



Principal
Oasis Academy Arena



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 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 serve the most disadvantaged communities across the country. We want to build the character and competence of every one of our young people so we can seek to transform the communities we serve.

Over the last three years Oasis Community Learning has made rapid progress, with our Academies moving from 30% to 79% "Good" or better with steadily improving outcomes at all phases of education. This is a great time to join the OCL family.

In this pack you will find information on both Oasis Community Learning as a Multi-Academy Trust and Oasis Academy Arena as a school. 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.

Visits to the Academy are strongly encouraged as you will be able to meet with representatives from Oasis and get a feel for the Academy and all we stand for. Please do get in touch with the recruitment team at oclrecruitment@oasisuk.org/ 0207 921 4226 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 attached to the advert or found on our website www.ocicareers.org including the 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

A handwritten signature in black ink, appearing to read 'J. Murphy'.

John Murphy
Oasis Community Learning CEO

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About Oasis

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

Born from 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 48 Academies spread across the UK, each connected to a 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, but believe passionately in each of the communities we are based in. We know them to be places of great potential and are committed to transforming them.

This is made possible by the outstanding people who work for us - leaders with vision, determination and drive to raise standards. In fact we are securing better education across the group and closing the gap for our disadvantaged students each day through exceptional teaching and support. Since 2014 our sustained improvement has seen the percentage of Ofsted inspected Academies attaining 'Good' or better from 30% to 79%.



24, 000 pupils



48 Academies



Over 4500 Staff

Oasis' Vision

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

Oasis Community Learning's vision is to create **'Exceptional Education at the Heart of the Community.'**

The complex responsibilities of education are understood through the lens of Character, Competence and Community. These principals are intentionally developed and embedded in all of our academies.

Together Oasis staff aspire to:

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

The Oasis Ethos

Our ethos is a part of everything we do. At Oasis we look to employ people who not only share in our vision but are champions of our ethos.

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 Academy Arena

Opened in September 2015 as part of London's Olympic Legacy, Oasis Academy Arena is a modern, co-educational secondary Academy which is dedicated to helping the students of Croydon and South Norwood reach their potential. Situated adjacent to the Croydon Arena athletics track, the Academy delivers a curriculum which specialises in sports and the sciences.

The Academy resides in a beautiful new building, which was developed especially for Oasis in September 2016. Its facilities include a sports hall, hard and soft outside play spaces, technology suites and science laboratories, music facilities and access to the Arena site for outdoor sports.

Oasis Academy Arena's mission is to create an environment where students want to learn rather than have to learn. The Oasis Ethos of inclusion, equality, healthy relationships, hope and perseverance is at the heart of the Academy and its employees, helping to bring this mission statement to life. The Academy motto – 'Higher, Faster, Stronger' – is essential to its practice, aiming to help every student reach their potential and strengthen their pathways towards a future they dream of.

The Oasis vision is to provide each and every

one of its students with an outstanding secondary education. It is vital, therefore, that not only is effective leadership in place, but there is an enriching curriculum to encourage both staff and students alike to get the most out of their time at the Academy. Students will be offered the opportunities to experience residential trips, visit workplaces and universities, engage in volunteering and develop their academic passions.

There are currently a total of 246 students on roll, 57% of which are in receipt of the Pupil Premium and 15% classified as DSEN. The Academy has a Designated Resource Provision for 15 students with a diagnosis of Autistic Spectrum Disorder.

With world-class sporting facilities on its doorstep and state-of-the-art learning spaces in the new building, there is excitement about the future of Oasis Academy Arena. Forecast admissions are on the rise; there were over 350 in-borough applications for Year 7 in 2016, which far exceeded the 180 places available. In 2017, 463 applications were made. By 2019, Oasis Academy Arena anticipates a total of 900 students on roll, with post-16 provision offered through the partnership with Oasis Academy Shirley Park.

Oasis Hubs



Oasis subscribes to the widely held view that the factors that create disadvantages for children and young people need to be tackled in order to improve their life chances. The Oasis response is the creation of Oasis Hubs.

Developing and running Hubs is all about delivering the purpose of Oasis. Its vision is for community, a place where everyone is included, making a contribution and reaching their God-given potential. To this end Oasis staff are committed to working in an inclusive, integrated, empowering and comprehensive way so that all people experience wholeness and fullness of life. They want to see local communities that are characterised by trust, safety, cohesion, mutual support, vibrancy, health and opportunity, and have increasing capacity to address their own issues. Oasis want those who are excluded brought back into community and to find

wholeness and fullness within life.

Oasis Academy Arena is part of the Oasis Hub Ashburton Park, which also includes Oasis Academy Ryelands and Oasis Academy Shirley Park. The Hub runs a variety of services for the community, including a foyer for homeless young people, a youth club and a community church. Participation in Hub activities and programmes are encouraged widely within the community.



Job Description

Principal



Post:
Principal

Responsible to:
Regional Director, delegated to the Executive Principal in the first instance

Key Relationships:
Oasis Community Learning Chief Executive Officer, Regional Director, National Director of Academy Improvement, other Academy Principals, the Academy Council, and Oasis Community Learning Board of Directors

Location:
Oasis Academy Arena, Croydon

Working Hours:
Full Time

Job purpose

The Principal will be accountable for the leadership, internal organisation, management and control of the Academy. It will be for him/her 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, vocationally, socially, morally, spiritually, physically, emotionally and environmentally.

The Principal will ensure that the Academy not only serves students 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.

Specific Responsibilities

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 Academy Development Plan, setting strategic targets and performance indicators.
- Ensuring the Academy is a unique model of learning for the community by integrating adults and students 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 his/her 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; delegating duties as appropriate to his/her senior colleagues
- Ensuring that all staff (teachers and support staff) at the Academy receive appropriate, high-calibre 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 students
- 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 HR department to annually appraise leadership staff.

C. LEADERSHIP OF STUDENTS

- To ensure all students are in a safe, secure learning environment in accordance with Safeguarding expectation set out in the effectiveness of leadership and management in the Common Inspection Framework and as stipulated in latest DfE guidance

- Taking into account whole school strategies that promote awareness of the dangers of abuse, sexual exploitation, radicalisation and extremism
- Ensuring that the Academy has an effective system of pastoral care in place for all students; providing appropriate support, encouragement, advice and 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 students' 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 students with a personalised 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 students 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 students

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 students, 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
- Encouraging the development of a "can do" culture; 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 students, whether high achievers or disadvantaged. In the Secondary phase (where applicable) 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
- Ensuring the Academy equips students 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 students 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

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
- Maintaining links with social services, the local police, churches, other faith groups and organisations involved in working with young people and the local community at large
- 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 to secure a range of quality mentoring, work experience placements and internships for students in line with the vision for the Academy

H. SAFEGUARDING CHILDREN

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 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.

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Person Specification

As evidenced in application form and interview	
Qualifications and Professional Development	<ul style="list-style-type: none"> • 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 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 an urban primary or secondary school, ideally graded as good or outstanding by Ofsted • Experience of working effectively with the local community
Knowledge, skills and Understanding	<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 • 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
Personal Skills and 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 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 Vision for Education

Exceptional Education at the Heart of the Community



OASIS' AIMS:

Transform Lives - Every person matters and everyone is loved and valued.

Transform Learning - We have a passion for learning and we want everyone to achieve their full potential.

Transform Communities - We are committed to community development and the aim of all our work is to increase community cohesion locally, regionally, nationally and globally.

OASIS PHILOSOPHY OF EDUCATION

Our philosophy of education is underpinned by three important Hebrew principles: Inspirational Leadership, Deep Learning and Healthy Communities

Inspirational Leadership: Rabbi (my teacher; my guide; my role model; a term of respect)

Through personal example and strong relationships, all teachers are encouraged to be inspirational role models for their students. In this way, a teacher is not simply a purveyor of 'knowledge', dropping it into the minds of those they teach. Instead, they are communicating and bringing knowledge, wisdom and understanding through their words, actions and whole lives, helping students to reflect and think for themselves.

Deep Learning: Yada (to know; to see; to perceive; to understand; to experience; to have a relationship with) Gives students the opportunity to encounter and experience learning personally and relationally. It is never an abstract, theoretical or academic idea simply to be contemplated but, rather, primarily about gaining wisdom – the practical application of knowledge to every area of life. Life is not straightforward; learning from failure and mistakes and being resilient is an important part of it. It is hands-on learning throughout life which can only be obtained through on-going active, intentional engagement with it and with others.

Healthy Communities: Shalom (peace; completeness; nothing missing; nothing broken; well-being, wholeness) Seeks to ensure that every classroom encounter, each piece of curriculum planning, each assessment experience are all shaped, informed and delivered in the light of our desire for wholeness and well-being in the widest sense of the word; for everyone at every level of their lives – academically, vocationally, physically, spiritually, morally, socially, economically, environmentally and culturally.

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 lead 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.

