

## JOB DESCRIPTION

<b>Job Title:</b>	Outdoor Education Leader
<b>Reports To:</b>	Assistant Head: Lower School including EYFS (EYFS-Year 4) and Deputy Head (Academic) (Year 5-8)
<b>Purpose of Job:</b>	To enhance the learning experience of all pupils through exploration and appropriate risk-taking whilst developing an understanding of the environment and pupils' relationships with it through outdoor learning.
<b>Responsible for:</b>	Providing a stimulating and safe learning experience that draws on the natural surroundings and also supports the children's learning in the classroom.

The Outdoor Education Leader is responsible for delivering high-quality, child-centred outdoor learning experiences across EYFS to Year 8. The role encompasses Forest School provision, progressive Outdoor Education sessions for older pupils, and the educational use of the school's land, gardens and developing small-scale farm, supporting pupils to develop independence, environmental stewardship and practical life skills.

**Hours of Work:** Lower School & Upper/Senior Sch – Total 0.60 - 0.65. The role will be for a fixed term contract of twelve months, starting in September 2026.

### Main Duties and Responsibilities

#### EYFS to LKS2

- To teach outdoor education sessions for EYFS to LKS2 (around 0.5 FTE).
- To plan and prepare learning materials prior to each session to ensure that the children access a wide range of stimulating activities.
- To plan activities which can both support and supplement work being undertaken in the classroom.
- To prepare the children in the classroom in readiness for the outdoor education session.
- To work one-to-one with individual children and small groups, to help and encourage them use the site to its full capacity and potential.
- To work one-to-one with individual children and small groups in the designated tool area of the outdoor education site.
- To listen to and help children to make their own decisions about the range of options available to them within the site, encouraging child-led learning.
- To read and create stories with groups of children to encourage imagination and creativity within the outdoor environment.
- To encourage and promote the health benefits of the outdoors, and the importance of conservation.
- To encourage and promote self-confidence through small achievable tasks.

- To create relevant displays in Pre-Prep and Middle School.
- To complete Tapestry observations for each child once a term and to contribute to the full written reports that parents of children in EYFS receive in December and July.
- To work with the External Relations and Events Co-ordinator to provide an outreach programme.

### **UKS2 to KS3**

- To teach Outdoor Education sessions for UKS2 to KS3 (around 0.1-0.15 FTE)
- To plan and lead age-appropriate Outdoor Education sessions for pupils in Years 5-8, building progressively on Forest School principles while adapting delivery for older pupils.
- To design practical learning experiences that support pupils' understanding of land use, food production, sustainability and environmental responsibility.
- To lead pupils in the care and upkeep of designated outdoor areas, including gardens, growing spaces and other managed land, fostering a sense of shared responsibility.
- To support pupils in basic food-growing activities, seasonal gardening and harvesting, linking practice to curriculum themes where appropriate (e.g. science, geography, PSHE).
- To contribute to the educational use of the school's developing small-scale farm (e.g. poultry and plant growing), supporting pupils to understand animal care, welfare and routine husbandry under agreed school procedures.
- To introduce pupils to basic, low-risk outdoor skills (e.g. shelter-building, fire safety awareness, safe tool use, simple navigation), appropriate to age and experience.
- To contribute to the ongoing development of the school's Outdoor Education and land-based learning provision.

### **Health and Safety**

- To complete a comprehensive Risk Assessment of the Forest School site and any other areas being used for Outdoor Education.
- To prepare the Forest School and Outdoor Education sites, and carry out a full safety sweep of the area before each session
- To liaise with the Estates team to ensure the sites are maintained to a safe and high standard
- To follow agreed school policies and external guidance relating to animal welfare, food hygiene and land-based activities.
- To complete and review risk assessments for Outdoor Education activities, including use of wider school land and farm areas.
- To work with the Estates team and relevant colleagues to ensure outdoor learning areas and animal enclosures are safe and suitable for educational use.
- To ensure that all tools are securely stowed and appropriately handled and maintaining the orderliness of other resources.
- To keep the Forest School site safe and tidy, in order to teach the children respect for the environment and nature as a whole.

- To ensure that all children follow the fundamental Outdoor Education rules
  - 1: Respect the site.
  - 2: Do not pick anything growing unless harvesting.
  - 3: Do not put your fingers or anything else in your mouth.
  - 4: Stay within the boundary rope.
  - 5: Walk at all times
- To ensure that all children are appropriately clothed for the weather conditions throughout each session and, for EYFS-KS1, that each child is provided with a drink and appropriate snack during the session.
- To administer First Aid, if relevant and as outlined in the Staff Handbook.
- To keep up to date with the medical forms of all children and staff attending Forest School.
- To report any concerns about the children, from observations made during the session to the Form teacher, Assistant Head: Lower School, Head of Year, and/or Deputy Head (Academic), as relevant.

### **General Responsibilities**

- To attend staff meetings and liaise and co-operate with colleagues on whole school matters;
- To take a full and active part in the co-curricular programme including after school clubs;
- To attend staff training days and other functions, which may fall outside normal school hours;
- To attend training and staff INSET sessions organised by the School to provide a consistent approach across the entire school staff population
- To cover for absent colleagues when required;
- To attend parents' consultation meetings and liaise with parents informally as appropriate;
- To ensure that you are familiar (with all school policies and the contents of the staff handbook
- Ensure the safety and well-being of children and young people at the School by adhering to and complying with the School's Safeguarding (including Child Protection) Policy and Procedures at all times
- Display correct staff identification at all times whilst on site
- Adhere, at all times, to Health and Safety legislation, and all departmental policies and procedures, to ensure their own safety and that of colleagues, pupils and visitors
- Carry out any other reasonable duties as requested by the Headmaster or members of the School Leadership Team
- Constantly appraise your professional performance, participating in training courses and keeping informed of current legislations and best practice in conjunction with the Deputy Head, Professional Development.

This job description contains an outline of the typical functions of the job and is not an exhaustive or comprehensive list of all possible job responsibilities, tasks, and duties. The job holder's actual

responsibilities, tasks, and duties might differ from those outlined in the job description, and other duties commensurate with this level of responsibility may be either permanently or temporarily assigned as part of the job. **In addition**, you undertake other such specific duties which may from time to time be reasonably assigned by the Headmaster. Where such duties amount to more than a temporary adjustment to the main responsibilities of this job description, it should be amended accordingly. This job description will, in any case, be subject to periodic amendment whenever the appraisal process helps reveal and define significant changes in your role within the school.

**May 2026**

## Person Specification – Outdoor Education Leader

The person specification focuses on the range of criteria required to undertake the role effectively. Candidates will be assessed from their Application Form and personal statement (A), interview (I) and by an exercise (E), Task (T) or Lesson Observation (L) as appropriate.

Criteria	Essential	Desirable	Measured by/ evidence
<b>Education and Qualifications</b>	<ul style="list-style-type: none"> <li>• Forest School Association Level 3 qualification.</li> <li>• Emergency First Aid qualification.</li> <li>• Good level of general education including GCSE Maths and English at Grade C or above, or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• First Aid at Work qualification</li> </ul>	A / I
<b>Knowledge and skills</b>	<ul style="list-style-type: none"> <li>• Enthusiastic and committed to promoting outdoor education and the importance of the environment.</li> <li>• Proficient in Microsoft Office packages, especially Outlook, Word and Excel and, ideally, in the use of tablet technology</li> <li>• Be able to work on own initiative to a high standard. To be able to prioritise when there are conflicting demands in order to meet deadlines.</li> <li>• Excellent interpersonal and customer-facing skills with a warm, friendly and professional manner.</li> <li>• Ability to work collaboratively in a team</li> </ul>		A / I
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience in working in a Forest School/Outdoor Education or community partnership</li> </ul>		A / I
<b>Personal competencies and qualities</b>	<ul style="list-style-type: none"> <li>• Enthusiastic and positive about learning and teaching</li> <li>• Ability to communicate succinctly and effectively both orally and in writing, using appropriate language</li> </ul>		A / I

	<ul style="list-style-type: none"> <li>• Friendly and approachable with a can-do mind-set</li> <li>• Tact, sensitivity and the ability to handle confidential material with discretion as well as an ability to remain calm and professional in all situations</li> <li>• High degree of personal motivation, initiative, energy, creativity and drive</li> <li>• Ability to build good relationships with parents and colleagues, including working well within a team and an ability to take direction</li> <li>• Self-motivated and versatile, showing an ability to work on own initiative, plan, prioritise, coordinate and lead, taking ownership of a task and seeing it through to completion</li> </ul>		
<b>Other requirements</b>	<ul style="list-style-type: none"> <li>• Commitment to promote and safeguard the welfare of children, young persons and vulnerable adults</li> <li>• Willing and flexible to assist with peaks in workloads including assistance with extra-curricular activities (after-School and Saturday)</li> <li>• Empathy with the ethos and aims of St Hugh's</li> <li>• Willingness to be involved in the co-curricular life of the school</li> </ul>		A / I