they are 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 were 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.

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.

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.

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

## Person Specification - Assistant Principal

	Essential	Desirable
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher status</li> <li>• First degree or equivalent</li> <li>• Outstanding Teacher</li> <li>• Relevant CPD linked to career stage</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of additional further or educational qualifications</li> <li>• Relevant leadership CPD e.g. NPQSL or equivalent</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• 5 years of successful teaching experience in the primary age range</li> <li>• Substantial knowledge and understanding of learning and teaching</li> <li>• Evidence of highly effective teaching in more than one year group</li> <li>• Leadership experience in the primary age range</li> <li>• Experience of having led or significantly contributed to the success of a school through its leadership ethos, teaching and learning and results</li> <li>• Evidence successful leadership at middle or senior level</li> <li>• Evidence of leadership curriculum development developing school policy and monitoring and evaluating progress</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with and involving Academy councillors</li> <li>• Experience of teaching in more than one key stage</li> <li>• Experience of working with and developing links within the community</li> </ul>
<b>Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>• Understand the principles of curriculum design and how this provides the foundation of outstanding Learning and Teaching and student achievement</li> <li>• Demonstrate a knowledge and understanding of Assessment Planning procedures which promote good practice in the implementation of the national curriculum</li> <li>• Knowledge and understanding of data analysis and the ability to use data to set targets for improvement</li> <li>• Confident in whole school self-evaluation</li> <li>• Up to date knowledge and understanding of the current national education agenda</li> <li>• Understanding of how children learn and effectively apply their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Confident use of ICT communications and programming skills</li> <li>• Experience of mentoring and coaching students and staff</li> <li>• Experience of working with children from disadvantaged backgrounds</li> </ul>
<b>Leadership Skills</b>	<ul style="list-style-type: none"> <li>• Effective management style that encourages participation, innovation and confidence. This will require the ability to:               <ul style="list-style-type: none"> <li>○ Lead, coach and motivate staff within an appraisal framework including professional development and effective management of underperformance</li> <li>○ Develop the leadership skills of others</li> <li>○ Lead and manage people to work both individually and in teams</li> <li>○ Delegate and monitor effectively</li> <li>○ Aid the Academy Leadership team to initiate and manage change</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of successful school improvement planning and delivery</li> <li>• Support the Principal with the Academy's performance management</li> </ul>

	<ul style="list-style-type: none"> <li>○ Motivate and inspire by setting and following high standards</li> <li>○ Seek advice and support when necessary</li> <li>○ Deal sensitively with people and resolve conflicts</li> </ul>	
<b>Decision-making Skills</b>	<ul style="list-style-type: none"> <li>● Ability to investigate, resolve and make decisions. This will include an ability to: <ul style="list-style-type: none"> <li>○ Collect and weigh evidence, make judgements and take decision in line with good educational practice</li> <li>○ Think creatively and imaginative to solve problems and identify opportunities</li> </ul> </li> </ul>	
<b>Communication Skills</b>	<p>Personal quality:</p> <ul style="list-style-type: none"> <li>● The ability to communicate clearly and take into account, where appropriate the views of others</li> </ul> <p>Professional quality</p> <ul style="list-style-type: none"> <li>● Effectively communicate orally in writing to a range of audiences</li> <li>● Negotiate and consult</li> </ul>	
<b>Self-Management Skills</b>	<ul style="list-style-type: none"> <li>● Ability to plan time and organise work effectively. This will include an ability to: <ul style="list-style-type: none"> <li>○ Prioritise and manage time</li> <li>○ Work under pressure and meet deadlines</li> <li>○ Be Self-motivating and set personal goals</li> <li>○ Resilience and motivation to lead the Academy through day-to-day challenges while maintaining a clear strategic vision and direction</li> </ul> </li> </ul>	
<b>School ethos</b>	<ul style="list-style-type: none"> <li>● Capacity to influence others</li> <li>● An ability and commitment to develop and maintain the ethos of the Academy in partnership with the Academy ALT</li> <li>● Ability to support and help develop a vision for exceptional education which ensures all children achieve outstanding outcomes</li> <li>● Ability to ensure that the Academy environment is welcoming and that parents are encouraged to take an active part in the life of the Academy and their child's education</li> </ul>	
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>● Adaptable to changing circumstances and ideas.</li> <li>● Enthusiastic</li> <li>● Reliability and integrity</li> <li>● Commitment to safeguarding and promoting the welfare of children and young people</li> </ul>	



	<ul style="list-style-type: none"> <li>• Willingness to undergo appropriate checks including enhanced DBS checks</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>• Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintain discipline</li> <li>• Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos</li> <li>• Genuine passion and a belief in the potential of every student</li> </ul>	
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# The Oasis Education Charter

The Oasis Education Charter is who we are, how we are distinctive and the entitlement we provide for our children and their communities.

## 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 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

A number of reference documents support the Oasis Education Charter, and are available on [www.oasiscommunitylearning.org](http://www.oasiscommunitylearning.org)

## THE 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 across 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 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 the local community by working with it to transform learning aspirations and opportunities.

As a family, Oasis Academies work interdependently, benefiting 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 development.

Each Oasis Academy is dedicated to the task of working continuously in pursuit of excellence across all aspects of its life and work.