



POST:	Senior Restore Practitioner
TEAM:	Oasis Restore
RESPONSIBLE TO:	Deputy House Manager
RESPONSIBLE FOR:	Restore Practitioners
SALARY:	Total starting salary of £42,692 per annum which includes a £5,250.00 Restore Management allowance, and a £6,531 Unsocial Hours Allowance payment (subject to eligibility criteria), plus Local Government Pension Scheme
LOCATION:	Oasis Restore, Rochester, Medway, Kent
WORKING PATTERN:	Full-time shift work, including evenings, nights, weekends, Sleep In's and bank holidays
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 and the Youth Custody Service. Oasis Restore's mission is to transform the life chances of children 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. We will accommodate up to 49 children, across 12 residential flats (each sleeping between two and six children) and are due to open in early 2024.

Job Purpose

As a member of the overall management team

- To look after the children at Oasis Restore, acting in a professional parental capacity to ensure they are safe and well-cared for at all times and supported in all the activities of daily living.
- To be based in the houses where the children live, working with a specific group of children and leading a team of staff on duty, to play an active role in the school and enrichment.
- To enable the smooth running of the flats by planning and leading shifts ensuring all staff are present and daily checks/tasks are completed. Reporting to Deputy House Manager on the day.

- To provide consistent firm but fair boundaries for children, offering appropriate challenge with high expectations as defined by our Integrated Restorative Policy
- Communicating with Duty manager throughout the core day playing a key role in the safe efficient movement of children around the school to lessons/appointments
- To ensure that all the plans and decisions on duty are in line with our ethos and values and the quality of standards/children's home regulations, conscious of being a positive role model to staff and children.
- Providing a focal point of contact for both staff/children and the HM/DHM to communicate efficiently when needed.
- Delegate and contribute to the smooth running of the flat. Ensuring all records/checks are recorded/evidence to appropriate standard.
- Cover staff/contribute while staff are attending the child core family/medical meetings.
- Overseeing night duties/checks are recorded and communicating and alert Duty night manager if any issues arise.
- Provide a level of Quality Assurance of the handover sheet and checklist daily.
- Take the lead in the co facilitation of community meetings as required.
- To provide a mature, caring presence, structuring activities for the children, helping them with their daily routines, learning, self-care, cooking, eating and playing games with them.
- To work as a key worker (Lead Restore Practitioner) to a given child, learning to understand them, providing emotional support, linking with their family, community, be an integral part of the Core Team within the school and external professional working with them.
- To work with teaching staff to support the children's engagement in education and wider school activities, and to play an active role in the enrichment programme, delivering sessions which promote the development of the whole child.
- To observe and reflect on the children's behaviour and interaction, ensuring that information about them is collected, accurately recorded in timely manner via our management information systems (MIS) and in their interests, according to their co-produced Restore Plan
- To demonstrate containing, adult behaviour, emotional regulation and collaborative problem-solving
- To model emotional maturity and provide co-regulation where needed to support children with developing self-regulation skills; working according to practices defined by the Restore Framework and supported by our induction programme
- To undertake your role and activities as defined by the duty rota and the shift system.
- To provide line management for a small team of Restore Practitioners.

Championing Oasis Vision and Values

- To be personally aligned with the Oasis Ethos and 9 Habits
- To participate actively in and support the vision and values of Oasis Restore.
- To be part of an aspirational culture and ethos where all staff and children can achieve success and become engaged in their learning and the learning of others.
- To care for children through Restore's cornerstones – Relationships, Discovery and Community, working in accordance with the supporting theory, policy and therapeutic practice.

Relationships

- Create and provide a caring home environment on a given flat, working with the children and staff based there. This means acting in a professional parental capacity, ensuring that the children are cared for, eating, and sleeping well, participating in activities and school, relating to others and accessing help and support when they need it.
- For a given child or children, act as a Lead Restore Practitioner, taking primary responsibility for their care in the home, meeting and working with them individually in a key-working capacity, and representing this work on their 'Core Team' (a team of colleagues meeting regularly with the child and his or her family).

- Work to understand each child, leading, structuring and participating in enrichment activities, carrying out the tasks of daily living, and using your interpersonal skills to connect with them. This includes co-facilitating group meetings, helping children to develop maturity responsibility and care for each other and their environment according to the Restore Pledge, and to discuss and resolve conflict where it arises.
- Approach children with humanity and positive regard, seeking to understand their challenges and their offences in the context of their life experiences, and supporting them in future reparation.
- Show playfulness, acceptance, curiosity and empathy in your interactions with children, in recognition of their developmental and psychological needs at this difficult juncture in their lives.
- Offer caring, responsive and emotionally attuned care to children who may at times be in states of great distress, showing behaviour that may be physically violent, verbally abusive or harmful to themselves or others. Helping to ensure they and others are safe, and providing a relationship, alongside your colleagues, in which children are able to experience care and understanding. This may on occasion require safety handling interventions, undertaken with training and supervision.
- Contribute to the development, writing and sharing of key documents regarding children you are working with, including assessments, formulations, and Restore Plans, using your observations, experiences and knowledge.
- Work under the leadership and management of the House Managers and Deputy House Managers, undertaking your role according to the authority delegated to you, and accountable to them for your work.
- Maintain safe and professional relationships with children and colleagues, using therapeutic supervision, reflective practice, line management and training to develop and maintain self-awareness and excellent practice. Work collaboratively and proactively with multi-disciplinary professionals to understand children from different perspectives, with the aim of recognising and responding therapeutically to a diverse range of changing needs. Central to the role is a commitment to honour, explore and work sensitively with difference and shared experiences among the children and staff.

Discovery

- Use every opportunity to stimulate children's curiosity about themselves, others and the world more widely, using your experience and sensitivity as an adult to offer them a safe relationship in which to test out their assumptions and to experience non-judgementalism, support and encouragement.
- Assist children in developing skills, in the tasks of daily living (e.g. getting on with others, cooking, cleaning and taking care of themselves, their rooms and home environment, organising themselves, planning and arranging activities and events), in their education (e.g. demonstrating commitment to their and your own learning, supporting them with schoolwork, helping them prepare for exams, interviews and other educational challenges, taking them to college open days, interviews and placements outside Restore where appropriate), and in their enrichment (e.g. co-facilitating groups and activities of various kinds such as sports, art, music, gardening).
- In liaison with class teachers, support children's learning in the classroom, and at home in the child's flat where appropriate.

- Use observation and other forms of data collection and assessment to enhance knowledge and understanding of the children at Restore, and to assimilate and use information gained from these assessments in the care of children, contributing to reports, meetings and interventions.
- Contribute to our culture of benign enquiry through reflecting on and questioning yourself, your colleagues, the children and our way of working in a healthy and constructive way, recognising that we are in a constant process of observation, learning, discovery, reflection and adaptation, and that by developing our understanding of the children, of ourselves and of each other, we can come closer to fulfilling our mission.
- Engage fully in the opportunities Restore offers for your own development, including participating in staff training and completing associated qualifications, using therapeutic supervision and reflective practice groups, and pursuing your own initiatives in line with the aims of Restore as defined and agreed with your line manager.

Community

- Work in an integrated way, valuing, enabling, and contributing to the work of colleagues from different disciplines with a shared sense of values, principles and goals.
- Encourage children to relate to each other and to staff through the medium of the group setting, by enabling their peers and your colleagues to contribute their perspectives and to work together, whether in the classroom, in the flat communities, or in community meetings and other spaces, using the group as a source of support, help and creativity.
- Maintain close and positive relationships with families, carers, and other significant people outside the school, mindful of safeguarding and confidentiality, ensuring that they feel included and involved in children's care, welcome to visit and be involved in the life of the school, and are able contribute their understanding and knowledge to our work. Ensure that the needs and voices of children, families, carers, and other key people in children's networks are listened to and represented in the Core Teams and in other spaces at the school.
- Contribute to transition planning around children you are working with, working with key colleagues within and beyond Restore and participating in activities that help reintegrate children into their new or home communities.
- Contribute to the development of our Restore Alumni, helping to enable children to stay connected to and supported by Oasis Restore after they leave, contributing their experience and mentorship to future children and bringing their feedback to bear on the development of our practice.
- Champion and participate in restorative practice in every area of Oasis Restore, towards the prevention of violence and the promotion and internalisation of relational safety and connection.
- Participate in quality assurance, data gathering, and inspection processes and the preparation associated with them, keeping accurate and timely records, and bringing any feedback or concerns to your line manager.

Staff Care and Development

- Engage with line management from a designated senior member of staff, clinical supervision from a designated trained member of staff, and participate in group-based reflective practice with colleagues.
- Work within the ethos, principles, and practice of Oasis Restore, in which staff look after their own and each other's emotional and physical wellbeing and commit to excellent, innovative practice.
- Provide line management to Restore Practitioners, guided by the Oasis Restore training, ethos and policies.
- Undertake all training and development required for your role, including training in therapeutic skills, learning support, safety handling and restraint.
- Embody the qualities of benign curiosity, reflectiveness and compassion described in the Restore Framework, recognising the power of unconscious dynamics in shaping behaviour and the central necessity of creating the space to explore these and use the information gained to build your understanding of the work.

Safeguarding and Safety

- Participate in and complete all safeguarding training and to act in accordance with our safeguarding policy at all times, ensuring that children are safe and well cared-for and that risks to their safety are understood contextually and acted on according to Restore policy. Work according to the understanding that safeguarding is the responsibility of all and is embedded in all practice and interactions with children, staff, visitors, our partners, and stakeholders.
- Be aware of Health and Safety regulations as applied to the whole school environment, and to ensure these are followed in order to maintain the safety of staff and children at the school.
- Ensure that you provide accurate and up to date records of contact with children, including safeguarding concerns and incidents, reporting any concerns promptly and escalating as per Restore's policies.
- To communicate effectively and professionally verbally, nonverbally and in written form
- Work within the policies, code of conduct, practice and procedures defined by Oasis Restore, at all times.
- Share our commitment to safeguarding and promoting the welfare of children, undergoing appropriate checks, including an enhanced DBS check.
- 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), Keeping Children Safe In Education, the Oasis Restore ethos and values, and relevant legislation.

- Respond to incidents, being able to confidently lead and manage an appropriate response and de-escalation strategies when necessary which at times may include physical restraint in line with policy and training.

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"> An enthusiasm for demonstrating commitment to the values and behaviours which flow from the Oasis ethos. 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 Discovery; The commitment to gaining knowledge and understanding through learning as you 'do', remaining reflective and open to ongoing experiences, ideas and learning 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 	A, I
Competencies	<ul style="list-style-type: none"> Ability to persevere and build good relationships, developing mutual respect and understanding while maintaining boundaries. 	A, I

	<ul style="list-style-type: none"> • Be curious to explore and discover yourself, our cohort and their contexts, new perspectives, and the world around you. • Be self-aware and reflective in your practice, persevering to remain open, with the capacity to foster this in others. • An interpersonal style and preparedness to engage with colleagues and children in a way that is compassionate, trustworthy, direct and responsive. • Capacity to lead by inspiration and example, able to offer containment to children and staff and to respond calmly, creatively and flexibly to challenges as they arise. • Ability to work integratively and inclusively, promoting partnership working within and between teams and demonstrating the ability to seek out and harness the views and contributions of others. • Ability to use your observations, feelings and relevant information to assess and interpret a given situation. • Ability to collect, record and interpret data to prepare and plan for children's care, enrichment, learning and transitions. • Be well-organised, reliable and punctual, able to use your own initiative within agreed procedures. • Strong communication skills, both orally and in written work. • Confidence in leading a team, adaptable and communicative in an operational and everchanging setting. 	
Qualifications	<ul style="list-style-type: none"> • Level 2 English and Maths qualifications or equivalent, or willingness to work towards these with our support. • Minimum of a Level 3 qualification related to working with children OR the willingness to work towards level 4 in therapeutic residential care (desirable) • Restorative Justice/Restorative Practice qualification OR the willingness to undertake the training. • Safety handling training through accredited provider OR the willingness to undertake the training. • Qualification or accredited training in childcare, youth work, therapeutic skills, mediation, or a related area (desirable). 	A, AC
Experience, Skills, and Knowledge	<p>Experience as stated is desirable and not essential</p> <ul style="list-style-type: none"> • Experience of line managing others, and relevant management training (desirable). • Minimum 2 years' experience of working within children's residential care • Ability to converse at ease with children, parents and members of the public, and provide advice, in accurate spoken English. • Confident in staff training and development leading and supporting practice to thrive? • Experience of working with children with emotional and behavioural difficulties (desirable) • Experience working in a residential setting for children or other vulnerable groups (desirable) 	A, I

	<ul style="list-style-type: none">• Experience working in a school, pupil referral unit, youth centre, college or other educational setting, youth justice, residential, or therapeutic/treatment setting (desirable)• Experience of restorative practice (desirable)• Experience of attending reflective practice and clinical supervision (desirable)• Experience of working with children in a residential setting• Understanding of Children's home regulations• Knowledge of psychologically informed practice and trauma-informed care• Knowledge of whole-system, multi-disciplinary and integrated education, health and care systems (desirable).	
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