



**Principal**  
Oasis Academy  
Skinner Street



# 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. We have also seen excellent results in our KS2 SATs, with 83% of our Primary Academies gaining good results when compared with the previous year.

In this pack you will find information on both Oasis Community Learning as a Multi-Academy Trust and Oasis Academy Skinner Street 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](mailto: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.oclcareers.org](http://www.oclcareers.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?

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

John Murphy  
Oasis Community Learning CEO  
Oasis Academy Skinner Street  
Skinner Street, Gillingham, Kent  
ME7 1LG

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

T. 01634 850213

T. 0207 921 4226





## About Oasis

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

Born out of the Oasis global charity, previously established in 1985 by Rev. Steve Chalke MBE, our first Academy opened in 2007. It was Steve's vision to open a school that was inclusive of all and provided opportunity for the whole community. Since then we have grown as a family into 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.

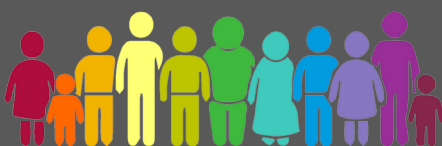
We work in some of the most socially disadvantaged areas, but believe passionately

in each of the communities we are based in. We know them to be places of great potential and are committed to their continual positive transformation.

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 rise from 30% to 79%.



48 Academies



24, 000 pupils



Over 4,500 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 principles are intentionally developed and embedded in all of our Academies.

Together, Oasis staff aspire to:

- Create safe, stimulating learning environments
- Increase progress and attainment 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 Skinner Street

Our Academy became part of the Oasis family of Academies in September 2013. Situated in Gillingham, Kent, we are an inclusive-of-all Primary Academy for young minds aged 4-11. With our mission statement - 'we transform' - championed throughout the hearts of our staff, it is our aim to deliver exceptional education in our community, offering pupils the chance to feel ready and excited about their move to secondary education. With a current NOR of 381 we aim to support each and everyone who attends our Academy, regardless of their background or abilities-on-entry. Of our pupils at present, we have 54% classified disadvantaged, 28% EAL and 24% SEN.

*"All groups of pupils make good progress from their starting points, including pupils who have a special educational need or disability, the most able, and pupils who are disadvantaged. Pupils in Year 6 have made exceptional progress during the last year to make up lost ground." (Ofsted, 2016)*

We teach an exciting and creative curriculum, placing a particular emphasis on developing our pupils as active learners in every sense; we want our young minds to receive a holistic education and grow as intelligent and sociable people. We recognise that an outstanding curriculum, underpinned by inspirational and impassioned teaching, leads to outstanding learning. Therefore themes within our classrooms are chosen with care, ensuring they are relevant, stimulating and variable for levels of ability. Throughout their time

with us, all of our pupils will continuously learn skills in English, Mathematics, Science, History, Art, Design & Technology, Computing, Music, Geography, RE and PE. We want our pupils to discover their passions and thrive in the next stages of their education. In the 2016-17 KS2 SATs we were delighted to say that 74% of our pupils reached the expected standard in RWM.

Our after school clubs run Monday to Friday, with a view to encouraging our pupils to realise their potential and unlock hidden talents through choosing to learn. Some of our clubs include: Gardening, Colour Art Therapy, Science, Horrible Histories, Dance, Choir and Film.

We encourage strong leadership within our pupils, giving them the chance to contribute to the shaping of the school. We are therefore looking for an exceptional individual to be a role model and facilitator for this. Could you be the person to influence the lives of our young minds and lead by example?

*"Middle leaders make a significant contribution to raising the quality of teaching in the phases that they are responsible for. They are enthusiastic and confident in their roles. They value the opportunities and support given to them by senior leaders. Consequently, they have flourished and are excellent role models to other staff." (Ofsted, 2016)*

# 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 Skinner Street is part of a developing Hub within the South East. However, at present we are continuing to build links between all London and South East Academies.





# Job Description

## Post:

Principal

## Responsible to:

Regional Director

## Key Relationships:

Oasis Community Learning Chief Executive Officer, Regional Director, Director of Primary, other Academy Principals, the Academy Council, and Oasis Community Learning Board of Directors.

## Location:

Oasis Academy Skinner Street, Medway

## 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, under pinned 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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As evidenced in application form and interview	
Qualifications and Professional Development	<ul style="list-style-type: none"> <li>• NPQH (desirable)</li> <li>• Qualified to degree level</li> <li>• PGCE (or equivalent) – Qualified to teach in the UK</li> <li>• Evidence of recent, relevant professional development</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Leading and managing people individually and in teams to a high standard</li> <li>• Managing change through bringing innovative ideas to traditional approaches to teaching and learning</li> <li>• Managing and improving the curriculum offer resulting in demonstrable impact</li> <li>• Understanding and/or experience of managing finances and ensuring financial sustainability</li> <li>• Experience of managing risk across a school or organization</li> <li>• Experience of operating an organisation from a Health and Safety perspective</li> <li>• 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</li> <li>• 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</li> <li>• Experience of working effectively with the local community</li> </ul>
Knowledge, skills and Understanding	<ul style="list-style-type: none"> <li>• 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</li> <li>• A wide understanding of the links between education and community transformation</li> <li>• An ability to effectively prioritise and plan for self, others and the organization</li> <li>• An ability to problem solve and think creatively when dealing with complex issues</li> <li>• An ability to develop and communicate a complex vision in simple and easily-understood terms to a variety of audiences</li> <li>• An ability to manage and empower others to maintain high standards of student discipline in order to ensure a positive climate for learning</li> <li>• An ability to lead Academy-wide improvement initiatives that have a demonstrable impact on student attainment</li> </ul>
Personal Skills and Attributes	<ul style="list-style-type: none"> <li>• Passionately committed to safeguarding and the welfare and wellbeing of children and young people</li> <li>• Willingness to undergo appropriate checks, including enhanced DBS checks</li> <li>• To work hard and remain fully committed, even when under pressure, always acting with consideration for yourself and others</li> <li>• Forgiving and committed to healthy inclusive relationships (strong interpersonal &amp; diplomatic skills)</li> <li>• Emotionally resilient and therefore patient and persevering with challenging behaviours and attitudes</li> <li>• 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</li> <li>• Act with humility and as a team player by serving others both in the Academy and the Oasis family</li> <li>• Able to demonstrate and communicate the Oasis ethos in your behaviours and actions</li> <li>• Positive, passionate, enthusiastic, and able to help others be the same</li> <li>• Able to keep a sense of proportion by acting with self-control</li> <li>• Act with authenticity and integrity</li> <li>• To have high aspirations and a commitment to excellence, and to role model this behaviour to others</li> <li>• Self-disciplined and able to reflect and learn in order develop wisdom and understanding.</li> </ul>



# 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

As an organisation, with a rooted Christian ethos, 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.

