

Lancashire County Council

Role Profile – Operational Context Form

Post title: Forest School Assistant					
Grade:	Grade 3	Staff responsibility:	Yes/No	Essential Car user:	Yes/No
<p>Main responsibilities</p> <ul style="list-style-type: none"> • Assist to deliver the sessions from a programme of linked learning experiences • Liaise with Forest School Lead in advance of session • Contribute to maintaining outdoor learning spaces after each use • Contribute to the delivery and review of the learning offer • Use existing evaluation processes as required • Facilitate learning both outdoors and indoors, where necessary, to support the programme and projects. <p>Duties may change according to the needs of the children.</p> <p>Accountabilities/Responsibilities – appropriate for this post:</p> <p>Group Management: Outdoor Learning Facilitators are expert at handling a group in an outdoor environment. They are enthusiastic and flexible, open and able to connect with the group and sensitive to the group dynamic, group age and what the group needs - and can adapt in response to those needs. Outdoor Learning Facilitators maintain an overview of the group. Outdoor Learning Facilitators:</p> <ul style="list-style-type: none"> • Have an open attitude • Take interest in the group • Create a safe environment • Are enthusiastic and energetic • Take responsibility for learning <p>Communication skills: Outdoor Learning Facilitators are excellent communicators, both verbally and non-verbally. They can initiate and facilitate discussion. They speak clearly, listen closely, and can use the input of the group to enrich the dialogue. Outdoor Learning Facilitators use:</p> <ul style="list-style-type: none"> • Clear language • Vocalisation and expression • Careful listening • Linguistic skills and considered use of language • Encouraging and supportive language <p>Pedagogy and knowledge: Outdoor Learning Facilitators are acquainted with the education curriculum, possess a broad general knowledge and a love of the outdoors. They are able to use this knowledge flexibly to convey information, tell stories, and ask and respond to questions. Outdoor Learning Facilitators can encourage interaction in a meaningful, learner-appropriate way, and inspire participants to observe closely. Outdoor Learning Facilitators get a balance between:</p> <ul style="list-style-type: none"> • Interaction and explaining • Use of knowledge and peer learning 					

Professionalism: Outdoor Learning Facilitators are reliable and represent Peel Park Primary School and its ethos, vision, mission and values. They can collaborate with colleagues and visiting practitioners. Outdoor Learning Facilitators are able and willing to reflect on their performance, are open to giving and receiving feedback, and actively work on developing their skills as a practitioner.

Outdoor Learning Facilitators:

- Are reliable
- Can be flexible
- Represent the Organisation
- Are open to giving and receiving feedback

In addition to the following duties, the postholder may be required to undertake any of the duties normally associated with a lower graded Teaching Assistant post

Accountabilities/Responsibilities – appropriate for this post:

Support for Pupils

- To meet the needs of pupil(s) in relation to welfare, hygiene, toileting, dressing, feeding and mobility.
- To assist with movement around the school environment and during school activities.
- To assist in the development of independent social skills.
- To assist in the proper use of specialist aids and equipment.
- To assist in the supervision of set tasks and integrated therapy for an individual/small group of pupils.
- To accompany pupils on visits.
- To administer basic first aid/paediatric first aid where appropriately trained.
- To assist in the specific medical/care needs of pupils when specific training has been undertaken. In a special school, this may include complex medical needs.

Support for the Teacher

- To assist in preparation of resources and tidying away.
- To assist with the maintenance of classroom equipment ensuring it is kept in a clean and tidy condition and reporting damages.
- To assist in monitoring, displaying and the removal of work displays.
- To report pupils problems/achievements to the teacher as necessary.
- To undertake photocopying and routine clerical duties.
- To report pupil absence to the school's nominated person.
- To report information from parents/carers as directed.

Support for the School

- To assist in providing an atmosphere in which effective learning can take place.
- To attend staff training/meetings where appropriate.
- To work within school policies and procedures.
- To take care for their own and other people's health and safety.
- To be aware of the confidential nature of issues related to home/pupil/teacher/school work.
- To assist with the supervision of pupils out of lesson times, including before and after school.

Support for the Curriculum

- Ensure the availability of appropriate learning aids, materials and equipment.

Prepared by:

Peel Park Primary School

Date:

30/01/2025

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding Commitment

This school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Attendance

Good attendance enhances the service delivered by schools, minimises staffing difficulties and ensures best value to the school. It is essential that applicants for positions in this school can evidence a previous satisfactory attendance record/commitment to sustaining regular attendance at work.

Person Specification

Post Title – Forest School Assistant - Level 1

Requirements	Essential (E) or Desirable (D)	To be identified by: Application form (A), interview (I), reference (R)
<p>Qualifications</p> <p>Forest School Level 2 qualification or demonstrable experience relevant to the role.</p> <p>Level 2 or equivalent qualification in English/Literacy and Mathematics/Numeracy</p> <p>GCSE in Maths and English</p>	<p>E</p> <p>E</p>	<p>A</p> <p>A</p>
<p>Experience</p> <p>A passion for the outdoors and a desire to work in all weathers with correct outdoor gear.</p> <p>Experience of working with or caring for children of relevant age</p>	<p>E</p> <p>E</p>	<p>A, I</p>
<p>Knowledge/skills/abilities</p> <p>Ability to operate at a level of understanding and competence equivalent to NVQ Level 2 Standard</p> <p>Ability to relate well to children</p> <p>Ability to work as part of a team</p> <p>Ability to organise resources</p> <p>Good communication skills (oral and written)</p> <p>Ability to supervise and assist pupils</p> <p>Knowledge of the concept of confidentiality</p> <p>Basic knowledge of First Aid/Paediatric First Aid</p> <p>Ability to use relevant technology (e.g. laptop photocopier)</p> <p>Flexible attitude to work</p> <p>Administrative work</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>D</p> <p>E</p> <p>D</p>	<p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p>
<p>Other</p> <p>Commitment to undertake in –service development</p> <p>Commitment to safeguarding and protecting the welfare of children and young people</p> <p>Satisfactory attendance record/commitment to regular attendance at work</p>	<p>E</p> <p>E</p> <p>E</p>	<p>A</p> <p>A, I</p> <p>R</p>
<p>Note: We will always consider your references before confirming a job offer in writing</p>		

Date created: 30/01/2025