



Deputy Principal



Dear Applicant,

Thank you for your enquiry regarding the position of **Deputy Principal** at Oasis Academy Isle of Sheppey. We are part of Oasis Community Learning www.oasiscommunitylearning.org which runs over 53 academies across the UK.

I hope you find the information pack helpful. If you would like to apply, please complete the Application Form and Equal Opportunities monitoring (CVs are not accepted) and return to Ellie Harry, HR Officer, by either of the following ways:

Email: Recruitment.IOS@oasisisleofsheppey.org

Post: HR Officer
Oasis Academy, Isle of Sheppey
Minster Campus
Mister Road
Minster On Sea
ME12 3JQ

If you would like to discuss the post please contact myself Jo Gass on 01795 873591 ext. 76219 or Jo.gass@oasisisleofsheppey.org.

The closing deadline for applications is no later than **9am on Friday, 04 February 2022.**

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

Interviews will be week commencing **7th February 2022**. If you have not been invited to attend by **Monday, 7th February 2022**, you should assume that your application has not been successful. Unfortunately, we will not be able to provide feedback on your application at this stage.

If you would like to know more about us before you apply please see our website www.oasisacademyisleofsheppey.org, if you are not clear about any aspect of the application procedure, do not hesitate to contact us for clarification.

I wish you well and thank you once again for your interest in what we think will be a rewarding post.

Yours sincerely,

Jo Gass

Head of Academy Operations and PA to Mr Booth, Executive Principal

About Oasis Academy Isle of Sheppey and the role

We are seeking a talented leader who can inspire and motivate students and staff. You will work to secure the highest standards across our academy. In addition, you will be a member of the Academy Leadership Team, which sets the strategic direction for the whole academy. This is a fantastic opportunity for a dedicated and inspirational leader. Strong experience in secondary education is crucial.

Our Academy

Oasis Isle of Sheppey is a mixed, comprehensive academy serving the island community of Sheppey, with 1507 students on roll, 47% of whom are Pupil Premium and 5.6% EAL. Our multi-million-pound buildings boast an unparalleled range of facilities for all students in our secondary and sixth form phases. No matter what the subjects our young people choose we have the right settings and resources to give them support and resources they need to succeed and to achieve their ambitions.

About the role

We are seeking a talented leader who can inspire and motivate students and staff. You will work to secure the highest standards across our academy. In addition, you will be a member of the Academy Leadership Team, which sets the strategic direction for the whole academy. This is a fantastic opportunity for a dedicated and inspirational leader. Strong experience in secondary education is crucial.

Job purpose

Provide strategic leadership, in consultation with the Principal, staff, parents and Academy Council, which brings about high standards of education.

All leaders in the Academy share in devising strategies for raising achievement and ensuring high standards of behaviour.

The post holder will work in close collaboration with the principal and deputise for the principal in his absence as required.

The post holder shall have the professional duties of a Deputy Principal in accordance with the current DfE's School Teachers' Pay and Conditions document and wider responsibilities relating to strategic direction and development, teaching and learning, leading, and managing staff and efficient and effective deployment of staff and resources in consultation with the Principal.

About Oasis Community Learning

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

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

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

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

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



Letter from the Executive Principal

Welcome to the Oasis Academy Isle of Sheppey,

I am delighted you are considering this exciting opportunity to transform lives here on the Isle of Sheppey.

You would be joining me and my very dedicated leadership team who are committed to making the Academy a success. I am incredibly passionate about offering the very best opportunities we can for the young people on and off the island.

This would be an opportunity for you to greatly impact the strategic direction of the Academy at a very exciting time. The Trust, Oasis Community Learning, are dedicated to offer support, guidance and challenge to make the academy the place it can truly become.

I lead a very dedicated team of happy staff who work tirelessly to provide our young people with the opportunities, guidance and support to excel no matter what their chosen pathways may be. It is our ambition that all students make exceptional progress from their starting point in a safe and happy learning environment and leave confident that they will succeed in their life after school.

We understand and value the community and we are proud to be a part of the Isle of Sheppey. We have a strong set of values and this helps create a culture we are all proud to be part of.

I would be dedicated to developing you as a leader and support you to fulfil any of your aspirations. I hope the information pack provided gives you the details and understanding needed to make an application and I look forward to receiving this.



Mr A S Booth
Executive Principal

Job Description

POST:

**Deputy Principal-
permanent**

ACCOUNTABLE TO:

The Principal

GRADE:

**L26 – L30 (£78,025 - £86,061) +
Teachers Pension Scheme**

KEY RELATIONSHIPS:

Principal and Academy Leadership Team; relevant teaching and other associated staff; other associated staff; LA representatives; partner professionals; parents; local community; Oasis Academy Hub; other Oasis Academies and Oasis Community Learning central staff.

LOCATION:

Oasis Academy Isle of Sheppey
Minster Rd, Minster on Sea,
Sheerness ME12 3JQ & Marine
Parade, Sheerness ME12 2BE

WORKING PATTERN:

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

JOB PURPOSE:

The post holder will be expected to work in close collaboration and liaison with the principal and to deputise for the principal in their absence as required.

The post holder is expected to support the Academy's aims, vision, and ethos, have a thorough knowledge of the Academy's policies and procedures and to reinforce these with all stakeholders where required. The post holder is expected to monitor and evaluate the specific areas for which they are responsible for in the context of the Academy's ethos and vision.

The post holder shall have the professional duties of a Deputy Principal teacher in accordance with the current DfE's School Teachers' Pay and Conditions document and wider responsibilities relating to strategic direction and development, teaching and learning, leading, and managing staff and efficient and effective deployment of staff and resources in consultation with the Principal.

AREAS OF ACCOUNTABILITY:

Support the Principal, through the line management of senior and middle Leaders, to lead and manage the academy towards achieving good and outstanding outcomes for the students, their families, staff and the local community of Oasis Academy Isle of Sheppey:

- Provide information, objective advice and support to the Academy Hub to make informed decisions about the development of the Academy and enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement
- Support the Principal, through the line management of the middle leaders, in creating and developing an organisation in which staff recognise that they are accountable for the success of the Academy
- Ensure that an effective information flow is maintained within the Academy in line with the vision, ethos, and values of Oasis Community Learning
- Present a coherent and accurate account of the Academy's performance in a form appropriate to a range of audiences
- Ensure that parents, carers and students are well informed about their achievement and attainment and can understand targets for improvement and how to achieve them
- Develop and encourage effective relationships between the Academy and the local community and ensure that national and global community links are forged through meaningful relationships, working closely with other schools, settings, and organisations on a local, national, and global basis

RESPONSIBILITIES:

A. Strategic Direction and Development

- Be a strategic, supportive, and pro-active member of the Academy Leadership team
- Play a key role in the development of the Academy as it becomes an innovative, high performing, and emotionally intelligent organisation
- Effectively manage a strategic area of significant and necessary change to raise standards in all areas of Academy life and support the transformation of the local community
- Prepare for taking up a Principal's role within the next three to five years
- Take the lead and manage specified areas of improvement and development
- Make a significant contribution to the strategic development of all areas of the Academy, whether holding a direct responsibility for the strategic feature (strategic responsibilities will be reviewed regularly and in support of professional development needs)
- Develop and maintain Academy policies and practices which promote high achievement and inclusion through effective teaching and learning across the Academy.
- Play a key role in creating an environment within the Academy where students and staff develop and maintain positive attitudes towards each other, teaching and learning, the environment, and the community
- Use national, local and Academy data effectively to monitor, evaluate and analyse student progress, planning and implementing effective intervention to support all students to achieve highly, develop self-esteem and to inform Academy policies and practices, expectations, and teaching methodologies
- Contribute to The One Plan, monitoring schedule, self-evaluation, and the cycle of related documentation
- Liaise effectively with all stakeholders including parents, Academy Hubs, partner primary and secondary schools, business and community partners and the wider community, as appropriate to designated strategic responsibilities
- Network with other Academies and high achieving schools through Oasis Community Learning and other relevant networks; make and host regular visits in order to learn more about the ways that other organisations are effecting change and transformation
- Promote and support innovation so that educational outcomes are positively transformed.

B. Teaching and Learning

- Secure and sustain effective teaching and learning through structured monitoring, evaluation and review processes including liaison with Inspectors, Advisors and Consultants
- Contribute to the leadership and development of the curriculum to best reflect the Academy's curricular aims and to meet the needs of all students.
- Work in conjunction with all staff to ensure that there is continuity and progression of learning
- Promote extra-curricular activities and out of hours learning which enhance learning opportunities
- Adopt a class-based teaching commitment within the Academy, when required

- Seek opportunities to collaborate with other Academies and high achieving schools through the Oasis Community Learning and other relevant networks to share and develop excellent pedagogies
- Promote and support innovative pedagogy

C. Leading and Managing Staff

- Line manages senior and Middle Leaders
- Contribute to the leadership and management of teachers and associated staff members working collaboratively to raise student achievement and attainment
- to provide effective support, guidance, challenge, and information for all staff within designated areas of responsibility
- Take an active role as a Team Leader within the Academy's PM policy in addition to promoting, presenting and providing and Continuous Professional Development opportunities to ensure the professional effectiveness of teaching and associated staff members
- Maintain clear expectations, high standards of professionalism and collaboration to meet The One Plan priorities.
- Take responsibility, as part of the Academy Leadership Team, for the recruitment of staff and support processes that will enable the Academy to retain staff and, where appropriate, play a leadership and management role in management and succession processes
- Provide structured support and assessment for NQTs and other appropriate and related Graduate Training programmes to enable them to meet the relevant professional teacher standards
- Take the lead co-ordination for key aspects of Academy organisation and management

D. Efficient and Effective Deployment of Staff and Resources

- Sustain an effective, stimulating, and inclusive learning environment for teaching and learning
- Deploy accommodation to effectively meet the teaching and learning/student needs across the Academy
- Ensure a safe working and learning environment through application of appropriate risk assessment and adherence to current Health & Safety regulations
- Use appropriate resources, in consultation with the Principal through the line management of the middle & senior Leaders, for effective, efficient and safe teaching and learning across the Academy; to include accommodation, agreed budgets, staff, time, courses, development opportunities and IT equipment

E. Other Duties

- The post holder will be subject to performance objectives agreed annually with the panel from Oasis Community Learning and these objectives will be reviewed annually
- The post holder is expected to carry out such other duties as may reasonably be assigned by the Principal through the line management of middle and senior Leaders

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed

F. 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 duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Academy and to carry out such other duties as may reasonably be assigned by the Principal. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors, and community members.

All staff take an active role in the Academy's care and guidance of students.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

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The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The post holder will be subject to performance objectives agreed annually with the relevant body and these objectives will be reviewed annually.

Deputy Principal Person Specification

Deputy Principal Person Specification

Our Purpose

Oasis Academies exists to provide a rich and balanced educational environment which caters for the whole person - academically, vocationally, socially, morally, spiritually, physically, emotionally, and environmentally. Our task is to serve our students as well as to provide a learning hub for the entire community. In this way we will raise aspirations, unlock potential and work to achieve excellence through encouraging a 'can do' culture which nurtures confident and competent people.

Oasis Ethos

Our ethos is an expression of our character - it is a statement of who we are and therefore the lens through which we assess all we do. Our work is motivated and inspired by the life, message, and example of Christ, which shapes and guides every aspect of each of our schools. This is foundational to our belief that all people are created and loved by God as equal and unique beings, and to our commitment to model inclusion and compassion throughout all the aspects of the life and culture of each Academy community.

For further information, please refer to the Education Charter document which accompanies this job description.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Qualified Teacher Status 	<ul style="list-style-type: none"> Masters' Degree Working towards NPQH Achievement of a Certificated / Nationally recognised leadership qualification
Leadership and management – evidence of experience, skills and knowledge	<ul style="list-style-type: none"> Evidence of successful leadership and management in more than one secondary school, both in successful and underperforming or challenging circumstances Proven record of successful leadership at a senior level including:- Developing and implementing a vision for improvement and success in current post 	<ul style="list-style-type: none"> Experience in several secondary schools, both in successful and underperforming or challenging circumstances Responsibility for professional development/ mentoring of colleagues Experience of employment outside the educational environment

	<ul style="list-style-type: none"> • Evidence of successful leadership and management in a challenging/underperforming school as a senior leader and able to demonstrate success in raising standards • Current responsibility for the strategic development of teaching and learning/curriculum design or new technologies • Successful innovator and manager of change across the whole school that has impacted upon achievement • Clear and understandable vision and evidence base for new technologies and their capacity to improve teaching and learning • Involvement in the creation of the SEF in current school • Responsibility for development and improvement or sustained performance in current school through significant whole school projects • Effective use and development of a wide range of strategies for managing dis-affection, poor behaviour and under achievement across the school • Evidence of outstanding classroom practice (evidenced by AST or excellent teacher status and/or Ofsted recognition) with evidence of high achievement in teaching across the Key Stages • Effective use of Assessment for Learning to engage students as partners in their learning 	<ul style="list-style-type: none"> • Development of partnerships with other schools, business and the community • Experience of working with ITE/GTP providers • Ability to demonstrate a range of strategies to enhance teaching and learning of ICT • An understanding of education within a Multicultural/Multi-faith community • An understanding of Emotional Literacy developments to support learning and teaching • Knowledge of school finance/ BSF • Competent use of Bromcom packages including Assessment Manager and other related packages • Ability to train on an analogous package • Full driving licence
<p>Leadership and management – evidence of experience, skills and knowledge</p>	<ul style="list-style-type: none"> • Knowledge and understanding of current curriculum thinking and innovation - Curriculum and National strategies and developments that are improving achievement at KS3 and KS4 • Knowledge of a variety of learning pathways, the inter-relationships between them and their impact on learning 	

	<ul style="list-style-type: none"> • A thorough understanding of the Oasis vision, ethos and core values and its relevance to improving achievement and outcomes for young people, their families and the communities the Academy serves • A firm grasp of educational policy and the implications for the leadership and management of Academies • Use of national and school assessment and attainment information to improve practice and raise standards • Use of strategies to promote good student relationships and high attainment in an inclusive environment • Ability to demonstrate enthusiasm as an effective leader and manager who can inspire colleagues • Excellent communication, presentation and ICT skills • Excellent interpersonal skills • Evidence of being a competent leader and manager, able to inspire and motivate all members of the Academy community • Ability to plan and resource effective interventions to meet curricular objectives • Ability to use and promote a wide range of teaching methodologies • Effective behaviour management strategies combined with high expectations of students' behaviour • Ability to anticipate and solve problems 	
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	<ul style="list-style-type: none"> • Creative and flexible thinker • Ability to respond positively to constructive criticism • Ability to deliver constructive criticism 	
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and young people. • Willingness to undergo appropriate checks, including enhanced DBS checks. • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline • Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos. 	
<p>Personal Values</p>	<ul style="list-style-type: none"> • A belief that young people can be successful with appropriate support to challenge barriers to learning through • Full engagement with inclusive and comprehensive education • An inherent belief in the importance of raising standards and life-long learning • To actively support the Academy's aims • Innovative curriculum development • Promotion of vocational and work-related learning • Partnership with other schools and the wider community including business and industry links 	

	<ul style="list-style-type: none"> Promotion of extra-curricular activities/ educational visits / out-of-school learning 	
Professional Development	Evidence of a commitment to own professional development with the ultimate goal of achieving Principal role	Recent relevant in-service training in Management and Leadership

Those elements marked *will be assessed in your application.

Those elements marked **will be assessed in your application and during the selection process e.g., interview, presentation.

Those elements marked ***will be evaluated during the selection process e.g., interview, presentation

NB references will be used to support the selection panel's assessment.

The Oasis Education Charter

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.

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.

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.

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.

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 our students, as well as their wider families, giving advantage to the disadvantaged.

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.

Explanatory Notes

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

Safeguarding Children & Young People

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced Disclosure and Barring checks

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

although it may where appropriate be answered not applicable if your duties have not brought you into contact with children or young people.

Interview Process

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

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy Disclosure and Barring check requirements such as a current driving license including a photograph and/or a passport and/or a full birth certificate
- Documentary proof of current name and address (i.e. utility bill, financial statement etc.)
- Where appropriate any documentation evidencing a change of name
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post.

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

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

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

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

Conditional Offer: Pre-Employment Checks

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

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity and qualifications
- Vetting and Barring Checks
- Satisfactory Disclosure and Barring check

- Verification of professional status such as QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period.
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance

For teaching posts

- Verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)
- Verification of medical fitness in accordance with DFE Circular 4/99 Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training

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