**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.
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| 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.
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| 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.
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| 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.
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