



**Deputy Principal
Oasis Academy Watermead**



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 about 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 serving some of the most disadvantaged neighbourhoods across the country. Our goal is always to build the character and competence of every one of the children and young people we work with as we seek to transform their life opportunities.

Over the last four years Oasis Community Learning (OCL) has made rapid progress, with our academies moving from 30% to 86% "Good" or better, with 97% of our primary academies now "Good" or better. This is a great time to join the OCL family.

We strongly encourage you to visit Oasis Academy Watermead where you will be able to meet with representatives from Oasis as well as to get a feel for the school and all we stand for. Please get in touch with if you would like a tour.

If you wish to apply for the position with us, please complete all sections of the application attached to the advert found on <https://oasiscommunitylearning.our-careers.co.uk/> including our 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

John Barneby
Oasis Community Learning CEO

Dear Applicant,

Thank you for your interest in applying for the post of Early Years Leader at Oasis Academy Watermead. I hope that you find the information provided helpful and welcome any further questions throughout your application process. It is an exciting time to be joining Oasis Academy Watermead as we expand our team.

As Deputy Principal, you will play an important role in ensuring there is clarity in progression from Nursery through to Y6, allowing all our Children to make outstanding progress leading to exceptional outcomes. We are looking to recruit an outstanding teacher with a passion for education and a firm belief that all children can achieve anything if they put their mind to it.

It is an exciting time to be joining Oasis Community Learning as we are seeing our efforts coming to life. We have achieved sustained improvement with over 81% of our Academes achieving Good or Outstanding. We improve at a faster rate than the national average transforming lives and learning. Over 90% of parents whose child attend an Oasis Academy believes that their child is happy, well-taught and learning. In this pack, you will find information on both Oasis Academy Watermead 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 Senior Leaders from Oasis Academy Watermead and get a feel for the academy and all we stand for. Please do get in touch with the Academy on 0114 2016800 if you would like more information.

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.oclcareers.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,

Nichola Smith
Principal,

Oasis Academy Watermead
Barrie Crescent
Sheffield
S5 8RJ
Tel: 0114 2200 400



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 52 academies spread across the UK, each part of a developing 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, and believe passionately in each of the communities we serve. We know them to be places of great potential and are committed to their continual positive transformation.

You will be joining our family at a very exciting time for Oasis Community Learning (OCL) – our sustained improvement rate has risen and 97% of our primaries have "Good" or better Ofsted judgements since 2014.

To learn more please about Oasis Community Learning visit – www.oasiscommunitylearning.org



Over **30,000** pupils



Over **5,000** staff



52 academies



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.



Oasis Academy Watermead

Everyone Learning Together

About Oasis Academy Watermead

Are you looking for an exciting opportunity where you can help to change the lives of our children and our community? We are seeking a passionate, resilient, and motivated Deputy Principal to become part of the Senior Leadership team at our unique academy.

See the potential, make the difference!

Our ideal candidate

We are seeking an outstanding teacher with a proven track record of improving behaviour and attendance at senior leadership level. You will have high expectations for all, be able to effectively apply a range of behaviour management techniques, demonstrate emotional resilience and be a champion of Oasis's inclusive ethos.

Our journey so far

Oasis Academy Watermead opened in September 2014 as a purpose-built academy in the centre of the vibrant Shirecliffe community in Sheffield.

Oasis Academy Watermead is a two-form entry Primary School with 52 part time places available in Nursery. The academy has inclusivity at its heart, and has achieved the School of Sanctuary Award. It has an ethos based on the right to respect, the right to be safe and the right to learn and serves the whole community through the Oasis Hub model. The academy retained its Outstanding Ofsted outcome in September 2023.

Effective Support

By being part of Oasis Community Learning, you will have the privilege of working alongside experienced leaders and will benefit from a strong support network and extensive continuing professional development opportunities. Oasis academies provide children with a dynamic and engaging curriculum, underpinned by the latest educational research and delivered using the Oasis Horizons scheme which provides every student and staff member with an iPad, used to bring learning to life and ensure access for all.

The Oasis Curriculum

At Oasis we strive to achieve exceptional education at the heart of the communities we work in; using cutting edge educational research into the science of learning (including memory and character development) we aspire to develop active citizens and lifelong learners who have a strong understanding of the world around them and a desire to drive positive impact locally, nationally and globally.

Personal development is fundamental in our organisation as part of our culture and ethos. It is critical that we are constantly exploring who we are and how we are growing, so that we enhance the learning of the children and young people in our communities.

As part of our initiative to close the disadvantage gap in learning, we rolled out Oasis Horizons in 2020-2021; every child from Reception to sixth form was given their very own iPad for use at school and at home. These iPads have become part of everyday life here at Oasis as our pupils use them throughout their school day and interact with their teachers through specially chosen teaching and learning apps.

We want our children and young people to:

- Be inspired to improve the world around them.
- Have the ambition, skills and expertise to thrive in a fast changing, interconnected and communication rich world, with the confidence and technical expertise to thrive.
- Have a network that supports them.
- Be comfortable in who they are and able to continuously explore who they are becoming.
- Be rich in language with a passion for learning.
- Seek to include others, be other-centred and celebrate difference.
- Have a values approach to life and a sense of what is right and wrong through the lived experience of the 9 habits.

At Oasis Academy Watermead, to match our unique context, we have contextualised the OCL curriculum. We aim to address social disadvantage by raising aspirations and removing barriers to learning in terms of language, experience and school readiness. We focus on real life experiences, language development and social and emotional development. Carefully planned immersion experiences at the start of each thematic topic addresses the barrier of limited English and ensures children can learn key concepts and skills across different subjects.

Partnerships and staff development

Oasis Academy Watermead is outward looking and has engaged with a wide range of external partnerships both within the Oasis family and beyond to ensure continued improvement and dynamic opportunities.

We prioritise continuous professional development in a range of ways. For example, fortnightly instructional coaching and weekly professional development focused on academy development priorities. We engage with regular trust led professional development focused on evidence based pedagogical approaches and innovative use

The academy benefits from a large professional development offer which is associated with being part of one of the largest multi-academy trusts in the UK including access to programmes offered through the National Institute of Teaching.

Oasis Academy Watermead is committed to safeguarding and promoting the welfare of young people. All staff and volunteers are expected to share this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks. 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.

We strongly encourage interested candidates to visit the academy where we will arrange a warm welcome and an informal discussion about the role with the Principal, Nichola Smith, alongside a guided tour. Please contact the school office on 0114 201 6800 or e-mail recruitment@oasiswatermead.org.

We are working in partnership with other agencies to recruit to this position.

Take the next step in your career and apply now!



Job Description

Post:

Deputy Principal

Accountable to:

Principal and Oasis Academies Directorate

Grade:

L6 – 10

Key Relationships:

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

Location:

Oasis Academy Watermead
Barrie Crescent
Sheffield
S5 8RJ

Working Hours:

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

Job Purpose:

- The strategic leadership and management of learning and pupil development
- Curriculum development and innovation so that it meets the needs and aspirations of the pupils
- Strategic development of appropriate technologies to enable learning
- Leading and managing the systems and processes for pupil care and guidance so that every child is fully included and their needs academic, personal, social and emotional needs and well-being are addressed
- Leading and managing effective assessment, recording and reporting systems for pupil progress
- Monitor and evaluate the Academy's progress
- Professional development of teachers and associated staff, including supporting them to make effective use of a wide range of data

The post holder will be expected to work in close collaboration and liaison with the Principal and to deputise for the Principal in his/her 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 s/he is responsible above 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.

Disclosure Level:

Enhanced

Areas of Accountability

The Deputy Principal will:

Support the Principal, through the line management of Middle Leaders and other staff, to lead and manage the Academy towards achieving good and outstanding outcomes for the students, their families, staff and the local community.

- Provide information, objective advice and support to the Academy Council 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 and other staff, 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 and pupils are well informed about their achievement and attainment and are able to 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

Deputy Principal Attendance, behaviour and attitudes and personal development

- Establish research driven, responsive and effective approaches to attendance, behaviour and relational practice across all aspects of the Academy
- Ensure a consistent and relentless school-wide focus on students' attendance and behaviour, using data and benchmarks to monitor progress in every student's journey
- Have strategic oversight of the Academy relational and behaviour procedures and ensure the successful implementation of these
- Ensure the effective running of all areas of behaviour and attitudes across the Academy and implement strategies that ensure high standards of behaviour
- Ensure that the pastoral offer is at the heart of the disadvantaged strategy, ensuring that the offer opens doors and closes the gap for every single student
- Promote extra-curricular activities and out of hours learning which enhance learning opportunities
- Lead and manage any students who access alternative provision
- Have strategic oversight of the Academy's attendance policy, to ensure that attendance is a priority for all staff and students and ensure attendance improves towards national expectations
- Have strategic oversight of admissions, working closely with relevant staff in school to ensure admissions are managed effectively

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 an agenda of significant and necessary change to raise standards in all areas of Academy life and support the transformation of the local community
- 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 or not 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 pupils 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 pupil progress, planning and implementing effective intervention to support all pupils to achieve highly, develop self-esteem and to inform Academy policies and practices, expectations and teaching methodologies
- Contribute to the Academy Improvement Plan, monitoring schedule, self-evaluation and the cycle of related documentation
- Liaise effectively with all stakeholders including parents, Academy Councillors, 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 pupils;
- 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 manage Middle Leaders and other staff as directed
- Contribute to the leadership and management of teachers and associated staff members working collaboratively to raise pupil achievement and attainment across the Primary Phase and 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 appraisal 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 Academy Improvement Planning 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 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/pupil 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 staff, 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 staff
- 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 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 through the line management of middle leaders and other staff. 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.

Person Specification

	Essential	Desirable
Qualifications	*Qualified Teacher Status	*Masters' Degree **Working towards NPQH *Achievement of a Certificated / Nationally recognised leadership qualification
Leadership and management – evidence of experience, skills and knowledge	<p>**Evidence of successful leadership and management in more than one primary school, both in successful and underperforming or challenging circumstances</p> <p>***Proven record of successful leadership at a senior level including:-</p> <ul style="list-style-type: none"> • Developing and implementing a vision for improvement and success in current post • 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 <p>**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</p> <p>**Effective use of Assessment for Learning to engage pupils as partners in their learning</p>	<p>**Experience in several primary schools, both in successful and underperforming or challenging circumstances</p> <p>**Responsibility for professional development/ mentoring of colleagues</p> <p>**Experience of employment outside the educational environment</p> <p>**Development of partnerships with other schools, business and the community</p> <p>**Experience of working with ITE/GTP providers</p> <p>***Ability to demonstrate a range of strategies to enhance teaching and learning of ICT</p> <p>***An understanding of education within a Multicultural/Multi-faith community</p> <p>***An understanding of Emotional Literacy developments to support learning and teaching</p> <p>**Knowledge of school finance/ BSF</p> <p>**Competent use of SIMS packages including Assessment Manager and other related packages</p> <p>**Ability to train on an analogous package</p> <p>**Full driving licence</p>

Leadership and management – evidence of experience, skills and knowledge

- **Knowledge and understanding of current curriculum thinking and innovation - Curriculum and National strategies and developments that are improving achievement at EYFS, KS1 and KS2
- **Knowledge of a variety of learning pathways, the inter-relationships between them and their impact on learning
- **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 pupil 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 pupils' behaviour
 - ***Ability to anticipate and solve problems
 - ***Creative and flexible thinker
 - **Ability to respond positively to constructive criticism
 - **Ability to deliver constructive criticism

<p>Personal Qualities</p>	<p>***Commitment to safeguarding and promoting the welfare of children and young people.</p> <p>**Willingness to undergo appropriate checks, including enhanced DBS checks.</p> <p>**Motivation to work with children and young people</p> <p>**Ability to form and maintain appropriate relationships and personal boundaries with children and young people</p> <p>**Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline</p> <p>***Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos.</p>	
<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 • Promotion of extra-curricular activities/ educational visits / out-of-school learning 	
<p>Professional Development</p>	<p>**Evidence of a commitment to own professional development with the ultimate goal of achieving Principal role</p>	<p>***Recent relevant in-service training in Management and Leadership</p>

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.