**Wilderness Schooling Practitioner**

**Job Description**

**Duties and Responsibilities**

1. To work as a **Wilderness Schooling Practitioner** as directed by NEW/CNE in assessed outdoor sites.
2. To provide leadership to a delivery team working with groups of children over 6 days**,** liaising with colleagues and working flexibly.
3. To ensure that the Teachers Standards (2012) are adhered to at all times across Wilderness Schooling. <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283198/Teachers__Standards.pdf>
4. To follow the standards set out in the Quality Indicators for Practitioners document which forms part of our QA processes (see below).
5. To follow statutory and school policies and procedures in relation to Child Protection, in the interest of young people’s safety.
6. To attend regular group supervision with other Wilderness Practitioners and share successes and challenges of your practice in order to contribute to self-evaluation and appraisal procedures.
7. To attend all training and staff development workshops, as required.
8. To produce regular reports, as requested by NEW/CNE and to facilitate where necessary the collection of data relating to the children.
9. To abide by polices on Health and Safety and general working practices and to contribute to risk assessments.
10. To work flexibly, according to the demands of the service, and to undertake such other duties identified by the co-ordinator, as may be appropriate to the role.

**Quality Indicators for Wilderness Schooling Practitioners**

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| **High-Level** | **Quality Looks Like:** | **We know it is Quality because** |
| Schools delighted with inspirational experience for learning | Positive planning meetings with class teacherCommunication of big picture stuffUse of WS tick sheets for programme delivery | Feedback from class teacherFeedback from childrenObservation of an engaging and inspirational teaching environmentSchools often come back to re-book  |
| Boost to Academic Performance | Communicate core curriculum aims to allEmphasis on attributes of ‘Great Learner’Facilitating transition back to classroom | Data indicates academic progress in at least 2 areas (above control)Feedback from class teacherEvidence in class books |
| Boost to Social & Emotional Wellbeing | Encouraging the group to bondEmphasis on attributes of ‘Great Learner’Highlighted instances of empathyHighlighted instances of increased confidenceObservation of self-reflection in WS sessions | SDQ data indicates improvements in social emotional healthFeedback from class teacher and/ or SENCO |
| **Operational** | **Specific Quality Indicators** | **Evidence** |
| Expressive & Descriptive Writing | Stimulus locations reflected in writingRich, expressive language Practitioner models & expects age-related standards | Writing data indicates academic progress Highlighted evidence in books of age-related expectationsFeedback from Class Teacher |
| Speaking & Listening | Children identify good practice in S&LReflection forms part of each sessionPractitioner models use of voice and attentionForms part of the ‘Great Learner’ agreement set in session 1. | Evidence in planning and in observations of children actively engaged in speaking and listeningObservation of practitioner facilitating speaking and listening |
| Mathematical Reasoning | Concrete application of abstract principlesFormalisation of problem-solving strategiesLogical thought processes modelled and facilitatedDrawing from across the curriculum modelled and facilitated | Evidence in books and planning of higher-level thinking linked to Bloom’s TaxonomyObservation of practitioner facilitating reasoning |
| Scientific Reasoning | Formulation and testing of hypothesesTight observation and recording from Ch’nActivity informed by Blooms TaxonomyDrawing from across the curriculum modelled and facilitated  | Evidence in books and planning of higher-level thinking linked to Bloom’s TaxonomyObservation of practitioner facilitating reasoning |
| Collaboration & Respect | Collaborative work modelled and facilitated for all sessions.Emphasis on attributes of ‘Great Learner’ | Observation of children working collaborativelySDQ data indicates improvements in peer relationshipsFeedback from Class Teacher |
| Wonder & Delight | Children anticipate WS sessionsGood use of stimulus locations | Observation of curiosity and excitement in learningImprovement in social emotional wellbeing from SDQ dataFeedback from children and attending adults |