



# Job Description

<b>POST:</b>	Head of Mathematics and Numeracy
<b>TEAM:</b>	Oasis Restore
<b>RESPONSIBLE TO:</b>	Director of Learning and Enrichment
<b>RESPONSIBLE FOR:</b>	Teachers, HLTAs and Restore Practitioners belonging to the Mathematics and Numeracy team
<b>SALARY:</b>	(RLG 1) £44,305 to (RLG 5) £48,895 + Teachers Pensions Scheme (TPS)
<b>LOCATION:</b>	Until the building work on the school is complete, the post holder will benefit from hybrid working between home and the Oasis London offices (near Waterloo station) with some visits to the secure school location – Thereafter, the role will be located at the Oasis Restore secure school in Rochester, Medway, Kent.
<b>WORKING PATTERN:</b>	Full time
<b>DISCLOSURE LEVEL:</b>	Enhanced

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## About Oasis Restore

Oasis Restore is the country's first secure school that is a proof-of-concept policy initiative funded by the Ministry of Justice (MoJ) and the Youth Custody Service. Oasis Restore's mission is to transform the life chances of children aged 12-18 years in the criminal justice system through delivering psychologically informed, integrated practice that centres on trusted, safe relationships between staff and children. Oasis Restore is a learning community that embeds hope, stability and opportunity for children beyond the secure school.

## Job Purpose

To lead the development and implementation of a varied, impactful, and tailored Mathematics and Numeracy curriculum offer, that is psychologically informed and develops the needs of children to successfully prepare them for individual pathways outside of Oasis Restore (i.e., apprenticeship, training, employment, higher education, or a continued programme of learning in the adult estate) under the strategic leadership of the Director of Learning and Enrichment.

To work alongside the SENDCo and Head of Inclusion and NHS commissioned multidisciplinary team in developing a highly effective and aspirational curriculum that brings about high standards of education, behaviour, and attitudes to learning as well as successful transitions into, and out of Oasis Restore.

To be responsible for the high-quality delivery of the Mathematics and Numeracy curriculum by supporting your team in intentionally planning to meet the needs of each child, in collaboration with teachers, the wider staff, students, and parents/carers.

We recognise this role is unique and does not exist as such within the youth justice sectors. From our experience of building new organisations from scratch – and of developing schools – we have learnt that we need to be agile and respond to learning and development of our structures. We welcome and expect on-going dialogue with the successful candidate to refine and develop the detail of these responsibilities to ensure it reflects and the needs and demands of the post. Therefore, the following is not exhaustive.

## Specific Responsibilities

### Leadership and Management

- Provide exceptional, values-based leadership and professional supervision for all staff within your team, to aid their development, learning and understanding of their role, our educational approach as well as the Oasis ethos, resulting in positive outcomes for our children
- Act as a positive role model, using effective communication; to lead with wisdom and clarity
- Lead and be part of the team, delegating tasks appropriate to others' abilities, roles, and development needs
- Nurture and care for the staff through good working practices and activities such as enabling reflective practice, supervision and line management based on the Oasis values.
- Provide staff with the means to enjoy their work and undertake it creatively and effectively.
- Work collaboratively with staff across Oasis Restore to remove potential barriers to successful engagement of children in all education, enrichment and wider activities.
- Promote a culture of curiosity; the acceptance that we will get things wrong and the confidence to explore ways of improving through providing excellent support and inter-disciplinary practice.
- Develop a curriculum in line with the national curriculum, meets the developmental needs of all children and is of exceptional quality, under the strategic leadership of the Director of Learning and Enrichment
- Deploy staff belonging to the team effectively.
- Liaise effectively with all stakeholders including the multi-disciplinary team, community partners, and parents.
- Coordinate and deliver highly effective team meetings, ongoing training opportunities and development for both specialist and non-specialist teachers, and relevant staff.
- Liaise with the Director of Learning and Enrichment to build, lead and empower a collaborative teaching team through the recruitment process, induction and ongoing training.
- Hold staff to account for the intentional and impactful delivery of the curriculum through rigorous quality assurance practices in liaison with the Director of Learning and Enrichment
- Champion effective use of formulation, which includes the 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.
- Manage, through our ethos, any staffing matters according to Oasis Restore HR policies.

## Curriculum Design

- Design a curriculum that provides opportunities for recognition, challenge and supports individual student's needs, equipping them for life beyond Oasis Restore; to enable young people so they can progress to employment, education, or training.
- Implement high quality and targeted teaching and learning, in line with up to date metacognitive pedagogies and input from the SENDCo, Speech and Language Therapist, Educational Psychologist, and other professionals, that enables all student to make good or better progress
- Support staff in developing schemes of work that engage student ages 12-18, with accompanying learning resources that provide a range of teaching and learning methods, personalise the learning experience and gives all students equal opportunity to make progress
- Ensure that staff, students, and parents/carers understand how prior attainment and baseline data is used to set academic targets for the students, and how this used to set individual academic targets.
- Work alongside the core team, including the SENDCo and the NHS commissioned team, to devise and implement strategies to maximise achievement and access to the curriculum based on ongoing data collection and scrutiny.
- Collaborate with staff across the multi-disciplinary team to implement appropriate strategies to support students in reaching their potential.
- Use the evidence base to design the homework system that supports children's progress in Mathematics and Numeracy aligning with the Head of English and Literacy
- Contribute to the enrichment programme that enhances children's learning, encouraging them to engage in a wide range of activities.
- Take responsibility for creating and developing relationships with community partners, wider education providers and apprenticeship providers to develop opportunities for students in line with their learning pathways.

## Assessment and Standards

- In liaison with the Director of Learning and Enrichment, devise an assessment and marking strategy in line with the needs of the students, where clear feedback and targets are set, reviewed and are effective in supporting student progress.
- Implement and lead assessment processes that ensure consistent and continuous collection of high-quality data to track, monitor, and evaluate the progress of students.
- Monitor the quality of teaching and students' learning through the analysis of performance data, observation of teaching, work scrutiny and student interviews in collaboration with the leadership team.
- Monitor the impact of learning strategies across the school and home, using clear systems for data collection and scrutiny, and be flexible in adapting these in line with the emerging needs of children by liaising with teachers, residential and enrichment staff.
- Ensure that appropriate procedures are in place within your team for the moderation of assessments to ensure consistency, quality and reliability.
- Take responsibility for the upskilling of all staff to effectively deliver specific learning resources to support students both in school and the home environment.
- Be responsible for the continuous review cycle of the curriculum, supporting staff to adapt resources to suit the individual needs, interests, and passions of individual students under the strategic direction of the Director of Learning and Enrichment

## Staff Care and Development

- Contribute to the recruitment process under Safer Recruitment regulations, including shortlisting for interviews, planning of selection activities and forming a part of the selection panels.
- Maintain your own personal and professional development, in line with the culture described in the Oasis Restore Framework, in which staff look after their own and each other's emotional and physical wellbeing
- Support the SENDCo and Head of Inclusion in ensuring that all staff are competent and confident in implementing the Code of Practice for special educational needs, and in the way information about children's needs and views are recorded and shared
- Be proactive in promoting the welfare of the team, recognising and praising good work, offering support and feedback at times of challenge
- Manage, according to our values and policies all pertinent staffing matters including but not limited to absence, capability & disciplinary matters, and grievances
- Support the therapeutic philosophy of the school and home.
- Develop and implement a cutting-edge continuous professional development programme for all staff that support students' learning.
- Be a role model to staff, engaging with reflective supervision and practice in an acknowledgement of the impact of the work and the value of understanding what this means.
- Ensure a safe working and learning environment through application of appropriate risk assessments and adherence to current Health & Safety regulations.

## Safeguarding and Compliance

- Oasis is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check
- You will need to take an active role in ensuring that we are meeting our safeguarding and Keep Children Safe in Education statutory obligations through attending regular training and following the principles learned at all times
- You will monitor and maintain good practice in accordance with the Children's Homes Regulations 2015, the Children Act 1989, Ofsted, the RCPCH Healthcare Standards for Children and Young People in Secure Settings (CQC), Oasis Restore ethos and values and other relevant legislation.
- You would support the Registered Manager in the implementation of the statutory responsibilities in meeting the safeguarding requirements outlined in the Statement of Purpose

## Other

- The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment
- The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

Signed:

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"><li>• An enthusiasm for demonstrating commitment to the values and behaviours which flow from the Oasis ethos.</li><li>• Relationships; The conviction that providing the best care for children depends on the foundation of building deep, trusting and boundaried relationships characterised by unwavering commitment and integrity</li><li>• Discovery; The commitment to gaining knowledge and understanding through learning as you 'do', remaining reflective and open to ongoing experiences, ideas and learning</li><li>• Community; The belief that we are interdependent and equally responsible for the environment we create, and that the journey of discovery and relating is brought to life in community</li></ul>	A, I
Competencies	<ul style="list-style-type: none"><li>• Ability to persevere and build good relationships, developing mutual respect and understanding while maintaining boundaries</li><li>• Capacity to lead by inspiration and example, able to offer containment to children and staff and to respond calmly and creatively to challenges as they arise.</li><li>• Be self-aware and reflective in your practice, persevering to remain open, with the capacity to foster this in others.</li><li>• Excellent leadership and decision-making skills that enable you to take responsibility for the programme, with a flexible approach to management and ever-changing situations</li><li>• Ability to develop, implement and communicate a clear curriculum design that supports delivery of a compelling vision, articulating direction and expectations with clarity and purpose.</li></ul>	A, I

	Criteria (Essential and desirable)	How it will be assessed
	<ul style="list-style-type: none"> <li>Ability to work integratively and inclusively, promoting partnership working within and between teams and demonstrating the ability to seek out and harness the views and contributions of others.</li> <li>Ability to 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.</li> <li>Ability to collect and interpret quantitative and qualitative data to inform strategy and improve children's care, enrichment, learning and transitions.</li> </ul>	
Qualifications	<ul style="list-style-type: none"> <li>Qualified Teacher Status</li> <li>Achievement of a Certificated/Nationally recognised leadership qualification (desirable)</li> </ul>	A
Experience, skills & knowledge	<ul style="list-style-type: none"> <li>Experience of developing and implementing a vision for improvement and success</li> <li>Proven record of successful leadership with an educational setting</li> <li>Successful strategic development of innovative teaching and learning and curriculum design.</li> <li>Knowledge of the Mathematics KS3, KS4 and KS5 national curriculum</li> <li>Knowledge of successful assessment for learning, evidenced by raising student achievement.</li> <li>Experience working outside of Mainstream Education (desirable)</li> <li>Effective use and development of a wide range of strategies for managing dis-affection, poor behaviour and under achievement across the school.</li> <li>Evidence of outstanding classroom practice backed up by good or outstanding outcomes</li> <li>Development of successful CPD including coaching of staff to develop pedagogy.</li> <li>Evidence working alongside SENDCo, health or social care professionals to remove accessibility barriers to learning.</li> <li>Proven track record of designing and implementing trauma informed education provision supported by relevant teaching practice.</li> <li>Development of partnerships with other schools, business and the community(desirable)</li> <li>Experience of education within a multicultural and multifaith community (desirable)</li> <li>An understanding of emotional literacy developments to support learning and teaching (desirable)</li> <li>Experience of leading curriculum delivery in a college or 17-25 learning provision (desirable)</li> <li>Demonstrate 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.</li> </ul>	A, I, UT

	Criteria (Essential and desirable)	How it will be assessed
	<ul style="list-style-type: none"> <li>• Knowledge of a variety of learning pathways and their routes into employment, training and apprenticeship.</li> <li>• Clear vision and evidence for the successful use of technologies and their capacity to improve teaching and learning.</li> <li>• Knowledge of the statutory responsibility for children in custody, children looked after and those with additional needs (desirable)</li> <li>• Working knowledge of Ofsted's Education Inspection Framework and Working Together to Safeguard Children (2018). Knowledge of Children's Home Quality Standards and the Care Standards Act (2020) (desirable)</li> <li>• Experience and understanding of criminal justice system, transition into community and the experience of young people in this setting (desirable)</li> </ul>	

\*A= Application form

I= Panel interview

AC= Assessment Centre

UT= Unseen task, Mini Teach, Presentation