

Job Description

Job Title: Outdoor Learning and Forest School Instructor

Reporting To: Head of School

Location: Ingfield Manor School

Job Overview

At Salutem, we believe everyone should have the opportunity to live a healthy, active, and fulfilling life, regardless of their background or disability. Therefore, we look for people who have the creativity and enthusiasm needed to deliver the best outcomes for the children and young people we support. We offer staff a comprehensive induction programme and ongoing training to ensure everyone is provided with the best possible start to their employment.

The school and college is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.

The Outdoor Learning and Forest School Instructor will lead and deliver a high-quality, therapeutic outdoor learning provision for pupils with neurological motor impairments, such as cerebral palsy, along with associated medical and sensory needs. The Outdoor Educator will deliver sessions to all students across the school, ranging in ages from 3 to 19 years old. The role will involve will focus on creating meaningful and engaging outdoor learning experiences guided by the principles of Conductive Education focusing on the holistic development of every individual supporting not only their learning, but also their physical, communication, social skills as well as preparation for adulthood, this will be delivered through gardening, forest school and outdoor education approaches.

A central aspect of the role will be the development of a structured outdoor learning pathway, including accredited qualifications (e.g. Foundation, BTEC or City & Guilds), alongside leadership of Duke of Edinburgh Award provision at Ingfield Manor.

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Job Responsibilities:

Outdoor Learning Provision

- Plan and deliver a therapeutic outdoor learning programme across all phases of Ingfield Manor School including but not limited to:
 - Gardening and horticulture
 - Forest school approaches
 - Environmental and land-based learning
- Plan & deliver outdoor learning to KS3 in our Woodview provision
- Create a safe, engaging and inclusive environment tailored to pupils with complex needs.
- Deliver and facilitate outdoor learning experiences in line with Conductive Education principles, supporting learners to develop independence, confidence, resilience, and functional life skills through purposeful, inclusive, and engaging activities
- Work collaboratively as part of a transdisciplinary team, contributing specialist outdoor education expertise while supporting shared goals to promote each learner's holistic development, independence, wellbeing, and achievement.

Development of a Qualification Pathway

- Lead the development of a progressive outdoor learning pathway.
- Work towards embedding recognised accreditation routes, such as:
 - Foundation learning programmes
 - BTEC or City & Guilds qualifications (target from September 2027)
- Ensure qualifications are accessible, meaningful and appropriately differentiated to meet the diverse needs, interests, and aspirations of learners.
- Monitor and evidence pupil progress and achievement, maintaining accurate records and contributing to reporting processes within this pathway.

- Evaluate and continuously develop the qualification pathway to ensure it remains relevant, engaging, and responsive to learner needs and future opportunities.

Duke of Edinburgh Award (Ingfield Manor)

- Lead and coordinate the Duke of Edinburgh Award provision within Ingfield Manor, ensuring high-quality, inclusive provision that reflects the needs and aspirations of all learners.
- Plan, develop and deliver inclusive and accessible opportunities for pupils to engage, participate, achieve, and celebrate success at an appropriate level within the DoE award
- Work collaboratively with the transdisciplinary team, families, and external partners to maximise participation and remove barriers to engagement.
- Oversee all aspects of programme delivery, ensuring compliance with Duke of Edinburgh's Award requirements, risk management procedures, safeguarding expectations, and accreditation standards.
- Ensure appropriate support is in place for pupils with complex needs to participate meaningfully.

Therapeutic and Holistic Practice

- Embed a therapeutic, person-centred approach throughout all aspects of outdoor learning and enrichment provision, ensuring activities promote wellbeing, engagement, and personal growth.
- Work collaboratively within a transdisciplinary team to align outdoor learning experiences with individual EHCP outcomes, therapeutic programmes, and wider developmental goals.
- Create safe, nurturing, and responsive learning environments that support pupils' emotional regulation, communication, resilience, confidence, and self-esteem.
- Use outdoor and experiential learning opportunities to foster independence, problem-solving skills, social development, and positive risk-taking.
- Recognise, celebrate, and build upon small but significant steps in progress, adapting provision to meet the evolving needs and strengths of each learner.
- Contribute to the assessment, monitoring, and evaluation of pupil progress, providing evidence of outcomes and the impact of therapeutic outdoor learning experiences.

Careers and Preparation for Adulthood

- Contribute to the school's Careers and Preparation for Adulthood programme by providing meaningful land-based, outdoor, and vocational learning experiences that support learners' future aspirations.
- Develop opportunities for pupils to acquire and apply transferable skills, including communication, teamwork, problem-solving, independence, responsibility, and employability skills, linked to post-16 pathways and adult life.
- Support learners to explore a range of career options and vocational interests through practical, hands-on experiences that build confidence, self-awareness, and readiness for adulthood.
- Establish and maintain partnerships with local employers, community organisations, training providers, and voluntary groups to create authentic learning opportunities and progression routes.
- Facilitate real-world experiences, including enterprise projects, work-related learning, volunteering, and community engagement activities, enabling pupils to apply skills in meaningful contexts.

Outdoor Environment Development

- Develop and maintain outdoor learning spaces, including gardens and forest school areas.
- Ensure all outdoor spaces are safe, accessible, and well-maintained, undertaking regular risk assessments and implementing appropriate health and safety procedures.
- Contribute strategically to the long-term vision and development of outdoor learning across the school, ensuring provision remains innovative, responsive, and aligned with the school's ethos, curriculum, and Preparation for Adulthood outcomes.

Curriculum and Enrichment Contribution

- Contribute to the development and delivery of a broad, balanced, and engaging curriculum by embedding high-quality outdoor learning experiences across the school.
- Work collaboratively with colleagues to ensure outdoor learning complements and enhances curriculum objectives, therapeutic programmes, and Preparation

for Adulthood outcomes.

- Identify opportunities to integrate outdoor learning across curriculum areas, creating meaningful, cross-curricular experiences that bring learning to life.
- Support whole-school activities such as enrichment weeks and themed events.

Safeguarding, Health and Safety

- Ensure all activities are planned and delivered in accordance with school policies, statutory guidance, and relevant health and safety legislation.
- Safeguard and promote the welfare of all pupils by ensuring that safeguarding principles are embedded within all aspects of outdoor learning, educational visits, and enrichment activities.
- Undertake, maintain, and regularly review comprehensive risk assessments for outdoor learning environments, activities, equipment, and off-site visits, implementing appropriate control measures to minimise risk.
- Maintain high standards of safety, supervision, and professional practice, ensuring activities are appropriately adapted to meet the needs of individual learners.
- Foster a culture of safe, responsible, and positive risk-taking, enabling pupils to develop confidence, independence, and resilience while learning to assess and manage risk appropriately.
- Monitor the suitability, maintenance, and safe use of outdoor learning spaces, tools, equipment, and resources.

Additional Responsibilities

- Contribute to whole school priorities, particularly around personal development and wellbeing.
- Undertake additional responsibilities commensurate with the evolving nature of the role.

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Our Values

- We are **Supportive** by promoting opportunities for everyone so they can reach their full potential
- We are very **Ambitious** to provide the best possible outcomes for the people who use our services
- We are **Loyal** because we put the people that we support and our staff at the centre of everything we do, and we deliver on our promises. We also are committed to ensuring that our services are meeting the needs of all stakeholders
- We are **Unique** because we are ambitious and innovative about the diversity of the services that we provide without compromising quality
- We are **Transparent** by being open, honest and fostering a culture of mutual respect. We promote a culture where we learn by our experiences, and we are committed to doing things better and setting the highest standards in what we do
- We are **Engaging** because we work in partnership with the people that we support, our staff and all our stakeholders
- We encourage everyone to experience a **Meaningful** life by being aspirational and by offering opportunities

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Knowledge, skills and competency

Person Specification	
Essential	Desirable
<ul style="list-style-type: none"> • Experience of working with pupils with SEND and/or complex needs • Ability to plan and deliver engaging, inclusive outdoor learning experiences • Commitment to a therapeutic, pupil-centred approach • Strong teamwork and communication skills • Experience of outdoor learning, forest school or horticulture provision 	<ul style="list-style-type: none"> • Qualification in Outdoor Education • Experience of delivering or supporting accredited learning programmes • Experience of leading or supporting Duke of Edinburgh Award programmes • Understanding of Conductive Education, or a willingness to develop this and embed its principles into practice

Salutem is committed to safeguarding and promoting the welfare of children and young people. All offers of employment are subject to rigorous pre-employment checks, including enhanced DBS, in line with our stringent safer recruitment policy.

This job description should not be seen as all encompassing, and the post holder will be expected to undertake any other responsibilities appropriate to the post as identified by the company.

Successful candidates for all posts will undergo a minimum of 6 months' probation period.