



HEATHERMOUNT
SCHOOL

JOB DESCRIPTION

POSITION: Teacher: Forest School & Horticulture (Key Stages 1–4)

REPORTS TO: Deputy Headteacher

LOCATION: Heathermount School

PAYSCALE: Teachers MPS/UPS + Fringe + SEN allowance

MAIN PURPOSE:

The Forest School & Horticulture Teacher responsible for Forest School and Horticulture across Key Stages 1–4 will:

- Fulfil the professional responsibilities of a teacher; planning, implementing and reviewing high-quality learning opportunities, ensuring that pupils make good progress.
- Develop and deliver an ambitious, progressive Forest School and Horticulture curriculum across KS1–KS4, appropriately adapted to meet the individual needs of pupils.
- Be responsible for ensuring both academic progress and progress towards EHCP outcomes for each pupil taught.
- Use outdoor and practical learning to develop pupils' independence, confidence, resilience, communication, problem-solving and preparation for adulthood.
- Be responsible for the effective management of support staff, including monitoring and supervision.
- Support Heathermount School's responsibility for the safety and wellbeing of all pupils.

MAIN TASKS AND RESPONSIBILITIES

Curriculum Development

- Design and develop a progressive Forest School and Horticulture curriculum and associated lesson plans suitable for pupils with varying levels of cognitive, sensory, communication and physical needs from KS1–KS4.
- Ensure clear progression in knowledge, skills and independence as pupils move through the school, with age-appropriate opportunities and expectations across each Key Stage.
- Adapt teaching materials, activities and approaches to accommodate the individual learning styles, sensory profiles and needs of autistic pupils.
- Develop meaningful links between Forest School, Horticulture and the wider

- curriculum, including opportunities to apply learning from Science, Mathematics, English, PSHE, Design Technology and other relevant subjects.
- Develop opportunities for pupils to understand the natural environment, sustainability, biodiversity, food production, conservation and responsible stewardship of the environment.
 - Ensure older pupils have opportunities to develop practical and transferable skills relevant to preparation for adulthood, employability, further education, volunteering and land-based industries.
 - Where appropriate, contribute to the delivery and development of accredited or vocational learning opportunities related to horticulture, outdoor learning and land-based studies.
 - Plan learning that responds appropriately to the seasons and makes effective use of the school grounds and available outdoor learning environments.
 - Contribute to the development and maintenance of designated Forest School, horticultural and growing areas so that they provide safe, purposeful and stimulating learning environments.
 - Organise and participate in enrichment opportunities, projects, visits and activities that enhance pupils' experience of Forest School, horticulture, conservation and the natural environment.
 - Manage any delegated funds and allocate available resources with maximum efficiency, advising the Senior Leadership Team (SLT) of likely priorities for future expenditure.

Teaching & Learning

- Deliver engaging, purposeful and practical Forest School and Horticulture lessons that encourage curiosity, exploration, independence and enjoyment of learning.
- Provide clear instructions, modelling and demonstrations to facilitate understanding and safe participation among pupils with diverse learning needs.
- Use a range of teaching strategies, including visual supports, practical demonstrations, structured tasks, sensory experiences and hands-on learning, to maximise engagement and progress.
- Teach pupils progressively to use appropriate horticultural and Forest School tools, equipment and materials safely and responsibly.
- Provide opportunities for pupils to develop practical skills including planting, growing, propagation, cultivation, harvesting, garden maintenance, habitat management and other appropriate horticultural activities.
- Provide appropriate Forest School experiences which may include shelter building, woodland crafts, tool use, fire lighting and cooking, exploration of the natural environment and other age- and ability-appropriate activities.
- Use outdoor learning to develop pupils' communication, teamwork, problem-solving, resilience, self-regulation and ability to assess and manage appropriate levels of risk.
- Establish a positive and inclusive learning culture that promotes respect, collaboration, independence and care for the natural environment.
- Implement strategies for managing behaviour and promoting independence, self-regulation and social skills during practical and outdoor activities.
- Create a safe and supportive learning environment that enables pupils to explore, take appropriate risks and develop confidence while ensuring compliance with health and safety requirements and school procedures.
- Undertake and contribute to appropriate risk assessments for Forest School, horticultural and outdoor learning activities, including the use of tools,

- equipment, fire and other identified hazards.
- Ensure tools, equipment and materials are stored, maintained and used safely and that pupils are appropriately supervised according to their individual needs and risk assessments.
- Demonstrate consistently the positive attitudes, values and behaviours which are expected of pupils.
- Register the attendance of pupils in class.
- Effectively manage Teaching Assistants working within lessons by establishing clear expectations and providing clear guidance on strategies for supporting engagement, independence and achievement.

Assessment & Feedback

- Assess pupil progress using a range of appropriate formative and summative assessment methods, including observation, practical demonstration, pupil work, photographs and other evidence of learning.
- Assess pupils' developing knowledge, practical skills, independence and ability to apply their learning across different contexts.
- Use assessment information to inform planning, identify next steps and ensure appropriate challenge and progression for individual pupils.
- Provide constructive feedback and encouragement to pupils, focusing on strengths and areas for development, to promote confidence, independence and motivation. The school adopts a marking policy prioritising verbal feedback.
- Contribute appropriately to the assessment and evidence requirements of any accredited or vocational courses delivered within the subject area.
- Communicate pupil progress and achievements to parents, carers and relevant school staff through written reports, meetings and parent-teacher evenings.

Professional Development & Collaboration

- Engage in ongoing professional development opportunities to remain informed about best practice, new developments and research in Forest School, Horticulture, outdoor education and special education.
- Maintain and develop the knowledge and competencies required to deliver practical and outdoor learning safely and effectively.
- Collaborate with colleagues, including teachers, teaching assistants, therapists and support staff, to share resources, ideas and strategies for supporting pupils with SEND.
- Work collaboratively across the Primary and Secondary phases to ensure continuity and progression within Forest School and Horticulture provision.
- Work with the wider curriculum team to identify opportunities for outdoor and horticultural learning to support and enrich pupils' wider curriculum experiences.
- Participate in team meetings, Annual Reviews and individual pupil planning meetings to contribute insights and collaborate on pupil goals and progress.
- Actively contribute and engage with the wider school staff team.
- Participate in regular in-service training (INSET), weekly CPD sessions and personalised continued professional development.
- Share your strengths and knowledge with other staff and make a wider school contribution.
- Find ways to manage your time and responsibilities in school to create a reasonable work-life balance. Combine work with personal interests to benefit pupils and develop partnerships with teachers and senior staff to discuss workable solutions.
- Participate in regular support, appraisal and review meetings with line management.

Community Engagement & Advocacy

- Work with external partners to enhance Forest School, Horticulture and outdoor learning provision, including visits, guest speakers, community projects, employers and specialist organisations.
- Develop opportunities for pupils to engage with the wider community through horticulture, environmental projects, conservation and other appropriate activities.
- Where appropriate, establish links with local employers, colleges and land-based organisations to help pupils understand potential pathways into further education, employment, volunteering and adult life.
- Promote and advocate for the value of outdoor and practical learning for autistic pupils within the school community and among parents and carers.
- Celebrate pupils' achievements in Forest School and Horticulture and contribute to opportunities to showcase their learning across the wider school community.
- Provide or contribute to oral and written assessments, reports and references relating to individual pupils or groups of pupils, including:
 - EHCPs to be reviewed and updated as required.
 - IPP targets to be monitored and updated.
 - Annual reports for statutory Annual Reviews and reports to parents/guardians/authorities.
 - Attendance at statutory Annual Reviews or other related meetings, including safeguarding reviews where required.
 - Preparation and revision of other documents relevant to individual pupils, such as risk assessments and Individual Behaviour Management Plans, in line with Heathermount School procedures.

POLICIES AND PROCEDURES

- The post holder will be expected, at all times, to be familiar and comply with the written policies, procedures and guidelines for good practice issued by Heathermount School and Cavendish Education.
- Ensure the Health & Safety policy and procedures are adhered to at all times.
- Take personal responsibility for your own health and safety and report incidents and potential hazards as necessary.

CHILD PROTECTION

All employees have a duty for safeguarding and promoting the welfare of children and young persons. Staff must be aware of the school's procedures for raising concerns about children's welfare and must report any concerns to the Designated Safeguarding Lead without delay. Staff must also ensure they complete the appropriate level of safeguarding children training identified by the school as relevant to their role.

ETHICS AND CONFIDENTIALITY:

Heathermount School operates in a constantly changing environment and as such work priorities and objectives may change. The School reserves the right to make reasonable changes to the job purpose and accountabilities.

All staff are required to respect the confidentiality of all matters they may learn relating to their employment, other members of staff and the general public.

This job description is intended to be a dynamic document, subject to agreed alteration and development in line with the evolution of the role.

Signed.....

Name.....

Date.....