



# Job Description

POST:	<b>Higher Level Teaching Assistant (HLTA)</b>
TEAM:	Oasis Restore
RESPONSIBLE TO:	Head of Inclusion/SENCo and Heads of Departments
SALARY:	<b>SCP 18 to 22 (£27,344 - £29,439)</b>
LOCATION:	Oasis Restore secure school in Rochester, Medway, Kent.
WORKING PATTERN:	Full time
DISCLOSURE LEVEL:	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 12-19 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 support with the delivery of outstanding teaching 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 Higher Level Teaching Assistant, HLTA, in accordance with the nationally recognised HLTA standards as well as the duties and expectations outlined in this JD and Oasis Restore draft policies, including our Code of Conduct.

To contribute, under the direction of the Head of Departments and Head of Inclusion, to the development and implementation of a package of learning and therapeutic opportunities and support that is psychologically informed and successfully prepares children for their individual pathways beyond Oasis Restore.

To support the emotional, social and educational growth of severely traumatised children and young people aged 12-19. We look to provide children with ways of developing themselves and through positive experiences and relationships, focusing on their strengths, understanding their regressive tendencies and providing nurturing opportunities for their development that link with their families,

home communities and future aspirations. This means being a part of the therapeutic system around the child, involved in the daily life of the children in their flats as well as in the classroom, playing a key part in their 'Core Teams' (with colleagues from other professional disciplines) and flat communities, as well as working with their families and significant others in their lives.

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

## Specific Responsibilities

### Core Responsibilities

- Demonstrate an informed approach to teaching and learning by adopting relevant strategies to support the needs of the students and promote achievement and independence of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)
- Promote, support and facilitate inclusion by encouraging participation of all students in learning and enrichment activities through understanding each child in our care
- Observe and engage with student performance across a range of areas and feedback observations and reflections to the Core Team; including teachers, Heads of Departments, and the wider multidisciplinary team at Oasis Restore
- Cover and lead class teaching as and when appropriate
- Attend to the needs, and skills of students by providing bespoke strategies to support children accessing the curriculum content delivered by class teachers
- Lead on individual and/or small group sessions as appropriate
- 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
- Be in tune with the physical, social, emotional and intellectual development of students, and work closely with the multidisciplinary team to adapt resources to support their education at different stages of development
- Operate from a place of curiosity and informed understanding of each child's needs, including those with special educational needs; complex emotional 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
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English.

### Planning, Delivery and Assessment

- Make appropriate use of planning time to design resources in line with the curriculum
- Prioritise meeting with teaching staff, specialist educational support staff and the wider Restore team, and children, to remain fully aware of and contributing to their individual plans
- Where possible, co-design lesson plans and enrichment activities, where appropriate alongside any delivery staff, embedding your specific knowledge and experience into the curriculum delivery
- Read, understand and advise on lesson plans shared prior to lessons where possible
- Contribute to the preparation of learning environments, supporting those working in the home as well as the school

- Plan small group or individual learning opportunities, responding to ongoing assessment and teacher direction.
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of student performance

## 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 enquiry 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
- 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), including potentially acting as a member of a child's Core Team and taking up the appropriate responsibilities or being 'attached' to a given flat
- 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 support with as well as with safeguarding
- Champion effective use of formulation, which includes the understanding children's stories and histories to determine their exposure to trauma, childhood adversity and risk, and to identify protective factors that will inform their learning journeys
- Use playfulness, acceptance, empathy and curiosity in your interactions with children, in recognition of their developmental and psychological needs at this difficult juncture in their lives.
- 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.
- Nurture and care for the students through fostering good interpersonal relationships, and engaging in wider their Oasis Restore life
- 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.
- Be prepared to encounter difficult information and situations, approaching these with acceptance, given the nature of our work, and seeking support through supervision, management and reflective practice.
- Model emotional resilience and the will for positive resolution and reparation for all children, by engaging with restorative processes and conversations where you have been involved in misunderstanding, distress or conflict.
- 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 reward, sanction, praise and other strategies consistently and fairly to involve and motivate children.

## 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.

## PERSON SPECIFICATION

	<b>Criteria</b> <i>(Essential and desirable)</i>	<b>How it will be assessed</b>
<b>Values and ethos</b>	<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
<b>Competencies</b>	<ul style="list-style-type: none"> <li>• Ability to persevere and build good relationships, developing mutual respect and understanding while maintaining boundaries.</li> <li>• Be curious to explore and discover yourself, our cohort and their contexts, new perspectives, and the world around you.</li> <li>• Be self-aware and reflective in your practice, persevering to remain open, with the capacity to foster this in others.</li> <li>• An interpersonal style and preparedness to engage with colleagues and children in a way that is compassionate, trustworthy, direct and responsive.</li> <li>• 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

	<b>Criteria</b> <i>(Essential and desirable)</i>	<b>How it will be assessed</b>
	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Ability to collect and interpret data to prepare and plan for children’s care, enrichment, learning and transitions.</li> </ul>	
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified HTLA status (desirable)</li> <li>• Level 2 qualifications in English and Maths (essential)</li> <li>• Level 2 or 3 qualifications in childcare or equivalent (desirable)</li> </ul>	A
<b>Experience, skills &amp; knowledge</b>	<ul style="list-style-type: none"> <li>• HLTA experience in a school or educational setting, including covering lessons</li> <li>• Delivering small group/individual literacy and/or numeracy interventions and programmes of learning</li> <li>• Effective use and development of a wide range of strategies for managing non-engagement, dysregulated behaviour and under achievement in the classroom</li> <li>• Comprehensive knowledge of working with children who are neurodiverse and have special education needs</li> <li>• Knowledge of how to develop effective learning strategies to support students and colleagues to ensure the best outcomes for all</li> <li>• Knowledge and experience of using technologies and their capacity to improve teaching and learning (desirable)</li> <li>• Understanding of trauma responsive practices and how to embed these in teaching practice</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, I