



Job Description

POST:	Restore Practitioner
TEAM:	Oasis Restore
RESPONSIBLE TO:	Senior Restore Practitioner
RESPONSIBLE FOR:	Not Applicable
SALARY:	£38,939 to £42,729 per annum– inclusive of an unsocial hour's allowance payment worth up to £6792 per annum, plus Local Government Pension Scheme.
LOCATION:	Oasis Restore, Rochester, Medway, Kent
WORKING PATTERN:	Full-time shift work, including days, earlies, evenings, nights, bank holidays and weekends
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, professionalism, stability, and opportunity for children beyond the secure school. We accommodate up to 46 children, across 12 residential flats (each sleeping between two and six children).

Job Purpose

- To look after the children at Oasis Restore, in accordance with our model of therapeutic practice, to ensure they are always safe and well-cared for
- To be based in the houses where the children live, working with a specific group of children and staff, and to play an active role in the school and enrichment.
- To provide a mature caretaking initiative to structure activities for the children, helping with their daily routines, learning, self-care, cooking, eating and engaging with them.
- To provide consistent firm but fair boundaries for children, offering appropriate challenge with high expectations as defined by the our Integrated Restorative Policy
- To be responsible for keeping children and staff safe through daily processes and checks
- To maintain culture of vigilance and safety, championing and maintain outstanding safeguarding practice and reporting

- To work as a key worker ('Lead Restore Practitioner') to a given child, learning to understand them, providing emotional support, linking with their Core Team within the school
- To work with teaching staff to support the children's engagement in education and wider school activities, and to contribute to our enrichment programme, delivering sessions which promote the development of the whole child.
- 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 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 work collaboratively with members of other teams and departments to share information and create child-centred plans that are in the best interests of all children and staff
- To work within shift patterns defined by Restore's rota

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 high support and high challenge within a boundaried environment for children that is caring, child-centred and homely.
- To act in a professional parental capacity, interacting positively, and thoughtfully with the children and ensuring that they are cared for, eating and sleeping well, participating in activities and engaging with all forms of learning.
- To provide safe, psychologically containing environment where children are assured that adults are in charge, providing high aspiration with a high standard of care.
- For a given child or children, act as a Lead Restore Practitioner, 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). You will proactively liaise with other members of the team and departments in the school, will enter information on our MIS, attend meetings and stay in close touch with the child's professional network.
- 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 and, on some occasions, intervene with physical restraint.

- Approach children with humanity and positive regard, seeking to understand their challenges and their offences in the context of their life experiences, even when they are dysregulated and expressing behaviours that challenge.
- Show playfulness, acceptance, curiosity and empathy in your interactions with children, in recognition of their developmental and psychological needs.
- Offer caring, responsive and emotionally attuned care to children who may at times be in states of distress, showing behaviours that are physically violent, verbally abusive or harmful to themselves or others.
- To set and maintain appropriate, consistent and firm but fair boundaries for the children, to provide emotional containment, safety, and a sense of belonging.
- To maintain and work respectfully within Restore's Code of Conduct and Pledge, working to the leadership and management of the Residential Directors, Middle Management and Senior Restore Practitioners, undertaking your role according to the authority delegated to you, and be accountable to them for your work.
- Maintain safe and professional relationships with children and colleagues, using 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.

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, healthy boundaries, professional 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,)), and in their enrichment
- In liaison with class teachers, support children's attending education and accessing 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, contributing to data entry, daily logs and reports.
- Contribute to our culture of benign enquiry through reflecting on and questioning your own reactions and those of colleagues, the children and our way of working in a healthy and constructive way.

Community

- Work in an integrated way, valuing, enabling and contributing to the work of colleagues from different disciplines. Working collegiately, being willing to be responsible and using initiative with a 'can-do' attitude.
- Speak up and participate in groups such as community meetings, recognising your position as a role model, caregiver and a member of the Restore community and bearing in mind the children's levels of emotional integration.
- Participate fully in the range of domestic tasks necessary to maintain a safe, pleasant and healthy living environment.
- 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.
- Champion and participate in restorative practice in every area of Oasis Restore, towards the prevention of violence and using safe and trusted relationships to connection and de escalate.
- Participate in quality assurance, data gathering and inspection preparation, keeping accurate and timely records, and bringing any feedback or concerns to your line manager.

Staff Care and Development

- Fully engage with line management from a designated 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 resilience and physical wellbeing and commit to excellent, innovative practice.
- Embody the qualities of benign curiosity, reflectiveness and compassion described in the Restore Framework. This means actively engaging in being honest about your feelings in the workplace, in the appropriate spaces.
- Seek and engage fully with the opportunities Restore offers for your own practice development, including participating in staff training and completing associated qualifications, and undertaking training in therapeutic skills, learning support, safety handling and physical restraint. This training is a mandatory part of the post. You will seek also to support colleagues in developing their practice individually and as part of a cohesive team.
- Develop the use of your interests, skills and abilities as therapeutic tools that can be shared as activities with children and groups of children.

Safeguarding

- Participate in and complete all 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.

- 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, maintaining a household environment that is appropriate and sensitive to the needs of the children and is compliant with the Children's Homes (England) Regulations 2015 and other relevant statutory and practice standards.
- 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 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.

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>)	How it will be assessed
Values and Ethos	- An enthusiasm for demonstrating commitment to the values and behaviours which flow from the Oasis ethos. <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 <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 <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	A, I
Competencies	<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. <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.	A, I
Qualifications	- 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 and commitment to complete Level 4 training within two years.	A, AC

	• Restorative Justice/Restorative Practice qualification OR the willingness and commitment to undertake the training. • Safety handling training through accredited provider and the willingness and commitment to undertake the training (MMPR Restraint). • Qualification or accredited training in childcare, youth work, therapeutic skills, mediation, or a related area (desirable).	
Experience, Skills, and Knowledge	• Ability to converse at ease with children, parents and members of the public, and provide advice, in accurate spoken English. • Ability to enter data into systems and write reports • Experience either personally or professionally of vulnerable people (e.g. mental health, special needs, education, residential children's settings, family work and probation or prison service). • Experience of working with children with emotional and behavioural difficulties (desirable) • Experience working in a residential setting for children or other vulnerable groups (desirable) • 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) • Emotional and physical resilience and ability to engage in physically strenuous activity • Knowledge of psychologically informed practice and trauma-informed care • Commitment to and understanding of safeguarding principles • Knowledge of whole-system, multi-disciplinary and integrated education, health and care systems (desirable).	A, I

*A= Application form

I= Panel interview

GT= Group Task

UT= Unseen task, Presentation

AC = Assessment Centre