



Job Description

POST:	Restore Networker
TEAM:	Oasis Restore
RESPONSIBLE TO:	Head of Safeguarding and Transitions
LOCATION:	Oasis Restore Secure School, Rochester, Medway, Kent
WORKING PATTERN:	Full-time, Monday to Friday, including some evening and weekend work
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.

Job Purpose

The Restore Networker is one of the key roles in the core team around each child. You will be the central connection between the child's worlds both within Oasis Restore and within the community. You will be based both in the community and at the school. Under the leadership of the Head of Safeguarding and Transitions you will lead on planning around children's care and plans for transition into and on from Oasis Restore and support with their resettlement into the community or another secure or custodial provision, ensuring that we provide every child with the best opportunities to thrive both within Oasis Restore and beyond. The Restore Networkers form part of the safeguarding team at Oasis Restore and will therefore be responsible with oversight from the Head of Safeguarding and Transitions for managing safeguarding enquiries and responses within the school. You will form part of the core team for your allocated children and be part of safety planning, risk assessment and management, including implementation of safety planning. We are committed to not only work with children their family and partners and crucially with the communities our children are from, you will champion a contextual safeguarding methodology in your practice and utilise this in your assessment and management of risk.

We look to provide children with ways of re-defining themselves and their personalities through positive experiences, 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.

Specific Responsibilities

Casework

- To be responsible for a caseload of children living at Oasis Restore leading on their planning and safeguarding alongside the child and their core team. This will include planning around their care and transition into and on from Oasis Restore.
- To be responsible for the resettlement planning for the children who are allocated to you and continue to support each child through the resettlement period and in some cases beyond.
- To form part of the Core Team around a child, together ensuring the child's holistic needs are met.
- To participate in the life of the school and home, attending and contributing to Community Meetings, assemblies, restorative meetings, parents' evenings and other events.
- 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, formulations, meetings and interventions. To complete assessments relating to children's care, wellbeing, risk, safety and transition. To attend statutory safeguarding meetings such as strategy meetings, Child in Care Reviews., remand, and sentence reviews.
- 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.
- 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.
- To act as an appropriate adult for children in interviews with police.
- To support children through court proceedings (criminal and family) through attendance, communication with family and professionals and at times preparation of reports or assessment for court.
- Ensure that you provide accurate and up to date records of contact with children, including safeguarding concerns and incidents, risk assessments and daily logs, reporting any concerns promptly and escalating as per Restore's policies.
- Work within an integrated core team for each child allocated to you to ensure that the holistic needs of our children are met, information is shared and that children are safe. This team will include colleagues within Oasis Restore and external partner agencies.
- 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.

Family Work

- Under the leadership of the Head of Safeguarding and Transitions and Director of Care and Wellbeing be part of developing an inclusive, welcoming, and innovative approach to working with families and carers that meets a wide range of needs, harnesses opportunities for engagement and involvement, and builds healthy and reciprocal relationships. Support in how this is integrated within practice across the school.

- Meet and build relationships with children's families understanding their journey and role in the child's life, considering how they will be part of a child's onward transition and resettlement.
- Support families to be part of Oasis Restore and feel connected to the children.
- Champion the inclusion of families, carers and other key individuals in this process and ensuring that the plans generated are implemented effectively and meaningfully.
- Champion the maintenance of good relationships (including meaningful follow-up and contact) with alumni, their families and communities, once children have left Oasis Restore.
- 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.

Safeguarding

- To be part of a team responsible for the safeguarding of children at Oasis Restore acting as a point of contact for safeguarding enquiries both internally from staff and children in Oasis Restore as well as externally from professions, family and friends of the children.
- Complete peer mapping for child in the school and as part of transition planning.
- Work with partner agencies to understand and create safety within the wider contexts and environments that our children are coming from and returning too.
- Champion outstanding safeguarding practice, in line with our statutory obligations, creating and sustaining a culture where safeguarding is at the heart of practice and is innovative and highly effective.
- Work with the Head of Safeguarding and Transitions to build a culture of prevention through ensuring all staff understand that safeguarding is the responsibility of all and is embedded in all their practice and interactions with children, staff, visitors, our partners, and stakeholders.
- Support the Head of Safeguarding and Transitions in the operationalisation of contextual safeguarding and its dissemination in the practice of the staff at Oasis Restore.
- Be aware of Health and Safety regulations as applied to Oasis Restore, and to ensure these are followed in order to maintain the safety of staff and children at the school.
- Keep accurate and up to date records of all contact with children, including safeguarding concerns and incidents, reporting any concerns promptly and escalating as per Restore's policies.
- Participate in and at times co-deliver safeguarding training and 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.
- Share our commitment to safeguarding and promoting the welfare of children, undergoing appropriate checks, including an enhanced DBS check.

Leadership

- Act as a positive role model, using effective communication and appropriate language; to lead with wisdom and clarity; where appropriate, to do with colleagues while also delegating tasks appropriate to others' abilities, roles and development needs.

- Operationalise the Restore Framework's philosophy, principles, and behaviours through your leadership of self, others and interactions with all children, staff, visitors, partners and stakeholders, including central government and Ofsted.
- Create and sustain a psychologically safe, responsive and caring environment for children, their families and staff.
- Support students in the student hub with development opportunities.
- Foster integration across Oasis Restore, working collaboratively and proactively with multi-disciplinary professionals to anticipate, formulate and resolve problems as they arise, ensuring that family work and restorative practice are embedded in practice at Oasis Restore.
- Maintain good communication systems with all staff, including chairing handovers, staff meetings, completing Restore's management information systems and participating in regular meetings with the Senior Leadership Team, wider staff, and statutory agencies.
- Initiate and enable your teams to develop and maintain excellent working relationships with parents, social workers, external agencies, and other professionals concerned with the welfare of the young people, and to undertake that work directly when needed.
- Contribute to the development of Oasis Restore by sharing effective practice, working in partnership with other providers of residential care of children and young people and working collaboratively with Restore's leadership team to develop innovative practice that delivers excellent outcomes.

Staff Care and Development

- Embody the qualities of benign curiosity, reflectiveness and compassion described in the Restore Framework in relation to staff and children, 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 a responsive and dynamic understanding of the work.
- 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 and commit to excellent, innovative practice.
- Work within the policies, code of conduct, practice and procedures defined by Oasis Restore, at all times.
- Attend and engage in line management, clinic supervision and reflective practice groups.
- 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 learning and adaptation.

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
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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	<p>Demonstrable and enthusiastic commitment to the values and behaviours which flow from the Oasis ethos.</p> <p><i>Relationships</i>: 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.</p> <p><i>Discovery</i>: the commitment to gaining knowledge and understanding through learning as you 'do', remaining reflective and open to ongoing experiences, ideas and learning.</p> <p><i>Community</i>: 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.</p>	A, I
Competencies	<ul style="list-style-type: none">• <i>Excellent leadership</i>, able to inspire and motivate, model good practice, and contribute to sustaining an integrated whole-school approach to safeguarding.• <i>Relational skills</i> – the ability to persevere and build good relationships with every child their family and every member of staff, and partners developing mutual respect and understanding while maintaining boundaries. Models positive, warm, honest and safe relating and associated skills (empathy, consideration, patience, negotiation, shared enjoyment, supportiveness, resolution of difficulty). Builds a strong network of collaborative relationships and partnerships across the community.• <i>Curiosity and reflectiveness</i> - the ability to create and sustain a culture of benign enquiry at and with regard to Restore. This includes the capacity to explore, withstand and work through complexity and conflict in an open and curious way, retaining the awareness of the pressures that are brought to bear, consciously and unconsciously, on	A, GT, I

	<p>oneself and others. Able to role model and demonstrate this ability to staff and between agencies.</p> <ul style="list-style-type: none"> • <i>Containment</i> - the ability to maintain a calm, collaborative, curious, caring and creative position under pressure. Reliable, punctual and well-organised, acting as a role model to others. Able to elicit, hold and consider multiple sources of information and ideas together to form a 'bigger picture' that enables genuinely informed decision-making. • <i>Teamwork and leadership</i> - to be highly visible and credible across and outside Restore, communicating purpose and direction with clarity and able to enthuse and support staff to achieve organisational goals. To shape, promote and exemplify desired Oasis values and ethos. To develop and maintain organisational commitment to problem-solving, empowering staff to achieve excellent outcomes. • <i>Communication</i> – the ability to be analytical and understand complex information, in analysing school, local and national data and developing appropriate assessments and interventions related to our practice with regard to families, safeguarding, children's education, health and care. Exceptional communication skills, both orally and in written work. • <i>Flexibility and managing complexity</i> – the ability to manage and work with multiple systems in a flexible, creative, responsive way, considering diverse issues and needs in decision-making, and remaining open to change and adaptation. 	
Qualifications	<ul style="list-style-type: none"> • Degree in related area of practice (probation, youth work, social care, criminology, safeguarding, mental health, therapeutic care etc) • Minimum of a Level 3 qualification related to working with children OR the willingness and commitment to complete the training within two years. • Restorative Justice/Restorative Practice qualification or the willingness and commitment to undertake the training. • Safety handling training through accredited provider or the willingness and commitment to undertake the training. • Qualification or accredited training in childcare, youth work, therapeutic skills, mediation, or a related area (desirable). 	A, I
Experience, Skills, and Knowledge	<ul style="list-style-type: none"> • Experience working with children and their families. • Experience working within child protection and children in care. • Experience and knowledge of safeguarding. • Experience of managing complex case work • Experience working within a contextual safeguarding or adolescent team. (Highly desirable) • Experience and knowledge of contextual safeguarding practice such as location and schools' assessment, disruption, and diversion planning. • Experience working within youth justice teams or a custody setting (Highly desirable) • Ability to converse at ease with children, parents, and members of the public, and provide advice, in accurate spoken English. 	A, I, UT

	<ul style="list-style-type: none"> • Experience of completing assessments of children, families, risk. • Knowledge and experience of restorative practice (highly desirable) 	
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*A= Application form

I= Panel interview

GT= Group Task

UT= Unseen task, Presentation

AC = Assessment Centre