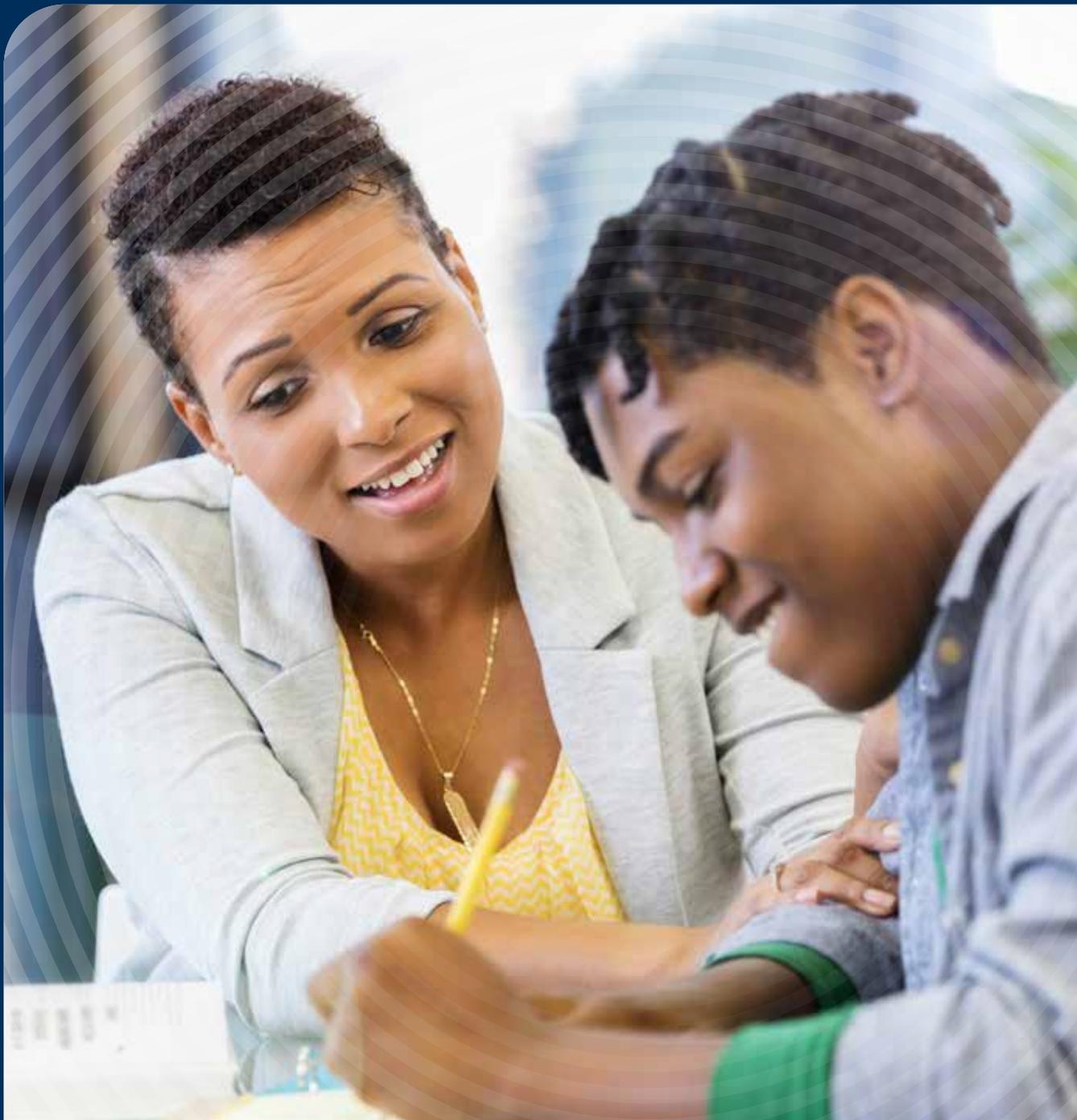




RESTORE

Director of Learning and Enrichment

Are you a dynamic and transformational leader looking for a unique role?



Welcome

I'm glad to take this opportunity to introduce you to Oasis and specifically to Oasis Restore – the country's first secure school. I founded Oasis over 35 years ago, and since then we've grown to become one of the largest charities in the UK.

Oasis is a wonderful team of highly talented and deeply committed people working together to provide housing, education, healthcare, youth and family support, as well as countless other community building initiatives around the country.

Day after day this work brings me face-to-face with a stark reality. Our national systems – of welfare, health, education, housing etc. – are failing the most vulnerable young people who, as a result, all too frequently find themselves caught in a persistent loop of exclusion that defines their future and inhibits their life chances.

That's why I'm passionate about Oasis Restore, and equally about working in partnership with the government, NHS England and Improvement and a range of other partners across the charitable and public sector to bring about much needed radical change. With a vision focused on restoration rather than retribution and creating a safe environment with a holistic approach to education, care and health, this unique project is at the very forefront of a long-awaited revolution in youth justice.

The secure school places therapeutic, integrated and bespoke support for children, along with pathways for successful transition, at the very heart of the youth secure estate for the first time. By doing so, we will enable young people to make different choices and lead positive, productive lives.

We recently launched our recruitment campaign for the Principal Director and Director of Care and Well-Being of

Oasis Restore, and are just as excited to be seeking an exceptional leader to join us as our Director of Learning and Enrichment; someone who will bring their values, character, expertise, networks and drive to lead our therapeutic model of learning, to enable us to realise our vision.

Your role will be pivotal to the success of the secure school as you develop our curriculum and education offer into a fully operational, integrated provision that embeds trauma-informed practice and allows us to meet our children's individual and holistic needs. You will have the opportunity to lead and develop an incredible team of colleagues, working alongside the Principal Director and Director of Care and Well-Being. And, in addition, you will be able to draw on Oasis' partnership with NHS England as well as the decades of experience we have built in education, supported housing and youth work around the country.

Within this brochure you'll find more about Oasis, our vision for Oasis Restore and, most importantly, about the role.

I hope that, like me, you will be inspired by the opportunities and challenges that the secure school offers – especially at such an unprecedented time for us as a society – and be as keen to join us as we are to share with you our vision.

We look forward to receiving your application.

Kind regards,

Steve Chalke
Oasis Founder and Leader



Overview

Oasis Charitable Trust is seeking to recruit a highly experienced, versatile leader as the Director of Learning and Enrichment for Oasis Restore – the country’s first secure school. This is a career defining opportunity to lead the development and delivery of our bespoke and integrated model of education and care for young people in custody.

We are looking for an organisational leader with the ability to lead and develop an education offer that is highly differentiated and innovative to achieve our shared vision. You will be values-led and have sustained, relevant leadership experience of working with children who are neurodiverse and those with Social, Emotional and Mental Health difficulties, challenging behaviour and experience barriers to learning.

The Director of Learning and Enrichment will be a champion of high-quality best practice, committed to drawing the best of your teams and children in your care.

You will have experience and knowledge of alternative provision or special school setting that seeks to support learning whilst addressing the effects of childhood trauma or adversity. This role will give you the opportunity to design and implement an education provision for children with varied and complex needs, including personal development tools, a varied and bespoke enrichment and PSHE offer to equip our students with necessary life skills to prepare them for the opportunities, challenges and experiences of adult life.

This is a unique opportunity to use your leadership experience to design and operationalise an education offer from scratch.

You will be at the forefront of innovation and a ‘proof of concept’ within the custody sector, the role will require someone with confidence and resilience to develop practice with a high level of attention balanced with the exciting opportunity to influence wider system change.



Who is Oasis

Oasis is a ground-breaking group of charities that have been pioneering models of sustainable and holistic education, supported and affordable housing and community development over the last 35 years. The Oasis vision is for community – a place where everyone is included, making a contribution and is supported to thrive/ reaching their God-given potential.

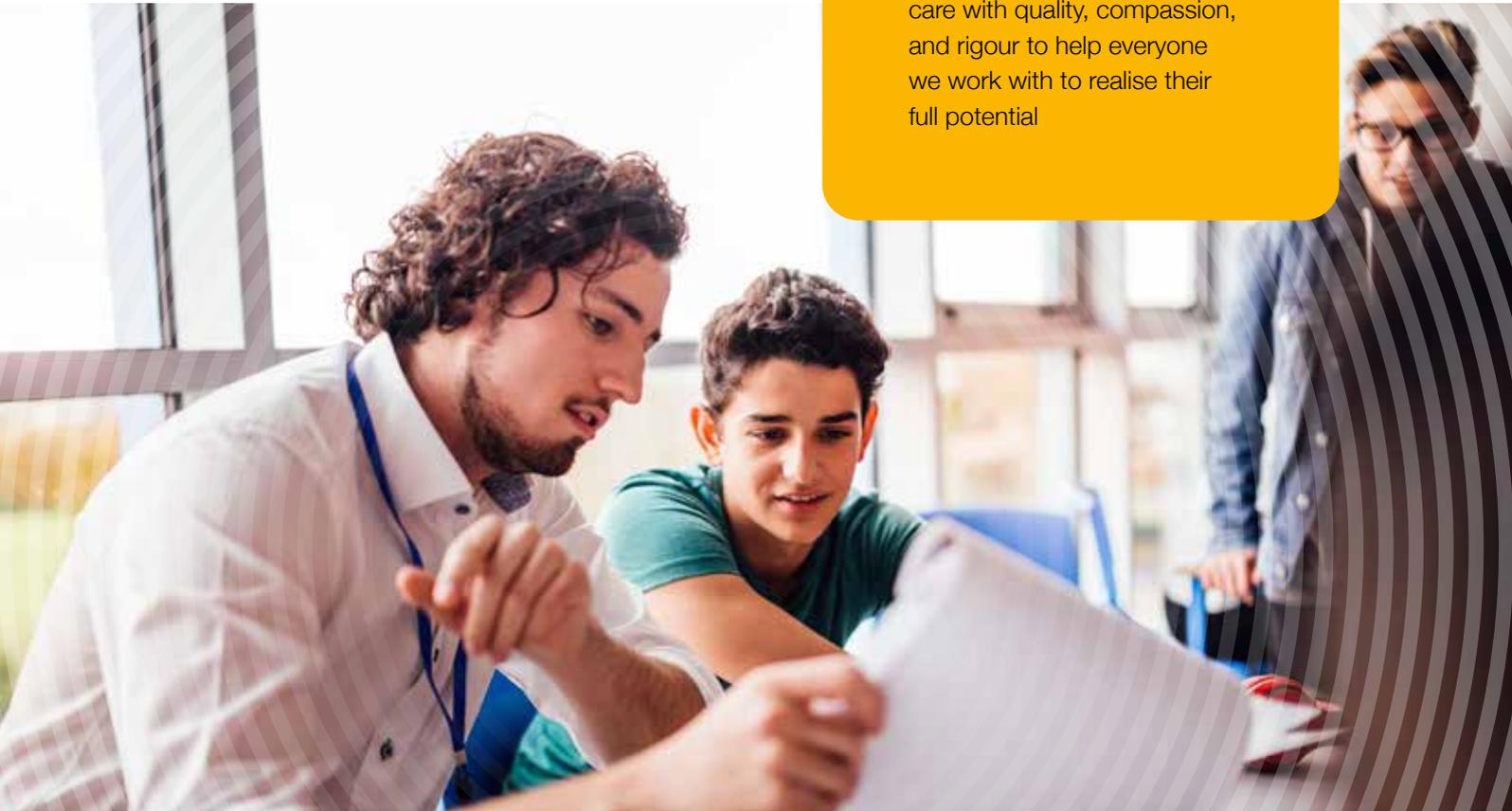
Oasis is about people, their aspirations, their opportunities, their education, their employment and their communities – in other words, their wellbeing. We believe that things can change. Where systems leave communities disadvantaged we're bold about pioneering alternatives and trying new things. We're not satisfied with the status quo where it keeps people trapped in poverty, or constantly at risk of exclusion.

Working alongside some of the most vulnerable communities our purpose is to develop Oasis 'Hubs', which provide wide ranging and integrated services, designed to meet the breadth of human need. We seek to work in an integrated and holistic way, providing a range of mutually supporting services. We do this because we have learnt that separate, non-integrated "solutions" often fail to achieve lasting change.

High quality, trauma-informed care and an aspirational education offer are some of the critical elements of our multi-disciplinary work that serves over 60,000 children, young adults and their families.

Together, Oasis staff and volunteers aspire to:

- **Understand** individuals' stories and contexts to help them grow and develop
- **Create** safe, stimulating home and learning environments
- **Believe** that change is possible, no matter the starting point
- **Provide** bespoke learning and care with quality, compassion, and rigour to help everyone we work with to realise their full potential





The Oasis Ethos

Oasis is driven by the passionate belief that each human being is uniquely valuable and of equal importance. We all have something to bring, and we all need each other. We call the 'O' in Oasis our 'Circle of Inclusion'. Everyone matters. Everyone belongs. And because we're committed to inclusion, we're committed to ending inequality, injustice, and exclusion wherever and however we can.

Our staff not only share in our vision but are also champions of our ethos and the Oasis 9 Habits. Our ethos is made up of:

- A **passion** to include everyone
- A **desire** to treat everyone equally, respecting differences
- A **commitment** to healthy and open relationships
- A deep sense of **hope** that things can change and be transformed
- A sense of **perseverance** to keep going for the long haul

Our 9 Habits are the behaviours through which we aim to reflect our ethos:

Compassionate	Joyful	Considerate
Patient	Honest	Forgiving
Humble	Hopeful	Self-controlled



Background

The Ministry of Justice (MoJ) has appointed Oasis Charitable Trust (Oasis) to deliver the country's first secure school – to be known as Oasis Restore; an innovative, new model of care for young people in the youth custody estate, where the aim is to improve outcomes for children by truly rehabilitating them.

This policy vision for a new system of care and rehabilitation, put forward by the Ministry of Justice, focuses on creating provision that places education, care and health at its core so that children who have offended can move on to lead positive and productive lives.

The secure school is the proposed model to achieve this new provision.

The model will enable new organisations to be established – Secure Academy Trusts – to run and manage secure schools for young people that provide a therapeutic environment in a secure setting. These new Trusts will develop provision that is child-focused, integrated and innovative and is designed around a joint outcomes framework, offering individualised care for children that establishes strong links with the community.

The MoJ has recently published its commitment to pass legislation to enable this significant policy change and to allow such organisations to exist. We are planning for the secure school to be dual registered as an 16-19 Academy and Secure Children's Home and for it to be inspected as such.

Oasis Restore is the first of its kind and is the proof of concept for this new approach in youth custody.

Oasis Restore will open in Rochester after the HMPPS site has undergone extensive works – managed by Ministry of Justice – to create a physical environment that fulfils the secure school vision.

The school is planned to open in late 2022 and will care for 50 students aged 12 to 17 years.

Oasis

RESTORE

Our Vision

Oasis Restore will offer a reparative opportunity to children and young people, who have become criminally involved, often because of neglect, trauma, and loss.

We recognise that our students will have been placed into Oasis Restore with restrictions to their freedom, for their own and society's safety.

As with all Oasis Hubs, our vision for Oasis Restore is focused on restoration, rather than retribution, on creating a safe environment with a holistic approach to life; a place of care where every child is given opportunity and is shown robust love and consistent boundaries. All involved – staff as well as students – are learners and will be encouraged to take responsibility for leading their ongoing personal transformation.

Our practice will be psychologically informed through building trusting relationships with and between our young people and adults. We will be practical, effective and creative in order to celebrate individuality and we will do this in the context of treasuring the community. As we embrace this approach, we will seek to address some of the consequences of trauma and loss in our young student's lives.

Our mission, therefore, is to not just deliver an innovative education offer but also to develop a healthy sense of identity, a sense of purpose that improves our students' social cognition, emotional intelligence and to support them as they journey onwards.

We recognise that the majority of our students will not have enjoyed the traditional classroom setting and may have a fear of education delivery that feels institutional. We know the young people we serve will exhibit behaviours characterised as dysregulated, challenging, and complex. However, we also know that none of our students come from zero; that all have inherent strengths and interests.

Our goal is to tap into their curiosity and talents to develop skills for life and learning whilst providing them with training or qualifications in areas in which they have interest. We want to focus on what is strong, not what has gone wrong. To this end, we will use enquiry and curiosity – in both structured and unstructured sessions – together with the creative arts, media, sport, and the outdoors to support our philosophy of learning.

Most importantly, from the very first day of their stay at Oasis Restore, we will work with each of our students not only to focus on their time with us but to prepare them for transition back into the community or into the wider custodial estate.

We will support them, not simply with the goal of not reoffending, but crucially, to enable them to achieve long-term wellbeing. We want our students to thrive and maintain a positive contribution to their community as well as to wider society throughout their lifetime.





Oasis Restore's Offer

A holistic, integrated, safe environment

We will develop a sense of community, a place of safety where every child is given the opportunity to make a contribution, reach their potential, build on their individual strengths and develop life and social skills that support their transition from the school.

A therapeutic model of care with a growth mind-set

We will develop psychologically informed practice across all our systems and processes. All our staff and volunteers will be committed to the belief that change is possible and to building our students' resilience, health, literacy, numeracy as well as emotional and social intelligence.

An ambitious and enquiry-based education offer

We will promote enquiry through social pedagogy and learning that is practical, multi-sensory, person-centred, and aspirational. We will offer a balanced and differentiated vocational and enrichment curriculum that equips students with a sense of purpose and the necessary work-life skills and qualifications for pro social functioning. We will develop technical skills and competencies that will be accredited.

Pathways for transition into community from day one

We will work with the students from their first day with us to prepare for their transition pathway in order that they are equipped to make a positive contribution and are hopeful about their continued progress.

We believe we will have succeeded when our students have enhanced self-awareness and self-control, a greater sense of responsibility and resilience, as well as aspiration for their future. If they leave our care more hopeful, then we have made progress.



RESTORE



RESTORE

The Cohort

Oasis Restore will be serving some of the most vulnerable children (aged 12-17 years) in the UK with complex needs and challenges who present with high risk and high harm behaviours. We recognise that a number of complex and inter-related factors are associated with these behaviours.

For many of our students, many of their behavior and experiences have been exacerbated by the lack of a sense of belonging and opportunities, the reality of poverty and, above all, a sense of personal hopelessness. These are the conditions created for these young people's journeys which regularly involve high levels of trauma, vulnerability and threat. Emotional and behavioural dysregulation, neurodevelopmental challenges and a skewed understanding of themselves and others, are common amongst young people within the criminal justice system.

There is also significant disproportionality in the number of Black, Asian and Minority Ethnic children, specifically boys, in the youth justice system compared to the general population. Meeting the needs of these young men and women whilst addressing the reality of BAME overrepresentation in the system will be at the forefront of our work.

Whilst we recognise that young people have to embrace the consequences of their criminal behaviour, and that their sentencing is the court's punishment, our job is to listen and understand the stories behind the behaviours. In turn, this will help us to formulate integrated care plans that meet students' individual needs, challenge negative habitual behaviours and reduce the risk of future harm.

There is a very high level of neurodiversity in this population of children and young people. We know that 25% of young people in custody have ADHD, 4-5% have an autism spectrum condition, 40% have histories of traumatic head injury and 60% have speech, language or communication difficulties. However, most of these conditions are unrecognised and undiagnosed. Therefore, these needs are unmet.

We recognise the challenges ahead of us and will need leaders who are both grounded in the reality of the obstacles we are likely to face, whilst being relentlessly aspirational about the possibilities for achieving excellence.





Oasis Restore's Framework of Care

In order to realise our vision and build an ethos-first culture with such a complex cohort of young people, we will develop a bespoke approach to our practice based on our context; one that is psychologically informed and supported, and one which integrates established and developing theories in relation to attachment, trauma and human development.

Oasis Restore's leaders will be expected to develop and operationalise a secure school model that is based on the Oasis Restore Framework of Care. Our framework is underpinned by the Oasis ethos and our organisational behaviours, the Oasis 9 habits. It details the secure school's operational principles and is drawn from psychologically informed practice used to care for children with complex needs across sectors.

We are committed to...

- R**elationships through building trust
- E**mpowerment through providing choices and nurturing responsibility
- S**afety through providing consistency and a secure base
- T**rauma-Informed practice through creating a psychologically informed environment and culture
- O**wnership through providing life affirming opportunities
- R**esilience through offering support and challenge
- E**nquiry through encouraging openness and reflection

In using these principles throughout policy, practice, and process in the school, we will ensure that we create an environment of high-quality care and psychological safety for our students, staff.

RESTORE



The Role

Oasis Charitable Trust is seeking someone with credible senior leadership of educating highly vulnerable 12 to 17 year olds with complex needs so that they can develop sense of purpose and self-belief to look after themselves, care for others, gain long-term employment or training and lead adult lives that are hopeful, healthy and fulfilled.

The role requires you to undertake responsibility for the development and implementation of Oasis Restore's education and enrichment offer that will contribute to the therapeutic milieu that support students' emotional, social, personal and intellectual development. Your leadership of this work will include development of a flexible competency-based curriculum including vocational pathways and deployment of innovative pedagogical approaches, ensuring the highest quality standards that meet the individual needs of students.

You will work with Oasis Restore's Principal Director and Director of Care and Well-Being to create a safe, nurturing and aspirational learning environment. You will enable opportunities and experiences for young people that will improve their social and emotional functioning, affirm their positive identity and purpose whilst providing them with a flexible, ambitious education offer that is adapted to serve a student cohort of diverse, complex and challenging behavioural and emotional needs with barriers to learning.

The successful applicant will be committed to ensuring all groups of students, regardless of complexity or need, achieve their potential. You will actively seek to support those children who are neurodiverse and have Special Educational Needs including speech, language and communication difficulties or those with history of traumatic head injuries. You will understand that the majority of our students' experience of education will have been one of persistent exclusion; in essence, you will ensure that Oasis Restore provides a transformational education offer to those who need it most.

We are seeking an individual who is wholly committed to improving the educational progress, life outcomes and employment or training opportunities for highly vulnerable young people. You will be committed to support all our young people in developing the social, practical and academic skills that they need to build a

positive future. You will be ego-aware and a reflective practitioner who leads from your own life's experiences and learning; you will own the impact of your leadership story and role model trauma informed values and competencies.



Working closely with the national staff of Oasis Charitable Trust – and with support from those with relevant expertise in psychologically informed practice in education and social care – you will draw upon your strong experience to recruit, train and develop an outstanding teaching and learning team. Your role will be to lead and develop curricula content whilst harnessing your team's competencies and skills so they are equipped and resourced to achieve their best. You will be responsible for leading an inclusive teaching team that promotes the Oasis ethos and a culture of trust with open and inter-dependent practice that delivers outstanding quality of education.

The opportunity to shape a psychologically informed education offer that uses creative pedagogical methods will be uniquely rewarding. It will also be demanding. It will require acute self-awareness, resilience and the ability to manage others' anxiety without judgement. You will lead with authenticity and integrity. You will role model healthy, positive relationships and individualised attention between students and teachers that will underpin effective pedagogies, facilitate social learning and develop social capital in students as well as secure their academic progress.

We are looking for an experienced practitioner who has invested their own learning to understand the science of how children learn and is aware of evidence-based, cutting-edge teaching practice, assessments and interventions that meet young people's individual needs. The role will require you to have an understanding of all that is required to establish Good and Outstanding provision with Ofsted.

This type of provision is new to the youth custody sector, and we know that whilst there is promising, outstanding and evidence-based practice, there is still much to learn about the trauma-informed care and education of young people. No one has unanimously defined 'what works' in this setting. Therefore, you will need to have determination, resilience and commitment, balanced with humility and the ability to learn from mistakes as well as opportunities. You will be willing to use your networks to build partnerships with alternative provision and special schools sector that will enable you to expand your existing expertise whilst learning from best practice from other specialist providers to children with complex needs.

We know that this will be a challenging, and, in return, we will support you through a programme of personal development which includes supervision and ongoing professional training. We will make a commitment to your wellbeing so that you can sustain your leadership of the staff and young people under your care.

Oasis is excited and privileged to be leading this new provision and we are looking for leaders who want to come on the journey with us as we build on our vision to create new possibilities for youth custody as well as work with some of the country's most vulnerable young people.



Scope and Authority

This post is part of the school's Executive Leadership team which is designed to develop and deliver interdependent learning and care. The proposed leadership structure consists of nine roles including the Executive Leadership team of three – the Directors of Learning and Enrichment; of Care and Well-Being; and of People and Services – under the leadership of the Principal Director.

To strengthen the delivery of an inter-disciplinary model, we have recently recruited the school's Principal Director who will be involved in the final stage of assessment for this role.

Oasis Restore's draft operating structures were developed during the bid phase of the project. The project's process and timelines are determined by the Ministry of Justice. Therefore, the school's operational design may need to be developed further to meet with these requirements, consequently draft staffing structures will exist at the point of leadership taking up their designate positions.

Over the years, our experience of building organisations from scratch has taught us that:

- a) **Co-production** is a key principle for a creating outstanding outcomes and operational design, involving everyone from students to leaders.
- b) **Ownership** of the creative process for organisational design needs to be driven by leaders who will be held accountable for its success.
- c) **Flexibility** and openness to change is needed, on all sides, to work through a preopening phase of new provision.

Therefore, we will work with the successful candidates from as early as possible and we will seek to involve them in pivotal decision-making if pre-opening processes require decisions to be made before the commencement of roles.

The Director of Learning and Enrichment will lead Oasis Restore's learning and enrichment offer in a dual registered secure children's home and academy that looks after 50 students in an integrated residential education setting. In addition to school and sports buildings, the single site has three residential houses in separate

buildings, each comprised of smaller 'homes' with student bedrooms.

The Director of Learning and Enrichment will be supported by a Deputy (our draft structure assumes this will be a SENDCo) and teaching staff, including Higher Level Teaching Assistants. You will manage these staff to ensure high quality education and enrichment offer is delivered for each young person in the school. You will work with the Executive Leadership Team to ensure the delivery of education and interventions is fully immersed and integrated with Oasis Restore's culture and Framework of care. All staff on site – teachers, clinicians, residential support workers, catering and administrative roles, as well as leadership – will be responsible for ensuring the highest standards of care are in place for our students through every interaction and communication.

Oasis Restore's bid committed to providing an education offer that uses innovative pedagogy and learning opportunities; one that raises level of expectation beyond what always exists in the secure estate and that defines Oasis Restore as a school.

Access to learning in English and Maths and support on numeracy and literacy will be a challenge for this cohort because of their previous experience both with mainstream schooling and their belief system about their own potential. We want to allow for every opportunity for learning that involves high levels of differentiated and tailored support with interaction between students and teachers, moving away rote learning to experiential learning.

The vision of our Academy will focus on securing and inspiring all students to be on a clear education, training or employment route upon leaving. Students baseline assessments upon entering the school will include supporting each young person to identify areas of interest and passions in order to offer a bespoke and competency-based curriculum. The school's plans are to offer six key vocational routes for the young people to choose from alongside core subjects. Our aspiration is to provide as much practical experience and 'live' outlets, within the secure school and with use of Release on Temporary License, as possible to ensure that students develop life skills and belief necessary for them becoming active citizens in the wider community.

The Director of Learning and Enrichment will hold one registration as an Academy with Ofsted.

This post is part of the school's Executive Leadership team which is designed to develop and deliver interdependent learning and care.



Governance and Accountability

Oasis Charitable Trust Board of Trustees are responsible for the current stage of the secure school project.

A new legal vehicle for the secure school will be developed according to the MoJ managed project timeline, and after legislation is passed. At this juncture, a Board of Trustees will be appointed by Oasis. We anticipate the legal vehicle will be a Secure Academy Trust.

The Principal Director will be responsible for the outcomes and progress of the school and, the Executive Leadership team will be accountable to Oasis Charitable Trust and the Oasis Restore Board of Trustees. The Ministry of Justice will hold Oasis Charitable Trust to account for the school's overall performance and outcomes.

As outlined in the secure schools: How to apply guide, the regulator will ensure inspections are conducted in accordance with the relevant registered authority's frameworks. We expect that the secure school will be jointly inspected by Ofsted and the Care Quality Commission, covering education, care and health, using both the Social Care Common Inspection Framework and the Education Inspection Framework. The MoJ's current ambition is that the frequency of inspections will mirror that used in both children's homes and academies.

Key Responsibilities

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

Championing Oasis ethos

- To be personally aligned with the Oasis ethos and 9 Habits
- To actively participate in and support the vision of Oasis Charitable Trust
- Ensure an aspirational culture and ethos of challenge and support where all students can achieve success and become engaged in their learning

People Leadership

- To build, lead and empower a teaching team that will realise their potential and expertise
- To deliver strong, inclusive leadership to your team that promotes a culture of curiosity, excellent teaching, safeguarding standards and inter-disciplinary practice
- To develop and foster positive working partnerships and effective communication with alternative provision, youth custody providers, SEMH and other relevant special schools, professionals and other external agencies.
- To role model and lead the highest standards of teaching excellence and champion a formulation approach to assessing children's holistic learning needs
- Foster and advocate the use of research to inform practice and champion evidence based pedagogical approaches to children who are neurodiverse and have special education needs

Monitor, Evaluate and Improve standards and student progress

- To lead with a clear vision and create purpose and objectives
- To successfully recruit a team of teaching and enrichment staff that are qualified and have relevant experience and skills
- To be responsible for progress and attainment outcomes of Oasis Restore's students
- To be responsible for the delivery of highly effective integrated learning plans for all students
- To develop whole school improvement strategies that ensure the highest calibre of learning and creates a safe, nurturing, and positive learning environment
- Work with the Executive Leadership Team to develop and implement assessment and target setting systems that meet children's aspirations and account for their learning needs
- To work with Executive Leadership team to successfully lead statutory inspections and external reviews and ensure effective monitoring and quality assurance systems

Systems Leadership and Design

- Explore, innovate and encourage appropriate teaching methods used with children and young people who are neurodiverse and have related SENs
- To lead a cutting-edge continuous professional development programme for all staff who support student learning
- To work with the Executive Leadership team and your staff team to operationalise Oasis Restore's framework of care in the education offer of the school and developing concepts outlined in Oasis Restore's original bid. This includes:
 - Oasis Restore's education, enrichment, PSHE and SMSC offer throughout the year, differentiated for student's needs, abilities and sentence length
 - Ensuring that all Oasis Restore's systems, structure, policy and guidance to support learning will be psychologically informed and developmentally appropriate
- To ensure the school's learning environment supports staff and children's health and safety and is customised to meet each student's strengths and social, emotional, and cognitive needs

- To work with the Executive Leadership team to develop assessment systems that are child-friendly and use formative methodology
- To work collaboratively with the Executive Leadership team to design systems for students' integrated care plans (known as the Restore Student Passport)
- To champion effective use of formulation – understanding children's stories and histories to determine their exposure to trauma, childhood adversity and risk – to identify protective factors that will inform their learning journeys
- Create and maintain an effective partnership with parents/carers to support students' progress and be aware of possible risks of exploitation
- Attend multi agency meetings including local safeguarding partners for case and safeguarding reviews

Safeguarding and Safety

- Ensure that all classroom provision and learning plans are differentiated according to relevant individual risk assessments in place and that information is reviewed regularly
- Contribute to design and leadership of systems for admissions and transitions so that group impact and risk assessments are in place
- Ensure that all teaching staff, policy and practice supports welfare of all students

Curriculum Leadership

- Determine and ensure implementation of a diverse, balanced and flexible curriculum and enrichment entitlement to ensure high quality and personalised learning experiences for students of all backgrounds and abilities
- Develop learning – in unstructured and structured time – that is based on student's interests, and aptitudes and stage of development
- Develop the Academy timetable to facilitate 52 week, 7 day week access to learning and enrichment to ensure that the holistic vision of Oasis Restore is met
- Ensure that the curriculum equips students for life beyond Oasis Restore when they exit custody; to enable young people to progress to employment, education or training

Competencies and Skills

Oasis has developed bespoke leadership principles and competencies which will be used during the assessment process. The key competencies and skills for this role are:

Values and culture

- Ability and commitment to be a champion of the Oasis ethos which seeks to create inclusion and equality for all through open and honest relationships, perseverance, and the intrinsic belief that positive change is possible, no matter an individual's story
- Ability to motivate and lead staff, reflecting the ethos of the organisation to be trauma-informed with the skill to build and model trusting, open and honest relationships working collaboratively with colleagues to deliver excellent care
- An intrinsic understanding that childhood trauma and adversity is a significant, complex, and often preventable public health problem. This brings with it, broad ranging effects on children and their support network – including staff who support them – but from which, with proper resources and pathways of support, people can recover.

Self-Leadership

- Able to accurately perceive, assess and express emotions, and model non-violent ways of communicating in order to maintain a safe environment for self and others
- An interpersonal style that is direct, willing to change as a result of interactions, reflective, engaging, honest, trustworthy, culturally competent and eliminates the use of labels
- Has resilience and a capacity to respond calmly to high levels of risk and anxiety in a pressurised environment and deal effectively with other's stress, anxiety and the unanticipated
- Ability to demonstrate integrity and justice throughout all aspects of their leadership
- Intrinsically treats people equally and respectfully, regardless of their background, gender, experience and worldview.

Leadership of others

- Ability to clearly communicate strategy and system design that supports delivery of a compelling vision, articulating direction and expectations with clarity and purpose
- Ability to work collaboratively with key decision makers, promoting partnership working within and between teams and demonstrating the ability to seek out and harness the views and contributions of others
- Ability to ensure that all team members are positioned, equipped, and resourced to play their part and contribute their character and expertise to achieve vision and mission
- Understands the importance of cohesion, diversity, and inclusion for a team to be effective and transformative
- Understands external context at national and local level and can translate this context to enable teams to see their contribution.

Teaching and Learning

- Demonstrates comprehensive knowledge of working with children who are neurodiverse and have special education needs, knowing how to develop effective learning strategies to support students and colleagues to ensure the best outcomes for all
- Strong understanding of what makes an outstanding classroom practitioner within an alternative provision or SEMH school setting
- Demonstrates a good understanding of approaches to assessment for all learners
- Experience in raising academic standards within alternative provision or SEMH school setting
- Excellent knowledge and understanding of a wide range of special educational needs

- The ability to lead education offer in a regulated framework and a challenging environment, understanding and developing strategic concepts and translating them into operational design
- Is committed to embedding strategy through working relationally and is skilled at matrix management
- Has knowledge of current and proposed education policy and the legal framework within which Academies must operate
- A wide understanding of the links between alternative education, youth justice, social care and health systems.

Evaluation for improvement

- Ability to interpret complex quantitative and qualitative data and uses this analysis to inform strategy and improve outcomes
- Ability to pursue challenging, rigorous questions and probe explanation to inform improvement strategies and seeks others' views to test own thinking
- Encourages rigour and provides critical challenge to achieve outcomes, presenting data and analysis in a logical and defensible way alongside robust risk and impact management
- Ability to balance risk and opportunity together with the disposition to enjoy a fast-paced, pressurised environment.

Advocacy

- Is a positive champion and public voice for vulnerable young people
- Intuitively engages children in supported decision-making allowing students to have a voice, choice and express wishes and feelings
- Pursues ways to ensure children's culture and diversity is celebrated, and needs are met
- Recognises that persons of significant influence in young people's lives are partners in the process of recovery from trauma and factors this in when designing systems and processes
- Upholds and adheres to UN Convention of the Rights for the Child which include non-discrimination, adherence to the best interests of the child, the right to life, survival, and development, and the right to participate.

Essential Experience

- Demonstrable breadth of experience across all areas of school leadership to deliver good and outstanding provision that meets the bespoke, complex needs of young people
- A proven track record of effective Headship or senior leadership in trauma-informed education provision either in residential, alternative provision or special school ideally graded as good or outstanding by Ofsted
- Managing change through bringing innovative ideas to traditional approaches to teaching and learning
- Proven track record of designing and implementing trauma informed education provision supported by relevant teaching practice

- Successful track record in monitoring, evaluating, and improving the quality of teaching and learning for children and young people with SEN, complex behavioural challenges and barriers to learning
- Leadership of the 11-19 curriculum including improving the curriculum offer, using innovation and create solutions, resulting in demonstrable impact
- 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) is desirable
- Experience of budget management with an emphasis on ensuring value for money
- Proven experience of developing highly effective staff teams with high levels of trust, transparency and accountability
- Evidence of relevant continuous professional development and qualifications in education
- Experience and understanding of criminal justice system, transition into community and the experience of young people in this setting
- Experience of successful inter-agency partnership working
- NPQL/H (desirable)
- Qualified to degree level
- PGCE (or equivalent) – Qualified to Teach in the UK
- This role is likely to form part of a 7 day on-call rota and flexibility to work evening and weekend shifts is required.

How to Apply:

If you are ready to apply for this role, please download the recruitment brochure and complete the application and disclaimer form.

For more information and an informal discussion about the role please email Oasis.Restore@Oasisuk.Org to arrange a confidential phone call.

The Equal Opportunities Form will not be shared with anyone involved in processing your application. Please complete this as part of your application process.

All applications and accompanying forms should be email to recruitment@oasisuk.org by noon on **Friday 29th January 2021**.

APPLY