

Recruitment Information Pack

Outdoor Learning Coordinator



'Becoming the Best you can be'



William Henry Smith
School and Sixth Form



William Henry Smith
Specialist College



William Henry Smith
Therapeutic Children's Home



William Henry Smith
Specialist Service

William Henry Smith Foundation

The William Henry Smith Foundation is a not-for-profit registered charity committed to transforming lives and breaking down barriers, empowering every individual to reach their full potential. The Foundation exists to improve outcomes for children and young adults who experience social, emotional and mental health (SEMH) challenges, providing outstanding provision through high-quality working, living and learning environments.

Everything the Foundation does is rooted in strong, trusting relationships and a psychologically and trauma-informed approach. By placing care, compassion and consistency at the centre of its work, the Foundation creates safe and supportive environments where children and young adults feel valued, understood and able to engage, grow and thrive.

At the heart of the Foundation's work is a holistic, personalised approach that recognises each individual's unique strengths, needs and aspirations. Through tailored support and nurturing environments, the Foundation enriches the lives of children and young adults, while also supporting their families, its people and the wider community. This approach ensures that everyone feels safe, valued and a deep sense of belonging.

Working closely with Local Authorities, partners, schools and community organisations, the William Henry Smith Foundation delivers outstanding education, care and therapeutic services that create lasting and meaningful impact. With a strong commitment to excellence, inclusion and wellbeing, the Foundation continues to champion positive change and build stronger, more resilient communities.



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William Henry Smith School & Sixth Form is an outstanding day and residential special school for boys aged 5–19 with SEMH needs. Through a psychologically and trauma-informed, relationship-based approach, the school provides a safe, structured environment where pupils develop a strong sense of belonging and are supported to thrive academically, socially and emotionally. High expectations, personalised support and strong partnerships ensure every young person is empowered to overcome barriers and prepare confidently for the future



William Henry Smith Therapeutic Children's Home provides a safe, nurturing, psychologically and trauma-informed residential environment for children and young adults with complex social, emotional and mental health (SEMH) needs. Grounded in strong, trusting relationships, the home offers personalised therapeutic care that promotes stability, belonging and emotional wellbeing. Through consistency, understanding and high-quality support, children and young people are empowered to develop resilience and build positive futures.



William Henry Smith Specialist College provides a safe, structured and nurturing environment where young people aged 16 – 25 develop a strong sense of belonging and are supported to achieve meaningful academic, vocational and personal outcomes. Through personalised pathways, high expectations and psychologically and trauma-informed, relationship-based approach, the College prepares students for adulthood, further education, employment and independent living.



William Henry Smith Specialist Services works in collaboration with a wide range of organisations to strengthen provision and improve outcomes for children and young adults with social, emotional and mental health (SEMH) needs. We provide bespoke training, consultancy and specialist guidance to schools, settings and services, supporting the development of psychologically and trauma-informed practice, inclusive cultures and effective systems of support. Our work is underpinned by strong values, social responsibility and a commitment to sharing effective practice. We actively contribute to research, publications and professional learning and regularly present at national conferences and professional forums. Through national networks such as NASS, NATSPEC and Engage, we extend our reach and impact, offering targeted support that strengthens education and social care provision locally, regionally and nationally



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Mission Statement

To champion a Holistic and tailored approach, enriching the lives of children and young adults, their families, our people, and the wider community



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CEO Welcome

As CEO and Executive Principal of the William Henry Smith Foundation, encompassing William Henry Smith School & Sixth Form, William Henry Smith Specialist College, and William Henry Smith Therapeutic Children's Home, I am deeply committed to transforming the lives of children and young adults. Our Foundation is a vibrant, multi-site community delivering high-quality education, care, health, and therapeutic support. Everything we do is rooted in strong relationships and a trauma-informed approach. We look beyond presenting behaviours, prioritising safety, trust, compassion, and emotional well-being so that every child and young adult feels understood, valued, and able to flourish.

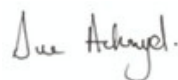


My career began in 1987 in residential care, where I discovered a profound sense of purpose, one that has shaped and sustained my leadership for nearly four decades. Since then, I have progressed through a breadth of senior roles across both care and education, including Deputy Principal, Principal, and now CEO and Executive Principal. Throughout my journey, I have held fast to the belief that education is a transformative force: a pathway to resilience, belonging, and opportunity. This belief continues to guide my commitment to creating environments where children and young adults experience not only learning, but connection, trust, and authentic understanding.

I am a leader who values authenticity, continuous learning, and the courage found in vulnerability. At the William Henry Smith Foundation, we strive for excellence not only for our students, but also for our staff, families, and wider community. We are dedicated to sharing learning, strengthening professional practice, and leading positive change, locally and nationally, so that more children and young adults benefit from environments built on relational safety and neuro-affirming practice.

Beyond my professional life, I am married, a proud mother of two sons, and a devoted grandmother. Fitness and martial arts play an important role in my own well-being: I train regularly in strength and Olympic lifting, speed and agility work, and kickboxing, and I am currently working towards my black belt. This journey strengthens my discipline, resilience, and focus – qualities I bring into my leadership every day.

I believe in what I call work-life brilliance: continually learning, reflecting, and growing while inspiring others to do the same. My leadership is grounded in compassion, resilience, and authenticity, and I hope to encourage others to embrace these values in their own professional and personal journeys.



Sue Ackroyd
CEO/Executive Principal



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Safeguarding

The William Henry Smith Foundation is committed to safeguarding and promoting the welfare of children and adults and expects all staff to share this commitment. The foundation has effective child and adult protection policies which provide clear direction to staff and others about expected codes of behaviour in dealing with safeguarding issues. Our recruitment process aims to create and maintain a safe workforce and contains robust vetting procedures. The successful applicant will be appointed subject to references and enhanced DBS check (this is a position working in regulated activity). The successful candidate will be subject to a rigorous safer recruitment process and must adhere to a strict code of conduct regarding behaviour at all times. Shortlisted candidates will be subject to online searches in accordance with KCSIE. The Foundation is also committed to promoting the spiritual, moral, social and cultural development of both students and staff and reflects life in Modern Britain.



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Our Core Values

Our Vision To transform lives and breakdown barriers, empowering every individual to reach their fullest potential.

Our Mission To champion a holistic and tailored approach, enriching the lives of children and young adults, their families, our people, and the wider community.

Unwavering integrity

We lead with honesty, purpose, and unshakeable belief in what we do.

We hold ourselves to the highest standard, always keep our word, and work hard to earn trust from the children, young adults, families and people we serve, leaving a lasting mark that extends beyond the classroom

Close collaboration

It takes a village to raise a child, and that village starts with us. We're a team of listeners, collaborators, and supporters who adopt a curious and compassionate approach, building trusting relationships with local authorities, families, children and young adults, and our people. By understanding backgrounds, behaviours and lifelong ambitions, we strive to build individualised pathways that are guided, encouraged, nurtured by specialists.

Compassionate curiosity

Every person's story is unique, and we take the time to understand it. We ask why and dig deeper to uncover the bigger picture. With open arms and open minds, we foster safe and nurturing spaces where children, young adults, families, and communities feel fully supported. We listen without prejudice and respond with care, helping people rewrite difficult chapters into stories of growth, resilience, and limitless possibilities

Empowering community

We are a thriving village where every voice matters, and everyone is valued. By embracing diversity in all its forms, we foster an enriching environment where individuals feel seen, heard, and supported around the clock. This applies to families, communities, and our people as well as children and young adults, with a deep sense of belonging echoing throughout everything we do

Visionary thinking

We know that to inspire others, we must feel inspired ourselves. That's why we set the highest standards. We lead by example, role modelling behaviours that help shape those around us. With enthusiasm, optimism, and unwavering belief in children, young adults, and our people, we nurture an environment where everyone is empowered to surpass what they thought possible. Our shared purpose, expert knowledge, and passion for progress drive us to build something even bigger than ourselves.



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Education at WHSS – Becoming the Best They Can Be

At The William Henry Smith School & Sixth Form, our vision is clear: every young person is supported to become the very best they can be.

As a specialist school, we are proud of our highly skilled and dedicated team, including expert teachers, committed support staff, experienced residential care professionals, and specialist health and therapeutic practitioners. Together, we work as a truly multidisciplinary team, ensuring that every student benefits from a joined-up, holistic approach to their education and wellbeing.

We create a nurturing, structured, and empowering environment that is carefully tailored to each student's unique strengths and needs. Our 24-hour curriculum recognises that learning extends beyond the classroom, embedding therapeutic support, character development, enrichment, and life skills alongside academic achievement.

We are deeply committed to fostering personal growth, resilience, self-belief, and emotional intelligence. Through positive relationships, high expectations, and personalised pathways, we support students to develop confidence, independence, and the skills they need for lifelong success. Educational achievement matters — but equally important is helping young people build the character, self-worth, and emotional literacy that enable them to thrive in the world beyond school.

Our approach is rooted in Quality of Life principles, Positive Behaviour Support, and values-based recognition, ensuring that students feel safe, respected, and celebrated for who they are and who they are becoming.

We provide a nurturing, structured, and empowering environment, carefully tailored to each student's unique strengths, aspirations, and needs. Pivotal to this, is our commitment to academic pathways that are thoughtfully designed around every student's individual needs, aspirations, and attainment levels. Whether following accredited qualifications, vocational programmes, or personalised learning routes, each pathway is ambitious, meaningful, and responsive, ensuring that every learner is appropriately challenged, stretched and supported to succeed, whatever this may be.



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Purpose of the Role

Outdoor Learning Coordinator

To co-ordinate, develop and deliver a creative, therapeutic and engaging outdoor learning and enrichment programme that connects children and young adults with nature, promoting curiosity, independence, wellbeing and a sense of belonging.

To support the Foundation's Enrichment for All commitment by ensuring every child and young adult can access inclusive and meaningful experiences that develop their talents, interests, aspirations, resilience and confidence.

To uphold the Foundation's Quality of Life and Positive Behaviour Support ethos, promoting the Foundation's values of belonging, respect, kindness, collaboration, integrity and inclusion while supporting positive relationships, emotional wellbeing and personal development.

To promote diversity, equality and the voice of children and young adults, ensuring they have opportunities to influence and shape their learning and enrichment experiences.

To work collaboratively with education, therapy, pastoral, residential and family support teams to provide personalised enrichment opportunities that enhance engagement, independence, life skills and overall quality of life.

To maintain high aspirations for every child and young adult, using enrichment and outdoor learning experiences to broaden horizons, develop confidence, inspire ambition and prepare them for life within their communities.



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Job Description

Post: Outdoor Learning Coordinator

Contract: Permanent, Term-time only plus 2 weeks holiday cover

Salary: NJC Scale 26 – 33 (£38,510.00 – £45,529.00 FTE) (Actual Salary: £34,711.66 – £41,038.36)

Responsible to: Head of Education

Skills, Knowledge and Understanding:

- Plan, coordinate or deliver, assess and evaluate outdoor learning sessions across school.
- Be able to use IT and report writing to record and assess student's achievements and progress.
- Be responsible for outdoor learning equipment, tools and clothing.
- Carry out and maintain all risk assessments.
- Develop the outdoor learning philosophy and ethos across school.
- Plan, lead and evaluate DoE sessions leading to a qualification.
- Lead groups of students with SEMH difficulties and coordinate and lead staff involved in the outdoor learning.
- Work with a range of staff across school.
- Take a leading role in the organisation of 'holiday experiences' and other outdoor learning events.
- Be willing to take part in CPD.
- An awareness of current health and safety requirements and current legislation surrounding outdoor education.
- Use the current site facilities to deliver and then go on to develop the outdoors as a learning environment.
- Ability to build positive, trusting and therapeutic relationships with children and young people.
- Ability to use pupil voice to inform and shape outdoor learning and enrichment opportunities.
- Ability to promote resilience, confidence, independence and positive risk-taking through outdoor learning experiences.



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Support for Students:

- Ensure PBS (Positive Behaviour Support) supports human rights and supports respect, dignity and inclusion working in partnership with the person and their family. Implement the overall aim of PBS by improving the quality of a person's life and that of the people around them. Use different methods to gather information about the function behind the behaviour and empower people to identify better methods to meet their needs. This will be achieved through the implementation of natural consequences, dialogue, clearly defined boundaries and high expectations which helps young people begin to independently develop their own strategies and make improved choices over time.
- To adopt the role of a Key Worker and attend to students' personal needs and provide advice to assist in their social, emotional and mental health needs and development

Support for the curriculum:

- Implement agreed learning activities/teaching programmes, adapting activities according to student responses/needs
- Determine the need for, prepare and use specialist equipment, plans and resources to support students, including where these need outsourcing by external partners

Support for the school:

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support differences and ensure all students have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Supervise students on visits, trips and out of school activities as required



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Managing own performance and development:

- Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development;
- Achieve challenging professional goals;
- Take responsibility for your own professional development.

Extra-Curricular Activities:

- Participate in a programme of Outdoor Education (normally 2 weeks residential per annum).

Other Specific Requirements:

- To participate in the Foundation's programme of performance management.
- Understand their professional responsibilities in relation to the Foundation's policies and practices.
- To participate in whole Foundation training days.
- To ensure your Essential Training/Reading is kept up to date as well as any CPD relevant to the role.
- To work across all Foundation sites as and when required by line management.
- To undertake such other duties appropriate to the post as may from time to time be required to ensure the smooth and efficient running of the Foundation.



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Person Specification

A – Application

I – Interview

R – References

E – Essential Criteria

D – Desirable Criteria

Education/Qualifications/Training	E	D	A/I/R
Trained in delivery of Duke of Edinburgh, Lowland Leader, Hill and Moorland Leader, Mountain Leader, Forest Schools or a willingness to attend training	/		A/I
Up to date First Aid certificate	/		A/I
Qualification in Mountain biking, canoeing, sailing, climbing, caving, archery or a similar activity		/	A/I
Experience	E	D	A/I/R
Experience in managing and delivering programmes or projects for young people	/		A/I/R
Ability to demonstrate management of outdoor education or adventurous activity programmes	/		A/I/R
Experience of developing and managing partnerships with external providers and community organisations	/		A/I/R
Ability to demonstrate excellent leadership and management skills	/		A/I/R
Proven track record of ability to make use of and develop the outdoor learning space available	/		A/I/R
Be highly skilled in behaviour management skills, with the ability to manage confrontation and challenging behaviour	/		A/I/R
Experience of working with young people and children with SEMH		/	A/I/R

Knowledge & Understanding	E	D	A/I/R
Understand the contribution outdoor learning makes to wellbeing, engagement, communication, personal development and preparation for life	/		A/I
Ability to lead a range of outdoor activities	/		A/I
Ability to work with external provider to co-ordinate outdoor education	/		A/I
Ability to create and maintain a safe, happy, stimulating and well-organised learning space(s)	/		A/I
Good organisational and personal management skills	/		A/I
Some knowledge of assessment including reporting, recording and tracking non-cognitive skills		/	A/I
Understanding of Quality of Life and Positive Behaviour Support approaches	/		A/I
Attributes, Skills and Abilities	E	D	A/I/R
Driving licence D1 & E	/		A/I
An ability to demand high standards	/		A/I
Ability to work in a team	/		A/I
Effective planning and delivery	/		A/I
Effective behaviour management	/		A/I
Ability to monitor participation, identify barriers and use evidence to improve provision	/		A/I
Good organisational and personal management skills	/		A/I

Personal Qualities	E	D	A/I/R
Values-driven, committed to Safeguarding, student welfare, equality and diversity	/		A/I
Self-motivated and proactive, with a willingness to undertake further training and continuous learning	/		A/I
Commitment to the aims, values and ethos of the Foundation, including Quality of Life and Positive Behaviour Support	/		A/I
Passionate advocate for outdoor learning, enrichment and preparation for life	/		A/I
Passionate about working with children and young people	/		A/I
Flexible and responsive to change	/		A/I
Ability to work under pressure. Manages time effectively	/		A/I
High level of positivity and emotional resilience in working with challenging behaviours	/		A/I
Creative, ambitious, solution-focused, resilient, adaptable and responsive to change	/		A/I
Able to use initiatives and find solutions	/		A/I
Ability to relate well and motivate young people	/		A/I
Able to influence and coordinate others through expertise, relationships and shared purpose	/		A/I
Ability to work independently and be a team player	/		A/I
Ability to keep children and young people safe, including child protection and forming and maintaining appropriate relationships and personal boundaries	/		A/I

Application Information

Visits to the William Henry Smith Foundation are highly recommended prior to making an application.

For further information on this post or to arrange a visit, please contact the HR Department on email HR@whsfoundation.org.uk or telephone 01484 710 123 option 4

All our roles are by application via SAM Recruit, our recruitment portal – we do not accept CVs

When completing your application, you must refer carefully to the Job Description and Person Specification. Please ensure that you fully complete all sections of the application form and clearly demonstrate how you meet each of the essential criteria outlined in the Person Specification.

Shortlisting decisions are based solely on the information you provide in your application form. It is therefore important that you give specific examples and evidence to show how your skills, knowledge, and experience meet the requirements of the role. Applications that do not clearly address all essential criteria may not be considered for shortlisting.

Please apply by visiting our vacancies page: [Our Vacancies](#)

We reserve the right to close this vacancy early if we receive sufficient applications for the role. Therefore, if you are interested, we would encourage you to submit your application as early as possible.



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