



# Job Description

<b>POST:</b>	Barbering Teacher
<b>TEAM:</b>	Oasis Restore
<b>RESPONSIBLE TO:</b>	Director of Learning and Enrichment and line managed by Head of Department
<b>SALARY:</b>	Teaching scale M1 to M6
<b>LOCATION:</b>	Oasis Restore secure school in Rochester, Medway, Kent.
<b>WORKING PATTERN:</b>	Whilst the role is advertised as full time, we can consider flexible working requests such as part time working by the successful candidate.
<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 therapeutic, learning community with education at its core, that embeds hope, stability and opportunity for children beyond the secure school.

## Job Purpose

To deliver outstanding teaching of Barbering or Hair and Beauty to students that is bespoke to their individual needs and promotes a love of discovery and learning. To carry out the professional duties of a qualified teacher in accordance with the DFE Teaching Standards as well as the duties and expectations outlined in this JD and Oasis Restore policies including our Code of Conduct.

To contribute, under the direction of the Head of Department, to the development and implementation of a varied, impactful curriculum offer, that is psychologically informed and successfully prepares children for their individual pathways outside of Oasis Restore. To work in a relational, restorative way, contributing to and participating in the multi-disciplinary care and nurturance of each child.

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 is not exhaustive.

## Specific Responsibilities

### Planning and Delivery

- Design lessons to ensure appropriate progression of learning in line with the Oasis Restore Teaching and Learning policy, curriculum plans and the national curriculum
- Contribute to the design of an engaging curriculum within the relevant areas of delivery
- Make use of ICT and new technologies to enhance the quality of teaching and learning for students of all ages and attainment levels
- Foster and maintain students' interest in the subject, and address misconceptions
- Teach consistently good or better lessons to allocated students which maintain pace, motivate and supports their ongoing progress
- Be aware of students' capabilities and prior knowledge to identify clear learning outcomes and progression
- Be alert to the physical, emotional, social and intellectual development of students, and know how to adapt teaching to support their education at different stages of development
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Liaise with the SENDCo, Speech and Language Therapist, Educational Psychologist, and other professionals to remain up to date with metacognitive pedagogies and targeted teaching approaches that enables students to make good or better progress
- Approach planning creatively, using approaches that enable all students learning needs to be met, providing flexible learning opportunities for recognition and challenge
- Ensure planning is in line with student's targets, specifying how the lesson content will be taught and assessed, and shared with the wider interdisciplinary team
- Work alongside non-teaching staff to design targeted resources to support students access the learning outcomes
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, regardless of specialist area
- Set homework and plan out of class activities that consolidate and extends knowledge, challenges and motivates children
- Maintain dialogue with students and their parents/carers about how their learning builds on prior attainment, so that they are aware of the steps required to meet and exceed their targets

### Assessment and Standards

- Set aspirational targets that build on the prior knowledge and attainment of every child, in line with their individual plan
- Use a range of assessment methods to measure students' progress, including statutory assessments, ensuring that they motivate and celebrate success.
- Complete the registration, assessment and achievement paperwork of children's qualifications in line with awarding body and regulatory requirements, ensuring all documentation meets quality assurance and our compliance standards.
- Draw on multidisciplinary assessments and the multidisciplinary Formulation process to enhance the quality and effectiveness of your teaching and the style of your approach to each child
- Implement the Oasis Restore Assessment policy, and ensure consistent and continuous collection of high-quality data to track, monitor, and evaluate students' progress
- Communicate feedback both verbally and through accurate marking, and set targets with students that stretch and challenge them despite their background, ability or disposition

- Implement clear classroom processes for students to respond positively to written feedback in line with Oasis Restore policy
- Be accountable for the impact of learning strategies in your classroom, using clear systems for data collection and scrutiny, and be flexible in adapting resources in line with the emerging needs of students
- Under the direction of Director of Learning and Enrichment/Head of Department ensure that appropriate procedures are implemented for moderation of assessments to ensure consistency, quality and reliability

## Professional Responsibilities and Culture

- Promote the ethos and principles of Oasis Restore, rooted in strong relationships, and consistent boundaries by establishing an environment which is safe, empowering and promotes enquiries for all students
- Have a caring, responsive and open attitude to students, ready to understand them in the context of their life histories, ongoing journeys, strengths and needs
- Be a positive role model; consistently modelling healthy relationships and championing restorative practice
- Maintain excellent relationships and work collaboratively with staff across Oasis Restore to remove potential barriers to successful engagement of children in all education, enrichment and wider activities
- Use empathy, curiosity, playfulness and acceptance in your interactions with children, in recognition of their developmental needs
- Play an active role in the meetings involving children, alongside the inter-disciplinary team in both the school and the home (both are part of Oasis Restore)
- Engage in ongoing training opportunities and development, including attending supervision and reflective practice
- Be accountable for your subject knowledge, actively prioritising upskilling or personal learning in collaboration with your line manager.
- Stay up to date with developments in the subject and curriculum areas that you teach as well as with safeguarding
- Engage fully in 1:1 supervision and reflective practice groups, as a means of developing your practice and your understanding of the children and the work, and contributing to that of your colleagues.
- Champion effective use of formulation, which includes the 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
- Actively support the Oasis Restore community through attending community events, school events, parents evenings and wider enrichment activities
- Use empathy, curiosity, playfulness and acceptance in your interactions with children, in recognition of their developmental needs
- Promote a culture of curiosity; the acceptance that we will get things wrong and the confidence to explore ways of improving through accountability and engaging with inter-disciplinary practice, reflective and restorative opportunities
- Nurture and care for the students through fostering good interpersonal relationships, and engaging in wider their Oasis Restore life
- Be committed to ensuring the wellbeing of students, staff and the wider school community
- Have high expectations of behaviour and establish a classroom culture, in line with Oasis Restore policy, using restorative practices as well as praise, recognition, gestures and other strategies consistently and fairly to involve and motivate children
- Take responsibility for promoting good and courteous behaviour both in classrooms, and around the school, in line with the Oasis Restore Restorative Policy, exercising appropriate authority and acting decisively when necessary

- Participate in restorative processes where there has been challenge between children, or between children and staff (including yourself)

## 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>	Criteria <i>(Essential and Desirable)</i>
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>• Relationships; The conviction that providing the best care for children depends on the foundation of building deep, trusting and boundaried relationships characterised by unwavering commitment and integrity</li> <li>• Discovery; The commitment to gaining knowledge and understanding through learning as you 'do', remaining reflective and open to ongoing experiences, ideas and learning</li> <li>• Community; The belief that we are interdependent and equally responsible for the environment we create, and that the journey of discovery and relating is brought to life in community</li> </ul>	A, I
Competencies	<ul style="list-style-type: none"> <li>• Relational skills: the ability to persevere and build good, compassionate, responsive relationships, developing mutual respect and understanding and maintaining boundaries.</li> <li>• Curiosity and reflectiveness: the capacity to discover self, other, context and new perspectives, being observant, open and self-aware, able to reflect, adapt and to foster this in others.</li> <li>• Containment: the ability to remain calm, collaborative, caring and creative under pressure; reliable, punctual and well-organised, acting as a role model to others.</li> </ul>	A, I, UT

	Criteria <i>(Essential and Desirable)</i>	Criteria <i>(Essential and Desirable)</i>
	<ul style="list-style-type: none"> <li>• Teamwork: able to work integratively and inclusively within and between teams, seeking out and exploring different views and contributing towards a shared goal.</li> <li>• Communication: able to collect, record and interpret multiple forms of information relevant to the role; strong oral and written communication skills.</li> <li>• Flexibility and managing complexity: able to anticipate and manage change flexibly and responsively, and to consider diverse issues and needs in decision-making.</li> </ul>	
Qualifications	<ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS) with experience and/or training relevant to Secondary, PRU or alternative provision settings. (desirable)</li> <li>• A willingness to work towards, or Qualified Teacher Status or equivalent teaching qualification i.e., Level 3 Certificate in Assessing Vocational Achievement (CAVA) and/or Diploma in Teaching (DiT) (Further Education and Skills)</li> </ul>	A
Experience, skills & knowledge	<ul style="list-style-type: none"> <li>• Experience of a successful training in barbering.</li> <li>• Evidence of successfully supporting apprenticeships.</li> <li>• Demonstrates recent and up-to-date trade-related occupational competence, supporting high-quality vocational and applied learning.</li> <li>• Evidence of outstanding engagement with children in a classroom setting or in a training capacity (desirable)</li> <li>• Knowledge and understanding of the national curriculum, and any statutory requirements (desirable)</li> <li>• Knowledge of successful assessment for learning, evidenced by raising student achievement (desirable)</li> <li>• Ability to use assessment data to plan and provide appropriate challenge for students (desirable)</li> <li>• Effective use and development of a wide range of strategies for promoting engagement, encouraging positive learning behaviours and scaffolding for success (desirable)</li> <li>• Demonstrate an awareness of individual differences between children's learning needs and experiences, as well as some knowledge of how to adapt provision to support these needs.</li> <li>• Comprehensive knowledge of working with children who are neurodiverse and have special education needs, knowing how to develop effective learning strategies to support students and colleagues to ensure the best outcomes for all (desirable)</li> <li>• Knowledge of technologies and their capacity to improve teaching and learning (desirable)</li> <li>• Experience of Completing the registration, assessment and achievement paperwork of children's qualifications in line with awarding body and regulatory requirements, ensuring</li> </ul>	A, I, UT

	Criteria <i>(Essential and Desirable)</i>	Criteria <i>(Essential and Desirable)</i>
	<p>all documentation meets quality assurance and our compliance standards. (desirable).</p> <ul style="list-style-type: none"> <li>• Understanding of trauma informed practices and how to embed these in teaching practice (desirable)</li> <li>• Experience working outside of Mainstream Education (desirable)</li> <li>• Experience of education within a multicultural and multifaith community (desirable)</li> <li>• An understanding of emotional literacy developments to support learning and teaching (desirable)</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> </ul>	

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