



## Job Description

<b>Role</b>	Forest School Lead & Duke of Edinburgh Co-ordinator	<b>School/Department</b>	<b>Hamilton School</b>
<b>Salary</b>	UNQ1 - 6	<b>Reports to</b>	<b>Assistant Headteacher</b>
<b>Evaluation Code</b>	HAM014	<b>Date of evaluation</b>	17 May 2023
<b>Summary:</b>	A Forest School is a long-term outdoor education process that is holistic and learner-led. It allows children to develop themselves through healthy engagement with risk, problem-solving and self-discovery, all within a natural environment in a hands-on and thoughtful manner. All forms of outdoor education are valuable, but Forest Schools have their own philosophies and ethos that benefit children in unique ways.		
<b>The role</b>	<p>The Forest School Lead role will include leading timetabled sessions with students to deliver outstanding Forest School sessions both on the school site and at other locations. You will be responsible for leading the outdoor curriculum and having the opportunity to help shape the Hamilton School approach to outdoor education.</p> <p>As the DofE co-ordinator you will also perform a vital role on behalf of the charity. To ensure that the Award is operated in accordance with the terms of the Licence agreement and support the DofE's mission. You will develop, support and promote the delivery of the DofE within the remit of their Licensed Organisation</p>		
<b>Job Purpose</b>	<p><b>Set high expectations which inspire, motivate and challenge pupils by:</b></p> <ul style="list-style-type: none"> <li>Establishing a safe and stimulating environment for pupils, ingrained in mutual respect</li> <li>Setting goals that stretch and challenge <b>ALL</b> pupils</li> <li>Demonstrating consistently the positive attitudes, values and behaviour which are expected of pupils – leading by example.</li> <li>Manage trained Teaching Assistants and direct their day to day work.</li> </ul> <p><b>Promote good progress and outcomes by pupils by:</b></p> <ul style="list-style-type: none"> <li>Being accountable for the attainment, progress and outcomes of the pupils you teach (alongside other staff where applicable)</li> <li>Being aware of pupils' capabilities, their prior knowledge and planning your teaching to build on these, wrapping the curriculum around the individual pupils.</li> <li>Guiding pupils to reflect on the progress they have made and their emerging needs</li> <li>Demonstrating knowledge and understanding of how pupils learn and how these impacts on teaching</li> <li>To report and record pupil's attainment, progress and results of assessments within the school's recording and reporting structure.</li> </ul> <p><b>Demonstrate good subject and curriculum knowledge by:</b></p> <ul style="list-style-type: none"> <li>Having a good knowledge of forest schools, utilising and maintaining pupils' interest in the subject(s), and addressing misunderstandings</li> <li>Demonstrating a critical understanding of developments in the subject and curriculum areas</li> <li>Demonstrating an understanding of and taking responsibility for promoting good standards of literacy, articulacy and the correct use of standard</li> </ul>		



English.....applying cross curricular links where ever possible in planning and teaching.

**Plan and teach well-structured lessons by:**

- Imparting knowledge and developing understanding through effective use of each session
- Promoting a love of learning
- Reflecting systematically on the effectiveness of sessions and approaches to delivery
- Leading the design and provision of an engaging curriculum within forest schools and/or within a pupil's individual scheme of work.
- Ensure health and safety of all participants, including writing and maintaining risk assessments for the sites, tools and activities. Create and maintain a Forest School Handbook.
- Regularly checking and maintaining tools and other equipment

**Adapt teaching to respond to the strengths and needs of all pupils by:**

- Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- To set clear learning objectives, writing Schemes of work, medium term planning and short-term planning
- Ensure pupils you teach have their Individual Learning Programmes updated in line with the school systems
- Having a secure understanding of how a range of factors can inhibit our pupils' ability to learn, and how best to overcome these – Following strategies/interventions designed by our Wellbeing team

**Make accurate and productive use of assessment by:**

- To mark, assess and return pupils' work in line with the school Evidence for Learning system, providing constructive oral and written feedback with clear targets and guidance for future improvement.
- Making use of formative and summative assessment to secure pupils' progress
- Using relevant data to monitor progress, set targets, and plan subsequent lessons
- Giving pupils regular feedback, both orally and through accurate marking, and encouraging them to respond to the feedback

**Manage behaviour effectively to ensure a good and safe learning environment by:**

- Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school
- Having high expectations of behaviour, using our behaviour wave system accordingly to help support our pupils, embracing the culture of 'catching our pupils being good'
- Lead by example – show our pupils what we expect from them, positive behaviour and good manners
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

**Professional development and performance appraisal:**

- Attend all CPD days and training as required
- Review own professional development and identify training needs
- Take part in the school's performance appraisal programme and be committed to improving own practice
- Act upon advice and feedback and be open to coaching and mentoring



**Fulfil wider professional responsibilities by:**

- Make a positive contribution to the wider life and ethos of the school
- developing effective professional relationships with colleagues
- Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicating effectively with parents with regard to pupils' achievements and well-being
- Sharing in the celebration of success of pupils
- Contributing to, and supporting pupils to contribute to the school's news communications
- Using school systems in place efficiently and effectively

**DofE Lead Responsibilities**

- Lead the provision of a safe and enjoyable DofE programme for participants.
- Manage student recruitment to the programme, including timely communications and identify opportunities for increased participation.
- Ensure timely procurement of support resources and assign places.
- Co-ordinate other volunteer support leaders, supervisors and assessors and ensure they have access to appropriate training/qualifications for their role.
- Use e-DofE software to actively manage DofE groups.
- Ensure that all DofE groups are adhering to the correct policies and procedures.
- Run an active volunteer recruitment programme.
- Use the eDofE reporting functions to measure performance and set development targets.
- Issue badges and certificates on completion of Awards.
- Arrange suitable opportunities to celebrate young people's DofE achievements.
- Attend at least one meeting/event organised by your DofE Regional/Country Office per year to keep up to date with DofE developments.
- Be a champion for the DofE within the school and actively promote the DofE.
- Work with the SBM to ensure that budgets and resource requirements are accurate, that all staff training requirements are adhered to and that risk assessments are prepared, communicated and followed.
- Work with the EVC to ensure that all aspects of the trip/event management process are complied with.
- Work with the Pastoral and Inclusion teams to ensure student engagement with the programme on offer (including through assemblies and enrichment days).
- Liaise with the enrichment co-ordinator to maximise wider enrichment opportunities for our students.
- Raise and celebrate the profile of the programme through school communication channels (e.g. twitter, website).
- Provide one interim progress report for the SEF (Feb half term) and an end of year report (July).
- To carry out such other associated duties as are reasonably assigned by the Headteacher.



## Person Specification

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<b>Evaluation Code</b>	HAM014	<b>Date of evaluation</b>	17 May 2023
<b>Person Specification</b>	<p><b>Qualifications</b></p> <ul style="list-style-type: none"><li>• Level 3 Forest Schools Programme Leadership Certificate (or be willing to undertake the training)</li><li>• A good undergraduate degree in chosen subject (Desirable)</li></ul> <p><b>Experience</b></p> <ul style="list-style-type: none"><li>• Experience in planning, delivering, monitoring and evaluating lessons</li><li>• Experience in working with pupils who have SEMH</li><li>• Knowledge, understanding and practical experience of Forest Schools provision for children aged between 11-18</li></ul> <p><b>Skills and Abilities</b></p> <ul style="list-style-type: none"><li>• Ability to create a safe and secure learning environment</li><li>• Ability to break down barriers to learning</li><li>• Be creative in approach to teaching, utilising pupils' interests to hook them in and engage them</li><li>• Flexible and adaptable</li><li>• Effective communicator</li><li>• Ability to create a fun, challenging learning environment</li><li>• Be highly organised</li><li>• Caring, sensitive and responsive to the needs of our pupils</li><li>• Full driving licence</li></ul> <p><b>Other requirements</b></p> <ul style="list-style-type: none"><li>• Commitment to safeguarding children</li><li>• Be passionate about teaching and providing the best possible opportunities for all pupils</li><li>• A commitment to the school's ethos and vision</li><li>• Resilient and positive</li><li>• Hold a current First Aid Certificate, (or be willing to undertake the training)</li><li>• Hold a Food Hygiene Certificate (or be willing to undertake the training).</li></ul>		

**The Trust retains the right to implement changes in job descriptions and person specifications to reflect changes in the demands of the post. Where this is necessary this will be done in consultation with you.**

<b>Signed: Post holder</b>	
<b>Date:</b>	