



Appendix 1 – Job Description – Oasis Community Learning Chief Education Officer

POST: Oasis Community Learning (OCL) Chief Education Officer (CEdO)

RESPONSIBLE TO: OCL Chief Executive Officer

KEY RELATIONSHIPS: OCL Board of Trustees, OCL Chief Executive Officer (CEO), Executive Assistant to the CEdO, Oasis Group CEO, National Directors of Academies (Primary and Secondary), Director of Monitoring and Evaluation, Director of Safeguarding, OCL Leadership Team, National Education Team, Oasis UK Leadership Team, Regional Directors, Academy Principals.

SALARY: Competitive salary, pension, and benefits

LOCATION: Oasis National Office

WORKING HOURS: Full Time

CONTEXT, PURPOSE, AND FUNCTION OF THE ROLE:

OCL is the part of the Oasis group of charities and is responsible for the overall governance, management, and delivery of exceptional education through the family of Oasis academies. OCL works in close partnership with all other functions of the Oasis family (children's/youth/community, church, community housing, homelessness, secure/residential education, anti-human trafficking) to fulfil the ultimate Oasis vision and mission of community transformation.

In this context, OCL is responsible for enacting the Oasis vision for high-quality inclusive education (see appendix 2) through our family of academies so that together we can improve outcomes for children and young people, build social mobility, and break cycles of poverty. Education that is:

- Inclusive, broad, and offers high-quality educational opportunities to all
- Formational, prioritising Christ-centred virtues and character
- Relational, restorative, and loving
- Community-oriented, holistic, and locally contextualised

The role of OCL CEdO therefore works in close partnership with the OCL CEO and colleagues across the Oasis family to ensure that OCL delivers exceptional education through our family of Academies and plays its part in the ultimate community transformation vision and mission of Oasis.

The OCL CEdO is accountable to the OCL CEO and has responsibility for shaping/ championing the distinctive educational purpose of Oasis. In doing so, they will be responsible for the delivery of high-quality broad and inclusive educational outcomes for students through the delivery of quality curricula, teaching, qualifications, and destinations pathways. The OCL CEO and CEdO will therefore form a close partnership as they lead the organisation. The CEdO will lead the education team within OCL, who are responsible for enacting the educational vision of Oasis and delivering school improvement across all Oasis academies. The role will deputise for the OCL CEO at times and will be part of the Oasis UK Leadership Team. In particular, the OCL CEdO has the following responsibilities and accountabilities:

1. Strategic educational leadership
2. Ensuring high-quality education
3. Educational design
4. Communications, external engagement, and strategic leadership in the education sector
5. Education team leadership
6. Board accountability, and engagement with regulators

The Christ-centred Oasis ethos of inclusion, healthy relationships, equality, hope and perseverance sits at the core of our movement. Therefore, the successful candidate will champion, demonstrate, and fully embrace the Oasis ethos and ensure that we continue to build an organisational culture that reflects this

KEY RESPONSIBILITIES/ ACCOUNTABILITIES:

Strategic educational leadership – inclusive education vision, ethos, strategy, local understanding

- **Strategic educational direction** – To work with the OCL CEO and the wider OCL Leadership Team to ensure that Oasis academies deliver the ultimate Oasis purpose for education as set out in the Oasis narrative for inclusive education (see appendix 2). To ensure that the Oasis curriculum, teaching and learning approach, and framework for inclusive educational practice reflects this narrative, which articulates education as being:
 - Inclusive, broad, and offering high-quality educational opportunity
 - Formational and virtue-led
 - Relational, restorative and loving
 - Community-oriented, holistic, and locally contextualised
- **Distinctive educational purpose/ innovation** – To develop vision and strategies for education that respond to the Oasis educational narrative and prioritise in-depth support to all students; strategies that remove barriers to opportunity and drive high-quality outcomes for children and young people. To build an inclusive/ restorative environment including inclusive/ relational practice, innovative Alternative Provision strategies, SEND support strategies, mental health/ therapeutic approaches, vocational education, innovative use of IT, wrap-round children's/ youth work etc, so that Oasis is credible and sector-leading in pursuing a vision for exceptional inclusive education. To work with the OCL CEO to plan for future educational needs and provide evidence and information to the OCL board on proposed areas of innovation. To ensure that strategic development is integrated with/ supports the whole Oasis mission.
- **Strategic educational objectives** – To develop objectives and targets for educational delivery within OCL that are vision-led, and drive school improvement and high-quality outcomes for children and young people. The objectives will be appropriate, deliverable, aligned to securing a sustainable future, and integrate well with wider Oasis objectives. To develop strategies that support relevant academies to make rapid improvement in the quality of teaching and learning, and student attainment, progress, and attendance. To set accountability for these objectives and targets with the National Directors of Academy (Primary and Secondary) and the National Education Team.
- **Oasis educational ambassador and educational change agent** – To act as an ambassador (internally and externally) for the Oasis model of education. To communicate and demonstrate the distinctive aspects of the Oasis approach. To champion new strategies that are effective, and to articulate the associated policy changes that would embed these approaches within Oasis and society more generally.
- **Ethos, values and culture** – To champion, promote, demonstrate, and fully embrace the Christ-centred Oasis ethos of inclusion, healthy relationships, equality, hope, and perseverance. To ensure that education in Oasis academies is marked by exploration of the great questions of life; what we care about at the highest level, and who we are and who we are becoming. To support the OCL CEO to develop, embed, and sustain an inclusive, collaborative, listening and relational culture across OCL and Oasis academies.
- **Local understanding** – To demonstrate leadership that prioritises the context and operational requirements of the local Oasis mission. To prioritise strategies that carefully balance local leadership and the advantages of scale. To be involved in the life of Oasis at a local community level, leading by example through practical engagement in Hubs and through deep local understanding.
- **Community transformation** – To ensure that Oasis academies work in close collaboration with the other functions within the Oasis family – particularly staff who lead children's/ youth/ community work through Oasis Community Partnerships, and staff who lead our extended/ secure/ residential education. To ensure that the support of the wider Oasis family is leveraged to achieve improved outcomes for children, young people, their families, and their wider community. To ensure that Oasis academies play their part as anchor institutions, building stronger communities for the long term.

Ensuring high-quality education

- **Keeping children safe** – To be responsible for ensuring that students in Oasis academies learn within a safe and healthy environment. To ensure that ambitious standards of behaviour encourage effective learning and the wellbeing/ social development of all students. To work with the Director of Safeguarding and Wellbeing and the National Directors of

Academies (Primary and Secondary) and the wider National Education Team to design, implement and monitor systems to ensure this approach is reflected in practice.

- **National Academy Improvement** – To drive the strategic educational plan – reviewing evidence, identifying priorities, and ensuring high standards. To ensure the strategy is responsive to the needs of academies and can support them to make rapid improvements in the quality of teaching and learning, and student attainment, progress, and attendance. To ensure that the National Directors of Academies (Primary and Secondary) and wider National Education Team have developed a clear academy improvement framework that is well understood and enacted throughout the organisation.
- **Change management and academy improvement** – To be accountable for academy improvement systems and any educational systems that are mandated nationally. To ensure that effective listening/ change management processes are built into this design, ensuring that any overarching systems are appropriate, led by local contextual need, and are impactful.
- **Educational practice** – To be proactive in understanding current local, national, and international policy, practice, and research in relation to schools working in challenging contexts and advise the OCL CEO, Board and Leadership Teams accordingly.
- **Monitoring and evaluating educational impact** – To ensure that academies and the wider education system has effective monitoring and evaluation strategies in place, that are aligned to clear intervention protocols, and that make a timely diagnosis of the complex and persistent problems and barriers that could limit the effectiveness of Oasis academies. To lead the Director of Monitoring and Standards to enact a framework that provides a clear view of overall OCL educational impact/ performance targets and academy-by-academy impact/ performance targets. To ensure the effectiveness of teaching and learning, school improvement, and self-evaluation protocols at each academy
- **Prioritising resources, setting priorities and monitoring implementation** – To work with the National Directors of Academies (Primary and Secondary) to establish a clear view of the core educational areas of the organisation/ specific academies that require most intensive support. To coordinate resources effectively, to monitor implementation/ impact, and to communicate progress to the OCL Board.
- **Communicating educational impact** – To work with the Director Monitoring and Standards and the National Directors of Academies (Primary and Secondary) to present a coherent and accurate account of both the OCL and individual academy performance in a form appropriate to a range of audiences.
- **Critical incident support** – To work with the Director of Safeguarding and Wellbeing to ensure an effective critical incident/ escalation system exists across Oasis Academies. To support National Directors of Academies (Primary and Secondary) and Regional Directors to manage major critical incidents. To escalate/ communicate key critical incidents/ areas of the risk to the OCL CEO and OCL Board as appropriate.

Educational design

- **Curriculum design** – To ensure that Oasis/ Oasis academies have an ambitious, broad, structured, and coherent curriculum that enacts the vision set out in the Oasis educational narrative and provides all students with the best possible chance of achieving their personal aspirations. To ensure that the curriculum is supported by effective curricular leadership and is delivered through high-quality teaching in all academies.
- **Educational support structure for Academies** – Working in collaboration with National Directors of Academies (Primary and Secondary) and the OCL CEO, to ensure that there is an appropriate organisational framework in place to support Academies. To consider implications such as the role of the Monitoring and Standards Team, the role of Regional Directors, the role of the National Lead Practitioners team, the annual team-around-the-academy planning process, the organisational/ staffing implications for implementing an expansive curriculum, and the best interface with support teams (Finance/ People Development/ Property and Estates etc).
- **Academy/ educational growth** – To work with the OCL CEO, the Group CEO and the wider OCL Leadership Team to consider new growth opportunities – new academies or strategic educational systems. To work with the OCL CEO and the national projects teams to oversee the development of any new academies.
- **Learning, development, and professional qualification opportunities** – To work in collaboration with the National Director of Learning and Development to ensure there are comprehensive learning and development pathways for educational

specialists. To provide guidance, induction and support to senior leaders where appropriate including advice on professional development programmes, for example, NPQH, and Masters qualifications. To support the National Director of Learning and Development in the creation of the National Institute of Teaching and to ensure training delivered through it is infused with the Oasis approach.

Communications, external engagement, and strategic leadership in the education sector

- **External communication/ stakeholders** – To build external partnerships with those in the wider educational sector. To work in collaboration with colleagues across the education sector and to promote the Oasis model of community transformation, the distinctive elements of Oasis education, and the Oasis ethos. Working in partnership with the Group CEO, Founder, OCL CEO and wider OCL leadership team to build profile and develop positive communication with the media.
- **OCL/ Oasis profile and reputation** – To work with the CEO to maintain the profile of Oasis and OCL with government so that the strengths of the organisation are understood and made available for scrutiny at the highest level. To work in partnership with the OCL CEO, Oasis Group CEO and Founder to represent Oasis and OCL at international, national, and local events and meetings across education systems and to engage in meaningful collaboration with other multi-academy trusts. To evidence and communicate the distinctive nature of our educational and community transformation model.
- **Engagement with Professional Associations** – To chair a OCL Joint Consultation group, comprising academy, and local professional association representatives.

Education team leadership

- **People-centred leadership** – To model an approach to leadership that emphasises the role of the CEdO as a servant of the organisation. To ensure that leadership is grounded in self-awareness, a sense of self, empathy, the capacity to listen well, foresight and the commitment to develop people and community. To build a culture that is empowering, collaborative, supportive, and accountable.
- **Leading the education team** – To provide leadership, and to challenge and support the OCL National Education Team. To coach, mentor, line manage and develop senior members of the National Education Team to achieve their goals.
- **Inclusive approaches** – To work with colleagues leading safeguarding, mental health, and those designing models of inclusive practice, to ensure that Oasis academies have an integrated, bespoke, and relational approach to inclusion. To ensure that these approaches are integrated with/ learning from/ maximising other models of provision that are being designed around the Oasis family (i.e., through Oasis Restore, children's/ youth/ families' team).
- **Culture of listening** – To ensure effective listening/ collaboration with all members of the wider education team, including Principals, National Lead Practitioners, wider academy staff, in order to inform quality strategic decision making.
- **Educational recruitment** – To be directly involved in key areas of educational recruitment including appointing Principals, Regional Directors, National Directors of Academy (primary and secondary) etc.

Board accountability, and engagement with regulators

- **Accountability to the OCL Board** – To communicate educational vision, design, implementation, and impact (at an OCL level and academy-by-academy) to the OCL Board. To promote a culture of accountability within the education team that is recognised and accepted as an essential element of improvement at all levels and across all aspects OCL's work.
- **External regulation** – To work alongside the OCL CEO to be a key point of contact with Ofsted during inspections, to hold strategic relationships with the DfE/ ESFA at national and regional level. To understand the role of relevant regulatory bodies and ensure OCL and its academies respond to their requirements as appropriate.
- **Local accountability** – To hold the education team accountable for ensuring that Oasis Academies listen to, are supported by, and are accountable to parents and local community members through mechanisms such as Oasis Hub Councils, and parental surveys.

PERSON SPECIFICATION

OCL Chief Education Officer

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • That you are educated to degree level or equivalent. • Professional teaching qualification. • Evidence of recent commitment to your own professional development. • Safeguarding Level 3. 	<ul style="list-style-type: none"> • Additional and relevant post-graduate qualifications. • National Lead of Education • Accredited as an Inspector in Ofsted
Core Competencies	<p>Ethos/ personal formation</p> <ul style="list-style-type: none"> • Commitment to/ openness to continually learn about the values and behaviours which flow from the Oasis ethos and 9 Habits. <p>Courageous and committed leadership</p> <ul style="list-style-type: none"> • Decision making that is deeply rooted in personal narrative/ ethos/ spirituality, as well as the values of the organisation. • Creative and innovative. • Highly motivated, dynamic, and supportive of others. • The ability to inspire and challenge others, acting as a role model. • The ability to delegate effectively. • Courageous leadership that recognises your own limits, prejudices, and biases, and shows cultural sensitivity. • The ability to remain calm under pressure, reflecting before making important decisions. • Long-term and hopeful perseverance. • Quality-focussed, hard-working, and high-performing. <p>Collaborative leadership</p> <ul style="list-style-type: none"> • High levels of emotional intelligence, self-awareness, and humility. • Disposition to learn and to being teachable. • People-oriented and generous. • Flexibility, openness, and commitment to collaborative leadership. • The ability to hold ambiguity well and to work flexibly within complex structures. • The ability to secure healthy effective working relationships where successes and weaknesses are identified, and problems solved. <p>Safeguarding</p> <ul style="list-style-type: none"> • Commitment to/ strategic understanding of safeguarding and promoting the welfare of children, young people, and vulnerable adults. • Deep commitment to the wellbeing of all staff and volunteers across the organisation. • Willingness to undergo appropriate checks, including enhanced DBS checks. 	
Job knowledge, skills and experience	<p>Educational leadership</p> <ul style="list-style-type: none"> • Experienced, qualified, outstanding leader who has experience of leading educational vision across an educational organisation. • Demonstrable experience of securing rapid and sustained improvement as a school leader and taking a school/s or Academy/ies to at least Good or Outstanding. • Experience of sustaining successful senior leadership posts in more than one school or academy. • Successful recent experience of school leadership or as a member of an LA/ regional/ national school improvement team. 	<ul style="list-style-type: none"> • External communication skills – including public speaking and media engagement. • Significant experience of working effectively with a board of trustees. • Significant understanding of the implications of

	<ul style="list-style-type: none"> • Recent experience of leading and managing educational initiatives at school, LA, or regional/ national level. • Innovation in areas such as SEND, mental health, trauma informed practice, community education, vocational education. • Ability to interpret complex quantitative and qualitative data and use this analysis to inform planning, support and challenge. • Demonstrable experience of raising and sustaining standards in schools. • Understanding and experience of system leadership. • Ability to develop processes that encourage the sharing of best practice. • Deep understanding of educational/ academy regulatory frameworks and the legislative requirements covering all fields of Oasis' educational activity. <p>Enacting educational vision/ strategic thinking</p> <ul style="list-style-type: none"> • The ability to articulate and communicate a compelling sense of ambition, vision and aspiration at every level of the organisation, steering the educational function of Oasis, collaborating with other parts of the Oasis family, and taking people with you. • The ability to communicate a distinctive, broad, inclusive, and high-quality educational vision. • Experience of leading and managing educational innovation and change. • Significant senior-level experience in effective strategic and operational planning and implementation. Experience of driving and evaluating performance and facilitating delivery to meet objectives and strategic aims. • Experience of systems leadership within education that bring about impactful improvements to student experience/ outcomes. • Deep understanding of the issues and advances in wider educational sector/ environment. • A vision to ensure all stakeholders feel included, listened to, and empowered to bring about change themselves. <p>People leadership</p> <ul style="list-style-type: none"> • Proven experience of building a positive team culture. • The ability to motivate and lead staff, reflecting the ethos of the organisation, across a wide group of staff. • Experience of recruiting senior educational leaders. • Evidence of people-centred leadership – taking a high-level strategic view and hands on approach as required. • Proven commitment to empowering/ ground-up leadership. • The ability to work strategically and collaboratively, to lead and manage change, and to direct and co-ordinate the work of others. • Proven ability to challenge the status quo, questioning assumptions and encouraging staff to express views. <p>Operational leadership</p> <ul style="list-style-type: none"> • Experience of effectively managing/ holding accountability for large budgets/ public funds. • Experience of monitoring, evaluating, and improving the quality of education provision. <p>Communication</p> <ul style="list-style-type: none"> • The ability to communicate in an inspiring and effective manner across a wide range of internal and external stakeholder groups. • The ability to communicate vision and mission effectively across wide ranging groups of stakeholders. 	<p>governance in an educational context.</p> <ul style="list-style-type: none"> • Understanding of the implications of leading a national and local organisation.
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