



# Job Description

<b>POST:</b>	<b>Head of Enrichment</b>
<b>TEAM:</b>	Oasis Restore
<b>RESPONSIBLE TO:</b>	Director of Learning and Enrichment
<b>RESPONSIBLE FOR:</b>	Enrichment Team
<b>SALARY:</b>	(RLG 1) £44,305 to (RLG 5) £48,895 + Teachers Pensions Scheme (TPS)
<b>LOCATION:</b>	Until the secure school refurbishment is complete, 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 Oasis Restore 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, 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 the development and implementation of a varied, impactful, and tailored enrichment programme in consultation with the Director of Learning and Enrichment. To embed practices that are line with metacognitive pedagogies, psychologically informed and supports children's personal, social and learning development, to enhance their chance for successful transitions out of Oasis Restore.

To take responsibility for the strategy, organisation, and coordination of the enrichment programme, ensuring it complements the Oasis Restore curriculum. To develop a programme that provides additional opportunities for children to explore their values, beliefs and ideas, develop their voice and

acquire practical and technical skills and competencies that enable them to realise their full potential, in line with the national curriculum.

To lead a team of enrichment staff in delivering the enrichment programme and facilitating external partners in the delivery of the programmes, ensuring meaningful engagement, and high standards of behaviour, including developing reflective practice, in collaboration with the multi-disciplinary team.

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 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 ethos.
- Provide staff with the means to enjoy their work and undertake it creatively and effectively.
- Work collaboratively with all staff across Oasis Restore to remove potential barriers to the successful engagement of children in education and enriching activities.
- 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 an enrichment programme for children in custody that is in line with current quality marks, underpinned by progressive and metacognitive pedagogies and of exceptional quality, satisfying the Ofsted outstanding judgement, under the strategic leadership of the Director of Learning and Enrichment.
- Be responsible for the continuous review cycle of the enrichment programme, adapting the programme to suit the individual needs, interests, and passions of the cohort under on the strategic direction of the Director of Learning and Enrichment.
- Hold staff to account for the intentional and impactful delivery of the enrichment programme through rigorous quality assurance practices.
- Be responsible for the delivery of an effective and varied enrichment programme that supports the development of the student's skills and knowledge.
- Liaise effectively with all stakeholders including parents, the multi-disciplinary team, community partners and businesses to ensure the effectivity of the programme.
- Coordinate and deliver highly effective team meetings, ongoing training opportunities and development for enrichment and all relevant staff.
- Work alongside the Director of Learning and Enrichment to build, lead and empower a collaborative, and innovative team through the recruitment process, induction, and ongoing training.
- Manage, through our ethos, any staffing matters according to Oasis Restore HR policies.

## Enrichment Programme Design

- Design an enrichment programme that brings together the key principles of youth and community work, health, and education, under the strategic leadership of the Director of Learning and Enrichment that would be judged as Ofsted outstanding, in line with up-to-date evidence base, statutory guidance and pedagogy.
- In liaison with the Director of Learning and Enrichment, devise and implement standards and a philosophy that underpins the enrichment programme, ensuring it is in alignment with the core principles and values of Oasis Restore and scaffolded in line with up-to-date pedagogy and a deep understanding of the cohorts needs.
- Work in collaboration with the NHS commissioned health team and the SENDCo to embed expert knowledge and understanding of child development, neurodiversity, and personal development within the programme design, as described in the national curriculum.
- In liaison with the student body, devise an enrichment programme that provides opportunities for recognition, promotes mental and physical challenge and well-being and targets individual student's developmental needs, equipping them for life beyond Oasis Restore.
- Work collaboratively with the Inclusion team, and the NHS commissioned multidisciplinary team to design systems for an integrated enrichment programme and structure that is informed by students' individual plans and positively informs their EHCPs and Restore Plans.
- Develop external partnerships relevant to the broad and varied enrichment offer available at Oasis Restore to facilitate ongoing skill development, knowledge acquisition and continued interest on transition out of Oasis Restore.
- Keep up to date with local and national businesses to develop ongoing opportunities to support successful development of children, as well as transitions out of Oasis Restore into meaningful activities.
- Remain commercially aware of the latest and current enrichment providers, relevant local and national businesses and develop good working relationships with them to ensure continued delivery within Oasis Restore.
- Liaise with community partners, stakeholders, and external providers to develop the opportunities for students, in line with their developmental needs, passions, interests and learning pathways.
- Devise, alongside the leadership team, policies and procedures that cover systems for the working relationships with delivery partners.
- Manage external delivery contracts under the leadership of the Director of Learning and Enrichment.
- In liaison with staff, develop an enrichment programme that builds on their skills and interests and meets students' strengths, capabilities, and interests.
- In liaison with the leadership team, ensure the school's physical environment and timetable can support the effective delivery the enrichment programme.
- Ensure a safe environment through the completion of appropriate risk assessments, adhering to current Health and Safety regulations.

## Assessment and Standards

- Develop a process of monitoring and evaluation that determines the impact of engagement, the development of individual skills and personal development in liaison with the Director of Learning and Enrichment.
- Respond to identified areas for improvement by upskilling staff to deliver the programme through targeted CPD, reviewing underpinning pedagogies, reviewing the effectivity of the programme and take into consideration any emerging needs of the students.
- Champion and embed evidence based pedagogical approaches to children who have SEND or additional learning needs including English as an Additional Language (EAL).
- Use the expertise of the SENDCo and Head of Inclusion, Speech and Language Therapist, Educational Psychologist, and other professionals to ensure staff use of key strategies that supports the delivery of the enrichment programme including the implementation of high-quality and targeted teaching and learning practices, that is underpinned by metacognitive pedagogies.

- Monitor the quality of the enrichment programme and students' engagement through the analysis of data, observation of delivery, work scrutiny, student interviews in collaboration with the leadership team.
- Quality assure the delivery of the enrichment programme by all staff, upskilling staff to effectively deliver enrichment programmes through ongoing CPD.
- Work in collaboration with the leadership team to continually evaluate the relevance of the enrichment programme and implement necessary changes that allow for deeper engagement and impact.

## 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.
- In liaison the Director of Learning and Enrichment to build, lead and empower a collaborative teaching team through the recruitment, induction, and ongoing training.
- 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.
- 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 at times of challenge including sickness absence.
- Support the therapeutic philosophy of the home, attendings reviews and care-planning meetings as required.
- Develop and implement a cutting-edge continuous professional development programme for all staff who support students' learning.
- Be a role model to staff on 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

<b>Employee:</b>		<b>Line Manager:</b>	
<b>Print Name</b>		<b>Print Name</b>	
<b>Date</b>		<b>Date</b>	

## 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"> <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. Understanding the importance of cohesion, diversity, and inclusion for a team to be effective and transformative.</li> </ul>	A, I
Competencies	<ul style="list-style-type: none"> <li>Ability to accurately perceive, assess and express emotions, and model non-violent ways of communicating to maintain a safe environment for self and others.</li> <li>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.</li> </ul>	A, I, UT

	<b>Criteria</b> <i>(Essential and desirable)</i>	<b>How it will be assessed</b>
	<ul style="list-style-type: none"> <li>• Excellent leadership and decision-making skills that enable you to take responsibility for the service, with a flexible approach to management and ever-changing situations</li> <li>• Ability to develop, implement and communicate strategy and system design that supports delivery of a compelling vision, articulating direction and expectations with clarity and purpose.</li> <li>• 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.</li> <li>• 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.</li> <li>• Ability to interpret complex quantitative and qualitative data and uses this analysis to inform strategy and improve outcomes.</li> </ul>	
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status (desirable)</li> <li>• Level 3 or higher in Youth Work Practice or related field</li> <li>• Level 3 Preparing to Teach in the Lifelong Learning Sector or willingness to work towards</li> <li>• Achievement of a Certificated/Nationally recognised leadership qualification (desirable)</li> </ul>	A
<b>Experience, skills &amp; knowledge</b>	<ul style="list-style-type: none"> <li>• Experience working in a school or youth setting with children aged 12-18</li> <li>• Knowledge and understanding of prevalent issues facing children and teenagers</li> <li>• Successful strategic implementation of programmes empathetic to the experience and developmental needs of pre-teens and teenagers</li> <li>• Experience of implementing metacognitive pedagogies into programme or curriculum design</li> <li>• Experience working outside of Mainstream Education (desirable)</li> <li>• Effective use and development of a wide range of strategies for managing dis-affection, poor behaviour and disengagement</li> <li>• Ability to develop concepts into effective systems and delivery for children, translating them into accessible programme design that leads to an improvement in outcomes</li> <li>• Proven track record of designing and implementing trauma informed education provision supported by relevant teaching practice</li> <li>• Development of partnerships with other schools, businesses, and the community(desirable)</li> <li>• Demonstrate comprehensive knowledge of working with children who are neurodiverse and those who have special education needs</li> <li>• Knowledge of a variety of enrichment opportunities for students</li> </ul>	A, I, UT

	<b>Criteria</b> <i>(Essential and desirable)</i>	<b>How it will be assessed</b>
	<ul style="list-style-type: none"> <li>• Clear vision and evidence for the successful use of technologies and their capacity to improve engagement</li> <li>• Knowledge of the statutory responsibility for children in custody, children looked after and those with additional needs (desirable)</li> <li>• 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)</li> <li>• Experience and understanding of criminal justice system, transition into community and the experience of young people in this setting (desirable)</li> </ul>	

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