

Outdoor Learning Programme

Sample Role-Profile, lead teacher

DISCLAIMER

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Fundamental to the success of any outdoor learning programme are the **attitudes** and **experience of the staff** working alongside your vulnerable young people - and the **relationships** which form between them. This is why it is important to spend time considering who you employ to design and deliver the programme and what the **role profile of the lead contact** may look like. To help support your thinking, we include here an example from Aylsham High School, UK.

Role-Profile: Subject Leader in Outdoor Learning, Aylsham High School (AHS), UK

AHS employed a **part-time teacher** to run the year-long Outdoor Learning option (See [UK Case Study older cohort](#)), plus a **Teaching Assistant** dedicated to each group of students. The rationale for the post of **Subject Leader in Outdoor Learning** was to employ someone who:



- had experience working with challenging and vulnerable pupils,
- was able to construct a meaningful and progressive experience for them and,
- could tackle issues such as aspiration, resilience and community engagement.

Almost secondary was the individual's experience as an Outdoor Learning Practitioner. Many outdoor specific skills can be learnt or "borrowed" from local experts which is why [Mapping Local Educational and Employment Partners](#) is an important step in the process. See also [Partnerships](#).



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Table 1 shows the Person Specification for the Outdoor Learning Subject Leader at AHS from 2014. (The full Job Description including generic Specific Duties that all subject leaders have to undertake are not included here, as they are school-specific). The final column suggests other key attributes that, from experience, may be useful to include in the future.

Table 1 Person Specification, Outdoor Learning Subject Leader, AHS, 2014

	Actual Person Specification	Suggested "additions"
Qualifications	Graduate with Qualified Teacher Status* Good Honours Degree	
Skills, Knowledge & Experience	Good classroom management skills Good Administrative skills ICT capability Excellent communicator Ability to make links to other subjects in the curriculum	Experience working with challenging and vulnerable pupils Ability to construct a meaningful and progressive experience Experience of teaching practical subjects
Attitudes	Emphasis on the child at the centre of learning Willingness to use a variety of teaching and learning styles Fair but firm discipline with an emphasis on positive rewards** Willingness to teach all subject topics Commitment towards personal professional development	A strong interest in the outdoors An ability to think beyond the boundaries of the school

* and ** please see over



***Do you need to employ a fully-qualified teacher to run the programme?**

(see also [Partnerships](#), Table 1, Pros and Cons of working with external partners)

Benefits of employing a qualified teacher:

- Fully trained in school systems, group management and teaching and learning strategies
- Able to apply professional judgement to construct and develop course content, and research and select most appropriate qualifications
- Able to better support and empathise with students as greater awareness of the structure of the school and the nature of the experiences that the pupils have

Disadvantages:

- **Costs implications** - eg. teacher £23,708 (0.5) including on-costs, plus Teaching Assistant £5,033 (11hours per week). Add to this a budget of £1000 pa gives a **total cost per annum £29,741 plus other sundry costs such as leadership time** etc.

**** Positive rewards**

Some outdoor learning practitioners, particularly Forest School leaders, may not feel comfortable with the sanctions and rewards / behaviour policy your school may have in place. If you decide to employ external partners to provide the outdoor learning course, it is important to address any such concerns early on and implement a system with which you all agree (see also [Partnerships](#) page).



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