



Job Description

POST:	Head of Vocational Pathways
TEAM:	Oasis Restore
RESPONSIBLE TO:	Director of Learning and Enrichment
RESPONSIBLE FOR:	Teachers and support staff that form the vocational team
SALARY:	(RLG 1) £44,305 to (RLG 5) £48,895 + Teachers Pensions Scheme (TPS)
LOCATION:	Until the building work on the school is complete, the post holder will benefit from hybrid working between home and the Oasis London offices with some visits to the secure school location – Thereafter, the role will be located at the Oasis Restore secure school in Rochester, Medway, Kent.
WORKING PATTERN:	Full time
DISCLOSURE LEVEL:	Enhanced

About Oasis Restore

Oasis Restore is the country's first secure school, 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 pioneer, devise and deliver a varied, impactful, and tailored vocational curriculum offer, that is psychologically informed and develops the needs of children to successfully prepare them for individual pathways outside of Oasis Restore (i.e., apprenticeship, training, employment, higher education, or a continued programme of learning in the adult estate) under the strategic leadership of the Director of Learning and Enrichment.

To be responsible for the high-quality delivery of the vocational pathways in consultation with the Director of Learning and Enrichment and in partnership with teachers, students, and parents/carers.

To work alongside the SENDCo and Head of Inclusion and NHS commissioned multidisciplinary team to ensure the best outcomes for our children.

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 and the needs and demands of the post. Therefore, the following is not exhaustive.

Specific Responsibilities

Leadership and Management

- Provide exceptional, values-based leadership and professional supervision for all staff within your team, to aid their development, learning and understanding of their role, our educational approach as well as the Oasis ethos and values, resulting in positive outcomes for our children
- Act as a positive role model, using effective communication; to lead with wisdom and clarity
- Lead and be part of the 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 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
- Work collaboratively with staff across Oasis Restore to remove potential barriers to the successful engagement of children
- Promote a culture of curiosity; the acceptance that we will get things wrong and the confidence to explore ways of improving by providing excellent support and inter-disciplinary practice
- Pioneer the development of a vocational curriculum for children in custody in collaboration with the vocational team, and the Director of Learning and Enrichment
- Liaise effectively with all stakeholders including awarding bodies, the multi-disciplinary team, community partners, and parents.
- Develop external partnerships relevant to the broad and varied vocational pathways available at Oasis Restore to enable ongoing progress on the transition out of Oasis Restore
- Coordinate and deliver highly effective team meetings, ongoing training opportunities and development for both specialist and non-specialist staff.
- Work with the Director of Learning and Enrichment to build, lead and empower a collaborative teaching team through the recruitment process, induction, and ongoing training.
- Hold staff to account for the intentional and impactful delivery of the vocational curriculum through rigorous quality assurance practices
- Manage, through our ethos, any staffing matters according to Oasis Restore HR policies

Curriculum Design

- In liaison with the Director of Learning and Enrichment design a vocational curriculum that provides opportunities for recognition, and challenge whilst supporting individual student needs to enable them to progress to employment, education, or training.
- Work in collaboration with the SENDCo and Head of Inclusion, Speech and Language Therapist, Educational Psychologist, and other professionals to ensure outstanding teaching and learning that supports student progress.
- Collaborate with staff across the multi-disciplinary team to implement appropriate interventions to support students in reaching their potential.

- Implement high-quality and targeted teaching and learning practices, that is underpinned by metacognitive pedagogies.
- Be responsible for vocational qualifications, including methods of assessment.
- Devise, implement and lead processes for internal verification and moderation, as well as external assessment of the vocational qualifications, to ensure consistency, quality and reliability.
- Champion effective use of formulation, which includes 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.
- Take responsibility for creating and developing relationships with community partners, wider education providers and businesses to develop opportunities for students in line with their learning pathways.

Assessment and Standards

- Champion evidence based pedagogical approaches to children who have SEND or additional learning needs including English as an Additional Language (EAL).
- Monitor the quality of teaching and students' learning through the analysis of individual student data, observation of teaching, work scrutiny, and student interviews, in collaboration with the leadership team.
- Develop in collaboration with other team leaders and the Director of Learning and Enrichment, consistent and continuous systems to collect high-quality data to track, monitor, and evaluate student progress.
- Ensure that staff, students, and parents/carers understand how prior attainment and baseline data is used to set academic targets for the students, and how this used to set individual academic targets.
- Support staff to regularly evaluate and communicate student progress.
- Take responsibility for the upskilling of staff to effectively facilitate the continued learning of students in school or the home environment.
- Ensure that all classroom provision and learning plans are differentiated according to student risk assessments and the information is reviewed regularly.

Staff Care and Development

- Contribute to the recruitment process under Safer Recruitment regulations, including shortlisting for interviews, planning of selection activities and forming a part of the selection panels.
- Maintain your own personal and professional development, in line with the culture described in the Oasis Restore Framework, in which staff look after their own and each other's emotional and physical wellbeing.
- Support the SENDCo and Head of Inclusion in ensuring 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.
- Support the therapeutic philosophy of the school and home.
- Develop and implement a cutting-edge continuous professional development programme for all staff that 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.
- Ensure a safe working and learning environment through application of appropriate risk assessments and adherence to current Health & Safety regulations.

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 <i>(Essential and desirable)</i>	How it will be assessed
Values and ethos	<ul style="list-style-type: none"> An enthusiasm for demonstrating commitment to the values and behaviours which flow from the Oasis ethos. 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. 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. Value everyone around you, with a reflectiveness and readiness to learn from experience and from those around you. Ability to build relationships, maintain boundaries and create a culture of belonging and supporting one another to be the best we can be. An interpersonal style that is direct, diplomatic and compassionate, willing to change in response to interactions, reflective, engaging, honest, trustworthy, culturally competent and sensitive. Understanding the importance of cohesion, diversity, and inclusion for a team to be effective and transformative. 	A, I
Competencies	<ul style="list-style-type: none"> Ability to accurately perceive, assess and express emotions, and model non-violent ways of communicating to maintain a safe environment for self and others. The capacity to lead by inspiration and example, able to offer containment to children and staff and to respond calmly and creatively to challenges as they arise. 	A, I, UT

	Criteria <i>(Essential and desirable)</i>	How it will be assessed
	<ul style="list-style-type: none"> • Excellent leadership and decision-making skills that enable you to take responsibility for our service, with a flexible approach to management and ever-changing situations • Ability to clearly communicate strategy and system design that supports delivery of a compelling vision, articulating direction and expectations with clarity and purpose. • Ability to work collaboratively with key decision makers, promoting partnership working within and between teams and demonstrating the ability to seek out and harness the views and contributions of others. • Ability to ensure that all team members are positioned, equipped, and resourced to play their part and contribute their character and expertise to achieve vision and mission. • Ability to interpret complex quantitative and qualitative data and uses this analysis to inform strategy and improve outcomes. 	
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • Achievement of a Certificated/Nationally recognised leadership qualification (desirable) 	A
Experience, skills & knowledge	<ul style="list-style-type: none"> • Successful strategic development of innovative teaching and learning and/or curriculum design. • Knowledge of successful assessment for learning, evidenced by raising student achievement. • Experience working outside of Mainstream Education (desirable) • Effective use and development of a wide range of strategies for managing dis-affectation, poor behaviour and under achievement across the school. • Evidence of outstanding classroom practice. • Evidence working alongside SENDCo, health or social care professionals to remove accessibility barriers to learning. (desirable) • Proven track record of designing and implementing trauma informed education provision supported by relevant teaching practice. (desirable) • Development of partnerships with other schools, businesses and the community(desirable) • Experience of leading curriculum delivery post-16 (desirable) • Demonstrate comprehensive knowledge of working with children who are neurodiverse or have special education needs • Knowledge of a variety of vocational learning pathways and their routes into employment, training, and apprenticeship. • Clear vision for the successful use of technologies and their capacity to improve teaching and learning • Delivery of vocational pathways, assessments, and coursework completion • Knowledge of the statutory responsibility for children in custody, children looked after and those with additional needs (desirable) 	A, I, UT

	Criteria <i>(Essential and desirable)</i>	How it will be assessed
	<ul style="list-style-type: none"> • Working knowledge of Ofsted’s Education Inspection Framework and Working Together to Safeguard Children (2018). Knowledge of Children’s Home Quality Standards and the Care Standards Act (2020) (desirable) • Experience and understanding of criminal justice system, transition into community and the experience of young people in this setting (desirable) 	

*A= Application form
 I= Panel interview
 AC= Assessment Centre
 UT= Unseen task, Mini Teach, Presentation