



Job Description

POST:	Deputy House Manager
TEAM:	Oasis Restore
RESPONSIBLE TO:	House Managers/Residential Leadership Team
RESPONSIBLE FOR:	Senior Restore Practitioners and Restore Practitioners
SALARY:	£51,773 to £ 57,137 (L1 – L5) + Local Government Pension Scheme
LOCATION:	Oasis Restore, in Rochester, Medway, Kent
WORKING PATTERN:	Full-time, including days, weekends, evenings, nights and sleep-ins.
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 can accommodate up to 49 children, across 12 residential flats (each sleeping between two and six children).

Job Purpose

A team of Deputy House Managers (working under the direction of the House Managers and the Residential and wider Senior Leadership Teams) hold day-to-day authority for the care of the children within the Restore Community, ensuring that their needs are being met.

Each Deputy House Manager will:

- Manage and work within a team providing an outstanding quality of care and education, and a therapeutic, safe environment that functions well for children and staff.
- Provide daily management and direct line management to a team of Senior Restore and Restore Practitioners (frontline residential staff).
- Have responsibility of the monitoring and audit of quality of practice and compliance with policy, regulations and statutory requirements for children within your 'flat'.
- Work according to a shift system that covers the whole week, day and night, including 'duty' status as a key point of call and authority on site.

- Have oversight of the functioning of the Core Teams around each child in a given Flat, overseeing their plans and activity.
- Chair, facilitate and participate in key meetings including restorative and community meetings, handovers, and Core Teams around each child.
- Work in close collaboration with senior residential staff and staff across all the disciplines and areas of the school.
- Provide a containing, benevolent and robust presence, embodying and championing the values and ethos of the school.

We recognise that this role is unique and has not previously existed as such within the youth justice sector. From our experience of building new organisations from scratch – and of developing schools – we have learned that we need to be agile and respond to learning and development of our structures.

Management

- Work under the leadership and management of the Residential Leadership Team, undertaking your role according to the authority delegated to you, and accountable to them for your work, providing management oversight over all aspects of the household.
- Develop and sustain the culture of benign enquiry, therapeutic ethos, routines, practice and environment of the house, so that these meet the children's needs and reflect the Restore model of practice and policies and are of a high standard.
- Provide exceptional, values-based management for the staff within your team.
- Work collaboratively with the other Deputy House Managers, with Senior/Restore Practitioners and other members of staff attached to the house to oversee the healthy functioning of the house across the week.
- Be responsible for the deployment of staff in your team to meet the team's tasks, and those of the wider school, effectively utilising the rota system and other MIS systems.
- Promote and role model Oasis Restore's core principles, practising reflectively, working collaboratively and providing the capacity to attend to the conscious and unconscious impact of the work.
- Act as a role model to all staff, show accountability, playfulness, acceptance, curiosity and empathy in your interactions with children, in recognition of their developmental and psychological needs and in order to foster therapeutic practice across the whole staff team.
- Be responsible for maintaining a caring home environment, working alongside the children and staff based in each of the flats to ensure a lived experience and understanding of the work taking place.
- Promote effective communication within the team and across teams, ensuring it is open and honest and maintains a culture of accountability, observation, assessment, feedback and discussion (i.e. a reflective culture of benign enquiry).
- Actively work towards establishing and sustaining positive team morale: welcoming and accepting difficulties as a source of information about the work, valuing staff and their unique contributions and skills, and showing the confidence to explore ways of improving by being curious, providing excellent support and fostering inter-disciplinary practice.
- Ensure that performance management processes including supervision, probationary review meetings, line management, personal development reviews are in place and effective for all team members.
- Support team members to take up their authority and support their continuing professional development.
- Ensure that team members are up to date in their training requirements.
- Monitor and manage absences in the staff team and provide support as needed.
- Provide cover and support to Deputy House Manager colleagues working in the other houses, supporting their staff in decision-making and the daily operational functioning of other parts of the secure school.

- Chair, lead and co-facilitate group meetings for both staff, children and combined groups, helping children to develop maturity, responsibility and care for each other and their environment according to the Restore Pledge; and supporting staff to work therapeutically and safely with them.
- Appropriately allocate resources within the home under the management of the House Manager.
- Ensure that staff are appropriately allocated to fulfil the daily operational requirements of the home, to enable children to access the full offer at Restore, including family contact, through managing and maintaining rotas and liaising with staff on and off site.
- Record, communicate and follow up on any repairs or improvements to the physical space within the home
- Provide line management to Restore Practitioners, guided by the Restore policies and ethos.
- Manage any staffing matters according to Oasis Restore HR policies and ethos.

The Care of the Children

- Oversee the Core Teams for the children within their house, chairing them and ensuring their healthy functioning.
- Ensure that all children have Lead and Deputy Restore Practitioners and maintain oversight of these relationships and tasks.
- Ensure appropriate joined up working around each child with other areas of the school, with families and with networks.
- Ensure that appropriate outcomes are defined in Restore Plans and are being worked towards
- Ensure that Restore Practitioners are working to support the children through transitions, especially admission to and moving on from Restore.
- Provide and model containing, calming and robust responses to distress and violence among the children, enabling your colleagues to help the children experience care, understanding and physical and psychological safety. This may require your management and participation in safety handling physical interventions (undertaken with prior training and supervision), followed by a process of learning and reparation.
- Lead, with SLT colleagues, the management of critical incidents, ensuring the appropriate resolution, escalation and information-sharing.
- 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.

Collaboration

- Develop and maintain excellent relationships with children, colleagues, families and external professionals and partners.
- Maintain collaboration both within the residential staffing leadership, working alongside other Managers and Leaders to provide management oversight of the three houses.
- Work collaboratively and in an integrated way with the Directors, SLT, education and healthcare colleagues to ensure shared purpose, effective and integrative care for the children.
- Link closely with residential colleagues – House Managers and Deputy House Managers – to ensure joined-up thinking across the houses and continuity of management and practice.
- Attend and contribute to meetings that relate to the management and oversight of the houses and the therapeutic community of the school as a whole.
- Play an active role in the organisation and hosting of school-wide events and activities.

Safeguarding, quality, compliance and monitoring

- Contribute to the monitoring of the quality of records, practice and systems that relate to the care of the children, the household and the Core Teams

- Ensure that all records and systems are compliant with school and organisational policy and all relevant regulation and statute.
- Make sure that incident records and safeguarding concerns are accurately and promptly recorded and reported within set timeframes, escalating as per Restore's policies.
- Ensure that recommendations and requirements from visits, inspections and other monitoring procedures are addressed promptly.
- 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, to senior colleagues, and in other spaces at the school.
- Use your observation and other forms of data collection and assessment to enhance knowledge and understanding of the children, the staff and the system at Restore, and to assimilate and use information gained from these assessments to improve the quality of the service, improve the operating model and staff competence.
- Ensure that mechanisms designed to support the safe functioning of the school and the care of the children – such as staffing, record-keeping, information-sharing, training, supervision, reflective practice and teamwork – are working well.
- 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.
- 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.

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 ongoing coaching and training opportunities to upskill staff.
- 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 and others' understanding of the work in order to ensure accountability .
- Engage fully in the opportunities Restore offers for your own development, modelling this for your staff and ensuring their full involvement, including participating in all staff training relevant to your role 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 and Director.

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 (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, GT
Competencies	<ul style="list-style-type: none"> • <i>Relational skills</i>: the ability to persevere and build good, compassionate, responsive relationships, developing mutual respect and understanding and maintaining boundaries. • <i>Curiosity and reflectiveness</i>: 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. • <i>Containment</i>: the ability to remain calm, collaborative, caring and creative under pressure; reliable, punctual and well-organised, acting as a role model to others. • <i>Teamwork</i>: able to work integratively and inclusively within and between teams, seeking out and exploring different views and contributing towards a shared goal. • <i>Communication</i>: able to collect, record and interpret multiple forms of information relevant to the role; strong oral and written communication skills. 	A, I, GT

	<ul style="list-style-type: none"> • <i>Flexibility and managing complexity</i>: able to anticipate and manage change flexibly and responsively, and to consider diverse issues and needs in decision-making. 	
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 and/or the willingness to complete the training within two years (Level 3). • Restorative Justice/Restorative Practice qualification OR the willingness to undertake the training. • Crisis de-escalation 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). • NVQ4 or Registered Managers Award (desirable) 	A, UT
Experience, Skills, and Knowledge	<ul style="list-style-type: none"> • Ability to converse at ease with children, parents, and members of the public, and provide advice, in accurate spoken English. • Proven experience of working in and/or managing in a medium/large team in a childcare setting • Experience of working with children with emotional and behavioural difficulties • Experience containing self and others in challenging situations involving individuals and groups. • Experience of care and treatment planning and working to a treatment plan • Experience working in a school, pupil referral unit, youth centre, college or other educational setting, youth justice, residential, or therapeutic/treatment setting. • Knowledge of psychologically informed practice and trauma-informed care • Experience working with complex families and systems. • Understanding of and commitment to safeguarding policy, principles and practices • Experience of involvement in quality assurance, monitoring and compliance work in a residential setting • Experience of assessment work (desirable) • Experience of providing training (desirable) • Experience of restorative practice (desirable) • Experience of attending reflective practice and clinical supervision (desirable) • Experience of line managing others, and relevant management training (desirable). • Familiar with Children's Home Regulations and Ofsted or other inspection frameworks (desirable) • Knowledge of whole-system, multi-disciplinary and integrated education, health and care systems (desirable). • Experience of using a crisis de-escalation system (Team Teach etc.) (desirable) 	A, I, UT

*A= Application form
I= Panel interview
GT= Group Task
UT= Unseen task, Presentation
AC = Assessment Centre