



**Chief Education Officer
and Deputy CEO**

**Oasis Community
Learning**

Appointment Brief

Reference: SASAHC2
May 2024

**Exceptional
education at
the heart of
community**

Saxton Bampfylde



Welcome

Thank you for your interest in becoming the Chief Education Officer & Deputy CEO of Oasis Community Learning.

As Chair of the OCL Board of Trustees, I am delighted to introduce you to this unique opportunity to become a key leader in one of the UK's largest and most innovative education organisations. Within this brochure, you will find more about Oasis, our vision for education, and details about this new and exciting role within the Oasis family.

Oasis was founded nearly 40 years ago, and it is has grown into an incredible team of highly talented and committed people working to build stronger communities. Together, Oasis provide housing, education, healthcare, secure education, children's and youth work, family support, as well as countless other community-building initiatives around the country, recognising that healthy relationships, a sense of belonging, and holistic support are crucial to individual and community flourishing.

Education has always been at the heart of our work. This is why, in 2004, we established Oasis Community Learning – the innovative part of the Oasis family that is now responsible for delivering exceptional education through our 54 academies.

Our vision is that every young person in our academies reaches their God-given potential, no matter their starting point, and leaves us with a fulfilling and hopeful future ahead of them.

As CEo , you will be joining OCL at a critical time in our development, as we continue to improve educational outcomes for our students and seek to push the boundaries of what it means to be an inclusive organisation in 21st Century Britain – delivering education that is marked by:

- inclusivity, breadth, and quality opportunities
- character, formation, and virtues
- a restorative and loving approach
- a holistic and community-centred outlook

We are searching for a candidate who has a vision for exceptional and inclusive education, delivering the very best for our students and their local communities. Someone who is passionate and able to bring about innovation, who can drive educational improvement across a complex organisation, who can inspire others, and who will champion and fully embrace the Christ-centred ethos of Oasis, leading with authenticity.

There remains much to do to realise our vision, but we are motivated by the challenge and opportunity that lies ahead of us. We hope you will be inspired to join us on this exciting journey and look forward to receiving your application.

Kind regards

Caroline Taylor

Caroline Taylor OBE
Chair of the Board
Oasis Community Learning



Who are we?

The Oasis vision is for community – a place where everyone is included, making a contribution, and reaching their God-given potential.

About Oasis

Oasis works nationally and in local neighbourhoods to build stronger communities. For almost 40 years we have pioneered housing, education, youth, health, church and community work that has promoted inclusion, built opportunity, and created social change.

Currently, in the UK, we work alongside people in 40 neighbourhoods. We believe that a better world is possible, using imaginative and innovative approaches that put their trust in people and families who know their communities better than anyone. We encourage friendship, a sense of belonging, and community cohesion. We work together to tackle poverty, exclusion, and the other barriers that hold back too many families and communities. We do this by being rooted in local neighbourhoods and putting our belief into practice – running schools, housing projects, community hubs, family support services, and youth work. Oasis is made up of thousands of people – children and young people, families, adults, students, our staff and volunteers – working together to build stronger communities.

Oasis is also pioneering new approaches where current systems are failing and excluding people and communities. We are developing new therapeutic ways to reduce youth violence, homelessness, human trafficking, and to tackle school exclusion. In 2024 we will open England's first 'secure school', Oasis Restore, turning around the lives of children in the youth justice system.

About our local neighbourhood model

In local neighbourhoods we work through 'Oasis Hubs' which provide wide ranging and integrated services, shaped and led by local people and

local contexts, and designed to meet the breadth of human need. As well as schools and some churches, we run everything from debt advice to job clubs, football teams, social supermarkets, counselling services, community drop-ins, youth clubs and much more. We aim to work in an integrated and holistic way. We do this because we have learnt that separate, non-integrated "solutions" often fail to achieve lasting change. High quality, trauma-informed care and an aspirational education offer are critical elements of our multi-disciplinary work that serves over 60,000 children, young adults and their families.



About our ethos

The Christ-centred Oasis ethos is driven by the passionate belief that each human being is uniquely valuable and of equal importance. We all have something to bring, and we all need each other. We call the 'O' in Oasis our 'Circle of Inclusion'. Everyone matters. Everyone belongs. And because we're committed to inclusion, we're committed to ending inequality, injustice, and exclusion wherever and however we can.

Our ethos is a part of everything we do. Our five ethos values are:

- 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 perseverance to keep going for the long haul

We are therefore looking for a candidate who not only shares our vision but will champion, demonstrate, and fully embrace our Christ-centred ethos.

About our academies

High quality education is a critical element of our local neighbourhood model, and over the past nineteen years our Multi-Academy Trust, Oasis Community Learning, has become one of the largest in the UK, with 54 primary, secondary and all-through schools serving over 30,000 children and their families. Three quarters of our schools are located within the bottom quartile of UK deprivation. Initially around 30% of the schools that we took responsibility for were Ofsted 'Good or Outstanding' – the figure is now 87%. We are continuing to narrow the disadvantage gap for our students, and OCL 'disadvantaged students' outperform disadvantaged students nationally.

Oasis Academies combine excellent teaching and learning with the development of great character (through our 9 Habits character programme) and a focus on community engagement. We know that great schools are only sustained within great communities. To tackle the root causes of disadvantage we seek to ensure that school improvement and community development go hand in hand.



Our Vision For Education

Our 'Oasis narrative for inclusive education' is provided alongside this recruitment pack. It's our mission statement for the distinctive nature of our educational approach.

As Chief Education Officer for OCL, you will be joining us at an exciting phase in the development of this mission. You will lead our educational work forward as we:

- Embed an innovative curriculum across our academies – closing the disadvantage gap and driving sustained improvement as we focus on character, competence, and community
 - Lead the development of cutting-edge, inclusive, and therapeutically informed support for students through our mental health programmes and the Oasis Way for Inclusive Practice
 - Ensure all students and families have access to world class technology through Oasis Horizons



Curriculum

The Oasis Curriculum is the heart of our academies' educational provision. Through this and through our commitment to an exceptional climate for learning and great pedagogy, we make great learning the foundation of every lesson. We have therefore spent years working with our National Lead Practitioners and experts within Oasis to design our Oasis Curriculum to meet the needs of all, striving for personal as well as academic and vocational excellence. There are three golden threads that run through the Oasis Curriculum: character, competence and community. We know that the development of character does not happen by chance but by purpose and intention: it is therefore an explicit part of our curriculum. We work hard at preparing our students to be the best version of themselves, today and in their futures. We want each and every one of our young people to be competent in their development and learning. Our students will have the skills, knowledge and expertise to choose their life pathway.

The Oasis Way for Inclusive Practice

The Oasis Way is a framework for transformational inclusion at the heart of the community. It details our approach to Behaviour and Pastoral Care, Special Educational Needs and Disabilities, and Personal Development. It provides the blueprint for all academies to design a localised Academy Way, rooted in a trauma informed, relational and restorative approach ensuring that the needs of all community members are met and they are able to fulfil their full potential.

National Institute of Teaching (NlOT)

The National Institute of Teaching is run by the School-Led Development Trust. Oasis Community Learning is a Founding Partner of the National Institute of Teaching along with The Harris Federation, Outwood Grange Academies Trust, and Star Academies. Together, we are committed to transforming teacher development and the impact it has on school improvement. The NIoT provides recruitment avenues into our schools, consistency in teaching and leadership approaches and ensures alignment to DfE frameworks.

Oasis Horizons

With Oasis Horizons, every student who joins the Oasis family receives their very own iPad for the duration of their time with us. We want to give our young people equality in their opportunity for learning, therefore the iPad is theirs to use at school and at home. Filled with educational apps, the iPad is used in lessons for exploration of learning, class quizzes and teamwork projects. It is a fantastic teaching tool for our staff to keep on top of new resources, student understanding and preparing our students for a future working with digital technologies. Teaching staff are supported with full training and regular CPD to make the most out of their iPad in lessons, with marking, and work-life management.

**We make
great
learning the
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Role Overview





The Chief Education Officer & Deputy CEO is a new role within the Oasis family and presents an exciting opportunity to shape educational vision and delivery within one of the UK’s most innovative educational organisations. You will bring leadership, strategic insight, and a visionary approach to the task of delivering high-quality and inclusive education in communities around the country.

As part of your role, you will have opportunity to work with and alongside experts from other disciplines within the Oasis family – leaders of children’s/ youth/ community work, secure education, housing and homelessness, anti-human trafficking and much else – to further develop our joined-up Oasis model of support and care. You will also have opportunity to learn from and collaborate with other innovative projects across the Oasis family such as the development of Oasis Restore, the UK’s first Secure School, which will open in 2024.

The OCL CE&D will report to the CEO and 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

We are looking for a leader who is:

-  **Vision-led** – who will work collaboratively with the CEO and leaders across the organisation to further develop and inspire others with a cutting-edge, inclusive, and broad approach to education that is relevant to the experience of children and young people in 21st Century Britain.
-  **Innovative** – who will drive innovation and will lead a joined-up approach to the distinctive nature of Oasis education, bringing further leadership, insight, and experience to our work around mental health, trauma informed and therapeutic practice, inclusive practice, SEND support, community connection, vocational education, and much more.
-  **Strategic** – who will support and challenge educational leaders across the organisation, ensuring that our broad vision translates into high-quality performance and culture; enabling our academies to make timely and sustainable improvement and supporting children and young people to thrive and reach their potential.
-  **Ethos-led** – who will grow our inclusive culture, will have a passion to build our educational practice from the Oasis identity and ethos, and will look to harness the expertise within the wider Oasis family including in secure education, housing/ homelessness, children’s/ youth/ community work and much more.

Equality, Diversity, and Inclusion

As an organisation, we are committed to consciously tackling systemic racism in our systems and structures because we are dedicated to creating an inclusive workforce. We recognise that our leadership is strengthened by the knowledge, experience, and insights that people from a wide range of backgrounds bring, and that we can always improve and should be accountable for this. We encourage applicants from underrepresented groups to apply for this role and as such expect all applicants to show a highly attuned and demonstrable commitment to, and leadership of, equality and diversity.

Key Responsibilities

As Chief Education Officer & Deputy CEO, the key responsibilities for which you will be accountable are:

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 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.

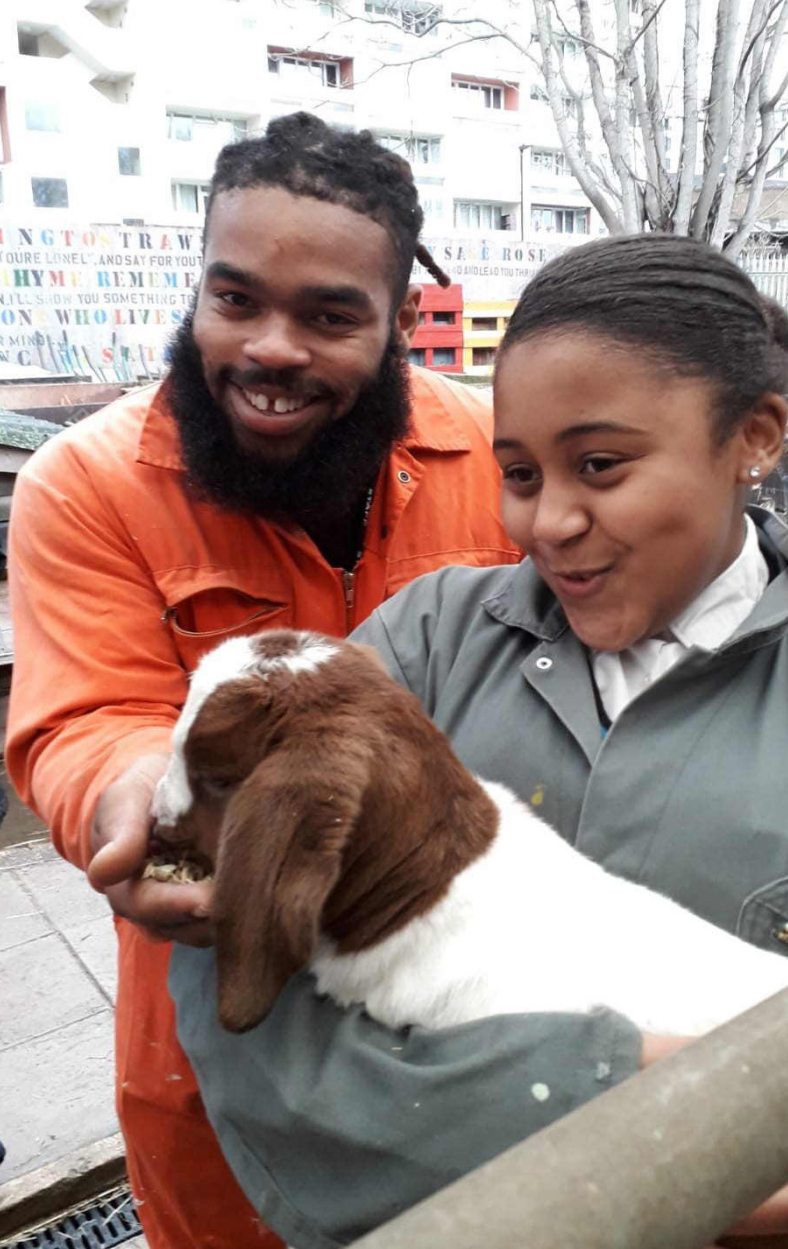
To ensure that education in Oasis academies is marked by exploration of the great questions of life; what we care about at the highest level, and who we are and who we are becoming. To support the OCL CEO to develop, embed, and sustain an inclusive, collaborative, listening and relational culture across 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 youth and 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.





- **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.
- **Impact** – To work with the Director Monitoring and Evaluation 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

- **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 Evaluation 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
- **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 Evaluation Team, the role of Regional Directors, the role of the Strategy & Innovation 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 CEo 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.



Competencies and skills

We are looking for a leader with the following skills, competencies, and experience.

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.	<ul style="list-style-type: none">• Additional and relevant post-graduate qualifications.• National Lead of Education• Accredited as an Inspector in Ofsted• Safeguarding Level 3.
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.	



Essential		Desirable	
Core competencies	Collaborative leadership		
	<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.		
	Safeguarding		
	<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.		

Essential		Desirable	
Job knowledge, skills and experience	Educational leadership		
	<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.• 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.		
		<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 governance in an educational context.• Understanding of the implications of leading a national and local organisation.	

	Essential	Desirable
Job knowledge, skills and experience	<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. 	

How To Apply

Saxton Bampfylde Ltd is acting as an employment agency advisor to Oasis Community Learning on this appointment.

Candidates should apply for this role through our website at www.saxbam.com/appointments using code **SASAHC2**.

Click on the ‘apply’ button and follow the instructions to upload a CV and cover letter and complete the online equal opportunities monitoring form. The equal opportunities monitoring online form will not be shared with anyone involved in assessing your application.

The closing date for applications is noon on **12th June 2024**.



Equal Opportunities

Equality, diversity, and inclusion are at the heart of Oasis. We have a passion to include everyone and a deep desire to treat everyone equally – staff, students and community members alike. We accept others for who they are and respect differences.

Safeguarding

Oasis is wholly committed to ensuring that all children and adults at risk who engage with Oasis activities across the Oasis group and through its subsidiaries (Oasis Community Learning, Oasis Community Partnerships, Oasis Community Housing, and STOP THE TRAFFIK), are cared for in a safe and secure environment and that comprehensive safeguarding arrangements and systems are in place.

Oasis meets statutory requirements in relation to Disclosure & Barring Service – all staff and volunteers who work with Oasis who meet the 'regulated activity test' (Freedom of Information Act 2012) are required to undergo an enhanced DBS check prior to employment.

GDPR personal data notice

According to GDPR guidelines, we are only able to process your Sensitive Personal Data (racial or ethnic origin, political opinions, religious or philosophical beliefs, trade union membership, genetic data, biometric data, health, sex life, or sexual orientation) with your express consent. You will be asked to complete a consent form when you apply and please do not include any Sensitive Personal Data within your CV (although this can be included in your covering letter if you wish to do so), remembering also not to include contact details for referees without their prior agreement.



www.oasiscommunitylearning.org

T: 0207 921 4200

For updates on our academies follow us on:

✕ @OasisAcademies

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Saxton Bampfylde