



Queen Elizabeth School

Job Description

Date last reviewed – June 2026

Position:	Forest School Lead
Grade:	Grade 7
Hours:	32.5 hours per week Monday to Friday 8.30-3.30 Term time only plus 5 inset days per year. In some circumstances, these hours and days of work can be reduced / varied by agreement with the Headteacher and Governing Body, if the needs of the pupils and school can still be met.

General Details:

The details of your general duties are set out in this job description but actual duties will vary in accordance with the age and needs of the pupils.
It is expected that you will adhere to professional standards and school policy and procedures at all times.

Relationships:

The post holder is directly accountable to the Headteacher.

The post holder will work closely with teaching staff, therapy teams, support staff and external agencies

The post holder will have indirect accountability to the Assistant Heads, Deputy Head and Head Teacher

Job Purpose:

Working under the direction of the senior leadership team and under the guidance of teaching/senior staff, and within an agreed system of supervision:

To deliver high-quality outdoor learning for pupils ages 2-19 with learning, social and communication, physical, medical, sensory and/or behavioural difficulties and needs, both in and out of school within the school day.

To promote pupils' holistic development, including communication, independence, emotional regulation, physical coordination and social interaction through Forest School provision. The practitioner will ensure that all sessions are inclusive, therapeutic and aligned with EHCP outcomes and school priorities.

This description is not exhaustive. It is intended to give a general outline of the current duties and responsibilities and will be reviewed periodically with your line manager.

Tasks and Accountabilities:

Forest School specific

To plan and deliver high-quality Forest School sessions in line with recognised Forest School principles.

To adapt provision to meet the full spectrum of SEND, including autism, SEMH, complex and physical needs.

To create a safe, stimulating and inclusive outdoor learning environment.

To carry out and maintain risk assessments and ensure safe use of tools and equipment.

To support in all areas of learning, social, emotional and physical development.

To promote independence, self esteem and confidence
To support pupils' communication using appropriate strategies (e.g. visual supports, Makaton, AAC where appropriate).
To promote positive behaviour using therapeutic, trauma-informed approaches.
To support pupils' emotional regulation and wellbeing through nature-based experiences.
To assess, record and monitor pupil engagement and progress in line with EHCP outcomes.
To contribute to reports, reviews and multi-agency planning where required.
To work collaboratively with teachers, therapists and support staff to ensure consistency of provision.
To maintain and develop the Forest School site and ensure sustainability and environmental awareness.
To manage and maintain resources, tools and equipment safely.
To model best practice in outdoor education and support staff development where appropriate.
To ensure enrichment opportunities are embedded within the wider school curriculum.
To follow safeguarding procedures and act as a safeguarding advocate within outdoor learning.
To contribute to whole-school priorities, including wellbeing, engagement and inclusion.

Contribute to positive relationships

To role model team work, support for colleagues, promote good relationships and act in a professional manner at all times.
To be positive and encouraging at all times.
Establish constructive relationships with parents / carers

Support for the Curriculum

Undertake structured and agreed learning activities / teaching programmes, adjusting activities according to pupil responses

Observe and report on pupil performance

To annotate work using agreed marking codes and report children's learning to teachers.
To use Earwig assessment platform to evidence pupils learning
To contribute to updating next steps, pupil profiles, learning journals.
To be proactive in enhancing and supporting learner progress.

Support for the School

Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
Be aware of and support difference and ensure pupils have equal access to opportunities to learn and develop
Contribute to the overall ethos / work / aims of the school
Appreciate and support the role of other professionals
Attend and participate in relevant meetings as required
Participate in training and other learning activities and performance development as required
Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime
Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher

Support learners with Physical. Medical and behavioural needs.

Be aware of agreed behaviour plans, PHPs, Moving and Handling, Intimate care plans and medical procedures.
Contribute to behaviour plans, PHPs, Moving and Handling Intimate care plans and medical procedures as requested by the class lead.
Record, annotate, document information for school records (ABC's, Bromcom, accident forms, medical records etc).
With training, be able to administer medication, provide support for eating and drinking programmes, toilet and change pupils, hoist and physically assist children in the correct manner

Work with young people to safeguard their welfare

Be aware of safeguarding procedures.
Be prepared to listen and report.

Be mindful of indicative changes in pupil's appearance, behaviour or demeanour.

Support positive communication between home and school

Communicate information in a positive and professional manner.

Be aware of family sensitivities.

Flag up any concerns or new information to the class team including the teacher before communicating or replying.

Ensure the working environment is safe and appropriate

Regularly check health and safety in the forest school area and around the school.

Report any concerns which may be a risk.

Supervise at break and lunchtimes and ensure the playground is safe and tidy.

Other Duties:

Participating in after school events where relevant.

The post holder will be expected to undertake other duties, commensurate with the post, which your direct line managers or members of the Leadership Team may reasonably and occasionally require.

Voluntary Tasks:

- Voluntary tasks such as attending overnight on class residential trips
- Voluntary Minibus Driving

Explanatory Notes:

Queen Elizabeth School offers all staff Professional Development Reviews with an agreed line manager. The main aim of this is to identify areas of success and for professional development / individual training needs.

This job description and allocation of particular responsibilities may be reviewed and amended following consultation. Such a review will take place as part of the Professional Development Review cycle and at any other time on request.

Queen Elizabeth School is located across several sites in the Horsham area, staff may be asked to work at different sites, this would be agreed in advance.

Agreed Job Description:

Signed:

Date:

Signed:

Headteacher

Date:

Signed:

Agreed Reviewer on appointment

Date:

*Agreed Reviewer may be changed at a later date

	Essential	Desirable	How tested
<u>Qualifications</u>			
Level 3 Forest School practitioner qualification or equivalent.	X		Application / CPD Record
Training relevant to education, e.g. literacy dyslexia, ICT, maths, attachment etc.		X	Application and CPD record
Appropriate first aid training	X		Application and CPD record
<u>Experience</u>			
Working with or caring for children of relevant age	X		Application /interview
Experience of working with children and young people aged 2-19 with special educational needs		X	
Experience of working with children and young people aged 2-19 with special educational needs in a special school setting		X	Application /interview
<u>Skills and Qualities</u>			
Ability to relate well to children and adults	X		Application /interview
Evidence of good oral and written communication skills	X		Application /interview
Evidence of a good level of numeracy	X		Application /interview
Good general IT skills	X		Application /interview
Basic understanding of child development and learning	X		Application /interview
Ability to work proactively	X		Application /interview
Ability to work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	X		Application /interview
Ability to self-evaluate learning needs and actively seek learning opportunities	X		Application /interview
An awareness of the value of equality and diversity and be able to demonstrate a commitment to working in a non-discriminatory manner	X		Application /interview
Voluntary Ability to drive a minibus or willingness to learn (if over 25) NOT USED TO SHORTLIST			
Ability to safeguard and promote the welfare of children including: <ul style="list-style-type: none"> • Ability to form and maintain relationships and personal boundaries. • Emotional resilience in working with challenging behaviour or difficult situations requiring tact and confidentiality. • Appropriate attitudes to care, use of authority and maintaining good pupil behaviour. 	X		Application /interview