**Wilderness Schooling Practitioner: Person Specification**

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|  | Essential Criteria |
| Qualifications and Experience | * Qualified Teacher status. * Experience of teaching within the primary age range. * Be energetic and enthusiastic about learning and teaching. * Be familiar with the demands of the National Curriculum, National Strategies and EYFS Curriculum. * Evidence of a sound understanding of a range of teaching styles and approaches appropriate for all children including those with special educational needs, a wide range of ability and a range of cultural backgrounds. * Experience of managing children and leading learning outdoors. |
| Personal Qualities | * A love of teaching. * A creative, positive and pro-active attitude to new approaches. * Excellent communication and listening skills. * The ability to establish positive relationships and to communicate clearly. * Ability to set example of high personal standards. * Energy and enthusiasm and commitment to Wilderness Schooling’s inclusive vision and values. * Reliability and integrity. |
| Children | * Overriding commitment to providing the best Wilderness Schooling experience to each individual child in an environment where all are committed to safeguarding the welfare of children. * Flexible, positive, sensitive and open to the needs of children, willingness to be guided by their feedback. * Enjoy the company of children. |
| Teaching and Learning | * Be a thoughtful practitioner capable of sustained, very good classroom practice leading to very good progress for all pupils. * Able and willing to create learning opportunities in the natural environment by creative adaptation of classroom practice. * Able to embrace mess and disorder for the sake of spontaneity and wow moments. * Ability to ensure Wilderness Schooling curriculum coverage, continuity and progression in the subject and age range for all pupils. * A clear understanding of the use of assessment for learning. * The ability to achieve high standards of behaviour. * Be aware of the individual needs of the children and address within a mixed ability class. * Be familiar with the Code of Practice for Special Needs, meet the needs of children with SEN. * Have strategies to facilitate good classroom management in order to provide a safe, secure learning environment where high expectations of work and behaviour are evident. |