**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**

|  |  |  |
| --- | --- | --- |
| **High-Level** | **Quality Looks Like:** | **We know it is Quality because** |
| Schools delighted with inspirational experience for learning | Positive planning meetings with class teacher  Communication of big picture stuff  Use of WS tick sheets for programme delivery | Feedback from class teacher  Feedback from children  Observation of an engaging and inspirational teaching environment  Schools often come back to re-book |
| Boost to Academic Performance | Communicate core curriculum aims to all  Emphasis on attributes of ‘Great Learner’  Facilitating transition back to classroom | Data indicates academic progress in at least 2 areas (above control)  Feedback from class teacher  Evidence in class books |
| Boost to Social & Emotional Wellbeing | Encouraging the group to bond  Emphasis on attributes of ‘Great Learner’  Highlighted instances of empathy  Highlighted instances of increased confidence  Observation of self-reflection in WS sessions | SDQ data indicates improvements in social emotional health  Feedback from class teacher and/ or SENCO |
| **Operational** | **Specific Quality Indicators** | **Evidence** |
| Expressive & Descriptive Writing | Stimulus locations reflected in writing  Rich, expressive language  Practitioner models & expects age-related standards | Writing data indicates academic progress  Highlighted evidence in books of age-related expectations  Feedback from Class Teacher |
| Speaking & Listening | Children identify good practice in S&L  Reflection forms part of each session  Practitioner models use of voice and attention  Forms part of the ‘Great Learner’ agreement set in session 1. | Evidence in planning and in observations of children actively engaged in speaking and listening  Observation of practitioner facilitating speaking and listening |
| Mathematical Reasoning | Concrete application of abstract principles  Formalisation of problem-solving strategies  Logical thought processes modelled and facilitated  Drawing from across the curriculum modelled and facilitated | Evidence in books and planning of higher-level thinking linked to Bloom’s Taxonomy  Observation of practitioner facilitating reasoning |
| Scientific Reasoning | Formulation and testing of hypotheses  Tight observation and recording from Ch’n  Activity informed by Blooms Taxonomy  Drawing from across the curriculum modelled and facilitated | Evidence in books and planning of higher-level thinking linked to Bloom’s Taxonomy  Observation of practitioner facilitating reasoning |
| Collaboration & Respect | Collaborative work modelled and facilitated for all sessions.  Emphasis on attributes of ‘Great Learner’ | Observation of children working collaboratively  SDQ data indicates improvements in peer relationships  Feedback from Class Teacher |
| Wonder & Delight | Children anticipate WS sessions  Good use of stimulus locations | Observation of curiosity and excitement in learning  Improvement in social emotional wellbeing from SDQ data  Feedback from children and attending adults |