



# Job Description

<b>POST:</b>	<b>SENDCo and Head of Inclusion</b>
<b>TEAM:</b>	Oasis Restore
<b>RESPONSIBLE TO:</b>	Director of Learning and Enrichment
<b>RESPONSIBLE FOR:</b>	Inclusion Team
<b>SALARY:</b>	(RLG 15) £62,561 to (RLG 19) £69,022 + Teachers Pensions Scheme (TPS)
<b>LOCATION:</b>	Until the residential home is ready, the post holder will benefit from hybrid working between home and the Oasis London offices (near Waterloo train station) with some visits to the secure school location – Thereafter, the role will be located at the Oasis Restore secure residential home in Rochester, Medway, Kent
<b>WORKING PATTERN:</b>	Full time
<b>DISCLOSURE LEVEL:</b>	Enhanced

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## About Oasis Restore

Oasis Restore is the country's first secure school that is a proof-of-concept policy initiative funded by the Ministry of Justice (MoJ) and the Youth Custody Service. Oasis Restore's mission is to transform the life chances of children aged 12-18 years in the criminal justice system through delivering psychologically informed, integrated practice that centres on trusted, safe relationships between staff and children. Oasis Restore is a learning community that embeds hope, stability, and opportunity for children beyond the secure school.

## Job Purpose

To lead the provision for children with Special Educational Needs, disabilities, or any additional needs. To develop and champion approaches that ensure all children can access and participate in every part of school and home life, to integrate into the Oasis Restore Community. To work on the leadership team with colleagues including the Head of Safeguarding and Transitions and the NHS service lead in developing effective, integrated plans that bring about high standards of education, behaviour, and attitudes to learning as well as successful transitions into, and out of Oasis Restore. To set up and implement psychologically informed and child centred approaches and interventions that enable the development of trusting positive relationships which acknowledge and accommodate the children's needs and developmental process.

We recognise this role is unique and does not exist as such within the youth justice sectors. From our experience of building new organisations from scratch – and of developing schools – we have learnt that we need to be agile and respond to learning and development of our structures. We welcome and expect on-going dialogue with the successful candidate to refine and develop the detail of these responsibilities to ensure it reflects the needs and demands of the post. Therefore, the following list of responsibilities is not exhaustive.

## Specific Responsibilities

### Leadership

- Provide exceptional, values-based leadership and professional supervision for staff within the Inclusion team, to aid their development, learning and understanding of their role and our educational approach, as well as Oasis ethos and values leading to positive outcomes for our children
- Manage, through our ethos, any staffing matters according to Oasis Restore HR policies
- Act as a positive role model, using effective communication; to lead with wisdom and clarity
- Lead and be part of the Inclusion team, delegating tasks appropriate to others' abilities, roles, and development needs.
- Nurture and care for the staff through good working practices and activities such as leading and enabling reflective practice, supervision and line management based on the Oasis values
- Provide staff with the means to enjoy their work and undertake it creatively and effectively
- Coordinate effectively across all aspects of Restore to remove potential barriers to success.
- As part of the leadership team, promote a culture of curiosity, excellent support, safeguarding standards and inter-disciplinary practice
- Develop the Oasis Restore SEND and Inclusion Policy in line with current national guidance and, Oasis policy and guidance and, in partnership with the Senior Leadership Team
- Liaise effectively with all stakeholders including parents, Youth Offending Teams, previous schools, Local Authorities SEND Teams, business, education, and community partners
- Hold staff to account for the delivery of highly effective individual education plans and the integration of children with any additional needs
- Deputise for the Director of Learning and Enrichment as needed by taking on day to day responsibilities and contributing strategically to the design of the curriculum, enrichment programme and its ongoing delivery

### SEND and Inclusion Policy and Guidance

- Develop and oversee the strategic direction of SEND and Inclusion policy and provision at Restore, advising the Director of Learning and Enrichment on the effective allocation of human and material resources for SEND and Inclusion, including the provision for children holding EHCPs and those with emerging and additional needs.
- Ensure compliance with the Equality Act 2010 regulations, relating to the requirements of the National Curriculum and Code of Practice, responsible for updating Restore's Single Equality Scheme.

## Identification, Assessment and Review

- Oversee the initial collection of information related to each child's development and attainment through co-ordinating the baseline testing processes on arrival at Oasis Restore
- Develop, implement, and evaluate systems for identifying, assessing, and reviewing children's SEND in line with Oasis Restore SEND policy. Carry out assessments, identifying needs and monitoring progress and ensure that the SEN register is accurate and up to date
- Lead the co-production and participate in the development, implementation, and monitoring of the individual plans. Ensure needs are recognised and met, maintaining awareness of the impact of previous experience of loss, trauma, and adversity within each individual case.
- Co-ordinate, and where appropriate carry out, more detailed observation and assessment, including gathering the views of staff, parents, and the child
- Co-ordinate and work with the Lead Teachers and any specialist NHS commissioned educational support staff to embed strategies to enable students' individual plans, to promote successful engagement in their own learning
- Advocate the use of research to inform practice and champion evidence based pedagogical approaches to children who have SEND or additional learning needs including English as an Additional Language (EAL)
- Be responsible for the delivery of highly effective integrated education plans for all students
- Initiate the process to develop individual educational plans in collaboration with the multi-disciplinary team, parents/carers and the child
- Work with the Director of Learning and Enrichment to oversee the implementation and review of the individual education plans, alongside the quality of teaching delivered across the school
- Promote partnership working between both the school and residential staff and the parents/carers of students with any additional needs
- Make referrals and liaise with SENCOs and Inclusion leads from previous schools, Youth Agencies, home authorities and Oasis Community Learning to share expertise, to encourage the dissemination of good practice and to develop complementary provision between schools
- Liaise with the Lead Teachers to ensure that appropriate qualification pathways are available for all students with additional needs and support them with these arrangements as required
- Ensure that applications for and access arrangements in external exams are made for SEND students and that provisions are available and accessible for any additional requirements such as dictionaries are available for EAL children, in conjunction with the Examinations Officer.

## Operation of SEND and Inclusion Policy

- Analyse school, local and national data and develop appropriate strategies and interventions for children with special educational and any additional needs
- Manage and advise on the school budget and resources for SEND provision, ensuring that EHCPs are implemented and updated where needed, in line with the Identification, Assessment and Review procedure
- Ensure that staff are aware of the recommendations of children with existing EHCPs, and plan their provision accordingly
- Co-ordinate, monitor and review the effectiveness of the individual education plans and the impact of the work of the staff delivering them
- Monitor all staff at Restore with the assessment of SEND Children's Progress in line with the Assess, Plan, Do review cycle
- Champion effective use of formulation – understanding children's stories and histories to determine their exposure to trauma, childhood adversity and risk – to identify protective factors that will inform their learning journeys
- Maintain an effective partnership with parents/carers, Local Authorities, and other key partners to support students' progress
- Attend and represent Oasis Restore at multi agency meetings in conjunction with other key leaders

- Devise and implement internal structures to enable ease of information sharing to support emerging needs of students across the home and school
- Develop and champion strategies that promote the inclusion of all children through school and home wide approaches

## Staff Care and Development

- Contribute to and engage with recruitment process under safer recruitment regulations, including shortlisting for interviews, planning of selection activities and membership of the selection panels.
- Maintain your own personal and professional development, in line with the culture described in the Restore Framework, in which staff look after their own and each other's emotional and physical wellbeing
- Ensure that all staff are competent and confident in implementing the Code of Practice for special educational needs, and in the way information about children's needs and views are recorded and shared
- Be proactive in promoting the welfare of the team, recognising and praising good work, offering support and feedback at times of challenge
- Manage according to our values and policies all pertinent staffing matters including but not limited to absence, capability & disciplinary matters and grievances
- Along with the senior leadership team, foster the therapeutic philosophy of the school and home
- Develop and implement a cutting-edge continuous professional development programme for all staff who support students' learning
- Be a role model to staff, engaging with reflective supervision and practice in an acknowledgement of the impact of the work and the value of understanding what this means.

## Safeguarding and Compliance

- Oasis 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 an enhanced DBS check.
- You will need to take an active role in ensuring that we are meeting our safeguarding and Keep Children Safe in Education statutory obligations through attending regular training and following the principles learned at all times.
- You will monitor and maintain good practice in accordance with the Children's Homes Regulations 2015, the Children Act 1989, Ofsted, the RCPCH Healthcare Standards for Children and Young People in Secure Settings (CQC), Oasis Restore ethos and values and other relevant legislation.
- You would support the Registered Manager in the implementation of the statutory responsibilities in meeting the safeguarding requirements outlines in the Statement of Purpose.

## Other

- 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.

## Signed

Employee		Line Manager	
Print Name		Print Name	
Date		Date	

## Person Specification

### Our Purpose

Oasis 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.

	Criteria (Essential and Desirable)	How it will be assessed
Values and Ethos	<ul style="list-style-type: none"> <li>• An enthusiasm for demonstrating commitment to the values and behaviours which flow from the Oasis ethos</li> <li>• A belief that providing the best care for children depends on the foundation of building deep and trusting relationships and the integrity to be true to your word, principled, respectful, and self-aware</li> <li>• Be willing to show curiosity which creates the ability for others to explore and discover the world around them and themselves. Persevere to remain open, knowing our goals are worth the effort</li> <li>• Value everyone around you, with a reflectiveness and readiness to learn from experience and from those around you</li> <li>• Ability to build relationships, maintain boundaries and create a culture of belonging and supporting one another to be the best we can be</li> <li>• An interpersonal style that is direct, diplomatic, and compassionate, willing to change in response to interactions, reflective, engaging, honest, trustworthy, culturally competent and sensitive. Understands the importance of cohesion, diversity, and inclusion for a team to be effective and transformative</li> <li>• Willingness to have honest conversations and to make sometimes difficult decisions</li> </ul>	A, I
Competencies	<ul style="list-style-type: none"> <li>• Excellent leadership, able to inspire their immediate team and motivate other teachers and staff, model good practice, and develop a whole school commitment to supporting children with SEND and any additional needs.</li> <li>• Ability to offer containment to children and staff and to respond calmly and creatively to challenges as they arise</li> </ul>	A, I, AC

	Criteria (Essential and Desirable)	How it will be assessed
	<ul style="list-style-type: none"> <li>• Ability to influence school strategy and policy, secure sufficient internal resources, and secure the necessary support from external agencies</li> <li>• Curiosity and flexibility are a must; no two days are the same and you will be required to recognise when something is not working and be able to alter your approach accordingly.</li> <li>• Motivation to work with and ability to form and maintain appropriate relationships and personal boundaries with children and young people.</li> <li>• Emotional resilience, empathy, and authority in working with challenging behaviours and attitudes, modelling non-violent ways of communicating to maintain a safe environment for self and others.</li> <li>• Analytical and problem-solving skills necessary for analysing school, local and national data and developing appropriate strategies and interventions.</li> </ul>	
Qualifications	<ul style="list-style-type: none"> <li>• Qualified teacher status (QTS) or recognised equivalent.</li> <li>• National Award for Special Educational Needs Co-ordinator or a commitment to complete within 3 years of taking up the post.</li> <li>• Other recognised SEND or inclusion qualification (desirable)</li> </ul>	A
Experience, Skills, and Knowledge	<ul style="list-style-type: none"> <li>• Demonstrate a comprehensive knowledge of working with children who are neurodiverse and/or have additional or special education needs, knowing how to develop effective learning strategies to support students and colleagues to ensure the best outcomes for all</li> <li>• Experience of education within a multicultural and multifaith community (desirable)</li> <li>• Proven track record of designing and implementing trauma informed education provision making the curriculum accessible to all learners</li> <li>• Impactful track record of implementing metacognitive strategies to make the curriculum more accessible to students</li> <li>• Successful track record of supporting staff to create bespoke resources to remove barriers to learning</li> <li>• Experience of working in a multi-agency group to initiate and plan the transition of support into another setting (desirable)</li> <li>• Experience of writing annual EHCP reviews (desirable)</li> <li>• Successful track record of using data to improve outcomes for children</li> <li>• Evidence of successfully developing CPD (desirable)</li> <li>• Experience overseeing or completing specialist referral forms or key information sharing within a multi-agency team (desirable)</li> <li>• Successful liaison with local authority to develop EHCPs (desirable)</li> </ul>	A, I, UT

	Criteria (Essential and Desirable)	How it will be assessed
	<ul style="list-style-type: none"> <li>• Successful experience working collaboratively with teaching staff to implement, assess and review individual student plans</li> <li>• Knowledge of the local offer of local authorities to coordinate ongoing support (desirable).</li> </ul>	

\*A= Application form

I= Panel interview

AC= Assessment Centre

UT= Unseen task, Mini Teach, Presentation