

Job Description – Outdoor Education Teacher/Practitioner

The appointment of a Teacher is subject to the current conditions of employment for teachers contained in:  
▪the School Teachers’ Pay and Conditions Document (STCPD);  
▪the School Standards and Framework Act 1998;  
▪the required Standards for Qualified Teacher status;  
▪other current legislation.

If a candidate is appointed with **non-teaching**, outdoor education qualifications we will ensure that:

* Agree and clear pay and progression statement over 5 bands of pay progression.
* Establish professional standards that will be used for their appraisal and evaluation.
* Ensure they are reviewed annually under the same performance management cycle as our teaching staff.

This job description may be amended at any time following discussion between the Headteacher and the member of staff and will be reviewed annually as part of the performance management process.

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| **Job title: Outdoor Education Teacher** |
| **Main Purposes of job**  Work with Deputy Head teacher and senior leadership team to:   1. Plan and deliver an agreed curriculum for outdoor education working with different year groups throughout the calendar year. 2. Ensure that planned outdoor education is safe and compliant with relevant health and safety guidance for schools. 3. Support delivery of forest schools’ programme. 4. Support delivery of fieldwork across the curriculum. 5. Work with identified curriculum leaders to enhance curriculum design and implementation. This will be planned on a rolling programme of a maximum of 3 subjects a year (for example in 2021-22 it could Science, history and art) 6. Ensure high quality learning and teaching that is in line with the school’s curriculum aims. 7. Promote excellent outcomes for children. 8. Help lead improvements in outdoor education and model and ensure consistency of teaching.   Be a positive member of the staff team who will influence whole school change. |
| **Duties and Responsibilities**   1. Work on the improvement plans for outdoor education with a senior leader. 2. Ensure that the school’s development aims are supported and delivered. 3. Ensure exemplary practice and provide this as a model for colleagues to aid their professional development through model lessons, mentoring and coaching activities. 4. Lead on effective CPD in to promote outdoor education. 5. Participate and lead on aspects of school self-evaluation to ensure that we are in a cycle of continual self-improvement. 6. Ensure available resources are used effectively to support the curriculum. 7. Ensure that we audit staff subject knowledge and support planning for our curriculum.   Promote research and innovation. |

**Teacher Standards**

Duties and responsibilities together with competencies and skills required of the post-holder are set out below.

**PREAMBLE**Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

**PART ONE: TEACHING  
A teacher must:  
1 Set high expectations which inspire, motivate and challenge pupils**• establish a safe and stimulating environment for pupils, rooted in mutual respect  
• set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions  
• demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

**2 Promote good progress and outcomes by pupils**• be accountable for pupils’ attainment, progress and outcomes  
• be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these  
• guide pupils to reflect on the progress they have made and their emerging needs  
• demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching  
• encourage pupils to take a responsible and conscientious attitude to their own work and study.

**3 Demonstrate good subject and curriculum knowledge**• have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings  
• demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship  
• demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject   
• if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics  
• if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

**4 Plan and teach well-structured lessons**• impart knowledge and develop understanding through effective use of lesson time  
• promote a love of learning and children’s intellectual curiosity  
• set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired  
• reflect systematically on the effectiveness of lessons and approaches to teaching  
• contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

**5 Adapt teaching to respond to the strengths and needs of all pupils**• know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively  
• have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these  
• demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development  
• have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

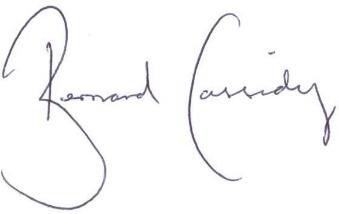
**6 Make accurate and productive use of assessment**• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements  
• make use of formative and summative assessment to secure pupils’ progress  
• use relevant data to monitor progress, set targets, and plan subsequent lessons  
• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

**7 Manage behaviour effectively to ensure a good and safe learning environment**• have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy  
• have high expectations of behaviour, and establish a framework for discipline with a range of • maintain good relationships with pupils, exercise appropriate authority, and act decisively strategies, using praise, sanctions and rewards consistently and fairly  
• manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them when necessary.

**8 Fulfil wider professional responsibilities**• make a positive contribution to the wider life and ethos of the school  
• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support  
• deploy support staff effectively  
• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues  
• communicate effectively with parents with regard to pupils’ achievements and well-being.

**PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.  
• Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:  
- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position  
- having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions  
- showing tolerance of and respect for the rights of others  
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs  
- ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.  
• Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.  
• Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

**SAFEGUARDING**• Value and respect the views and needs of children and young people.  
• Have up to date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people.  
• Display commitment to the protection and safeguarding of children and young people.  
• Work within organisational policies and procedures.



Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Headteacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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