



COOMBE HOUSE
SCHOOL

Outdoor Learning and Forest School Co-ordinator

Contract Type:	Permanent, Term Time Only
Hours:	35 hours - working Monday to Friday 08.30 – 16.00 Monday, Tuesday and Thursday. 08.30 – 16.30 on a Wednesday, 08.30 – 15.30 on a Friday.
Salary:	Range 4, Point Scale 16-20 £28,223 – £31,173 doe (FTE £32,061 – £35,412)
DBS Disclosure Level:	Enhanced
Reports To:	Assistant Head Teacher
Role Purpose:	<p>Working under the guidance of the Assistant Head Teacher, the Outdoor Learning and Forest School Co-ordinator is responsible for the planning and day-to-day delivery of high-quality outdoor learning provision and experiences for pupils across the school. The strategic development of the curriculum area is led by the Assistant Headteacher.</p> <p>The post holder will foster curiosity, independence, confidence, and environmental awareness, in line with the Forest School ethos, the Institute of Outdoor Learning, and the values of Coombe House School.</p> <p>The Outdoor Learning and Forest School Co-ordinator will work collaboratively with teaching staff, therapists and support teams to enhance pupil outcomes.</p> <p>The role supports the school's therapeutic and inclusive curriculum, and delivers high-quality, engaging outdoor learning sessions on a day-to-day basis</p> <p>This role involves moderate physical effort, including lifting and handling equipment and engaging in practical outdoor activities. The Outdoor Learning and Forest School Co-ordinator will be required to work almost exclusively outdoors, often on uneven surfaces and in variable weather conditions.</p>
Key Responsibilities:	<ul style="list-style-type: none">• In liaison with the Assistant Head Teacher to assist in planning, sequencing, delivering and evaluating weekly outdoor learning sessions to ensure high quality programmes with clear learning goals.• Activities will include outdoor cookery, environmental stewardship, woodworking and shelter building alongside other creative activities.• The outdoor learning programmes should support EHCP outcomes, particularly in communication, social interaction, emotional regulation, and independence.• Continuously evaluate sessions and strive for improvement in provision and pupil experience.



COOMBE HOUSE
SCHOOL

- Adapt provision to meet individual learning needs and personalised targets.
- Provide safe, structured opportunities for risk-taking and resilience-building.
- Ensure a robust balance of risk and benefit in all outdoor learning activities, in line with safeguarding expectations.
- Observe children during sessions and record brief notes to inform future planning and support progression.
- Promote environmental responsibility and sustainability through practical activities and role modelling.
- Support and guide staff in delivering high-quality outdoor learning experiences.
- Promote and model the ethos of Forest School and outdoor learning within daily practice and across interactions with staff and pupils.
- Maintain high standards of care and education for all children, following the Forest School Association principles and good practice.
- Communicate effectively with teaching staff, support staff, all relevant SLT staff, parents, and pupils.
- Deploy and support staff effectively within outdoor learning sessions, ensuring full understanding of and commitment to the Forest School ethos.
- Ensure the health and safety of all participants, including writing, reviewing, and implementing risk assessments for sites, tools, and activities.
- Regularly inspect, maintain, and store tools, materials, and other equipment safely and appropriately.
- Support pupils during transitions and periods of emotional dysregulation.
- Use trauma-informed and relational approaches to support pupils' emotional regulation and behaviour.
- Apply agreed behaviour and therapeutic frameworks consistently (e.g. Therapeutic Thinking).
- Maintain accurate and confidential records.
- Promote sustained engagement, emotional regulation and wellbeing.
- Contribute to enrichment activities, trips, or wider outdoor learning opportunities.

Other areas

- Undertake any other duties, as directed by your line manager, which are commensurate with the grade of the post to support the operational activities of the school.
- Act as a positive role model and challenge and motivate children and young people.



COOMBE HOUSE
SCHOOL

- Contribute to the overall culture/ethos/aims and policies of the school.
- Be aware of and comply with policies and procedures relating to safeguarding children, health, safety and security, confidentiality, equal opportunities, and data protection, reporting all concerns to an appropriate person.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- To maintain appropriate confidentiality and comply with Data Protection legislation.

Professional development

- Participate in training, performance development and other learning activities as required.
- Keep up to date with best practice and national developments in outdoor and SEND education.
- Show a commitment to continuous professional development through self-evaluation and reflection.

The following duties are ones which all staff are required to perform:

- Promote and safeguard the welfare of children and young persons for whom you are responsible and with whom you come into contact;
- Observe health and safety procedures and work safely at all times;
- To be responsible for your own continuing professional development, undertaking training as appropriate to the working environment and location, and developments in your role.
- Conduct yourself with professionalism, tact, and diplomacy always as a representative of the school.

This job description is current at the date of publication but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.



COOMBE HOUSE
SCHOOL

Outdoor Learning and Forest School Co-ordinator PERSON SPECIFICATION

Criteria	Qualities	Essential/ Desirable
Qualifications & Experience	1. Level 3 Forest School Qualification or Bushcraft, (or equivalent) or working towards.	E
	2. Current Outdoor First Aid Certificate or will work towards.	D
	3. Level 2 Food Hygiene certificate (or willingness to complete online training)	D
	4. Experience of effectively working with children with SEMH, ASC and complex needs.	E
	5. Willingness and ability to undertake relevant and appropriate further training.	E
	6. Sound understanding of Health and Safety, and Welfare issues when working with children outside.	E
	7. Proven evidence of continuing professional development and good level of English and Maths.	E
Skills & Knowledge	1. Working knowledge of evidence-based strategies that are used to support pupils with ASC, ADHD, SLD and SEMH (for example trauma-informed and relational practice, Therapeutic Thinking, THRIVE).	E
	2. Sound understanding of Health and Safety, and Welfare issues when working with children outside.	E
	3. Knowledge and experience of Forest School provision for children across Key Stages 1 – 4.	E
	4. Awareness of environmental education principles.	E
	5. Understanding of attachment disorder/difficulties, PACE approach, trauma-informed working, ASC and the causes of vulnerability in children in general.	E
	6. Sensitivity to the varying needs of young people and an astute understanding of how children learn. Understanding of principles of child development and learning processes	E



COOMBE HOUSE
SCHOOL

	<p>and, in particular, barriers to learning, within outdoor learning environments.</p> <p>7. Able to work under your own initiative, prioritise workload and meet deadlines with planning skills to balance conflicting demands.</p> <p>8. Confident and capable to work both independently and as part of a team, working collaboratively and supportively within the organisation.</p> <p>9. Excellent verbal communication skills with the ability to relate well to a wide range of stakeholders.</p> <p>10. Ability to assess and evidence impact of provision on pupil outcomes, and work within a structured curriculum framework led by senior leaders.</p> <p>11. Creative thinking and adaptability to ensure inclusivity and engagement for all learners.</p> <p>12. Experience of planning differentiated provision for a wide range of SEND needs.</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p>
<p>Personal Attributes</p>	<p>1. Ability to reflect upon skills, knowledge, and practice in order to develop them.</p> <p>2. A genuine love of the outdoors and nature.</p> <p>3. Ability to inspire confidence and trust in others, and to relate well to children with SEND.</p> <p>4. A commitment to securing the best possible outcomes for all pupils and promoting the culture, ethos and values of the school to all stakeholders.</p> <p>5. Ability to work under pressure, effectively prioritise and meet deadlines.</p> <p>6. Proactive, team-orientated and reflective.</p> <p>7. Commitment to safeguarding and equality.</p> <p>8. Compassionate, honest and open-minded.</p> <p>9. To be able to remain calm and demonstrate emotional resilience in working within challenging situations.</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>