

CHILDREN AND LIFELONG LEARNING – HR SERVICES

School				
Job No.	Post Title	Grade	JE Pts	Date
X1436	OPAL and Forest School Play Leader	Grade 6	436 NJC	January 2009

Statement of Purpose

Under the direction of a senior manager, to provide high quality outdoor play and forest schools within schools, leading on the development and implementation of OPAL outdoor play across school and be a key member of the school Forest School Leadership team.

Support to Pupils and Community

- OPAL Play:
 - To lead on the development and implementation of OPAL Play across school leading and supporting a team of Midday Supervisors to provide fun, engaging, learning and play opportunities
 - To work with Senior leaders to develop and create imaginative outdoor play opportunities through OPAL Play for children
 - To work with Senior Leadership Team to develop School Policy, procedures and risk assessments for OPAL Play in school
 - To lead on identifying and sourcing resources for OPAL Play in school
 - To lead on the development, implementation, Action Planning and Evaluation of the OPAL Play programme in school
- Forest Schools:
 - To work with Forest School Leadership team in developing, implementing and evaluating our Forest School programme
 - To work with Forest School Leadership team to develop School Policy, procedures and risk assessments for Forest School activities in school
 - To Lead on identifying and resourcing Forest School programme in school
- Partnership working:
 - To work with senior leaders in school identifying target groups of pupils who may benefit from targeted outdoor play/forest school interventions to improve childrens' health and well-being outcomes.
 - To be an active member of the school Mental Health Support Team working to implement and develop school Mental Health Strategy and Action Plan
 - To have knowledge of, promote and develop a range of outdoor play and Forest school activities
 - To work in partnership with multi-agency bodies and professionals to achieve the best outcomes for childrens outdoor play and learning

Support Organisational Management

CHILDREN AND LIFELONG LEARNING – HR SERVICES

- To work closely with a senior manager to develop and co-ordinate programmes and initiatives in relation to the School Development Plan
- To undertake the day-to-day administration for the OPAL and Forest school projects and ensure the smooth running of programmes under the guidance of the Senior Leadership Team.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Comply and assist with the development of 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, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.

Note 1:

The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.

CHILDREN AND LIFELONG LEARNING – HR SERVICES
Person Specification
OPAL and Forest
School Play Leader

Essential Criteria	Measured By
<p>Experience</p> <ul style="list-style-type: none"> • Of working in an educational setting committed to the inclusion agenda • Of working to support children's development through outdoor play • Of leading and Developing Forest school activities and programmes in school 	AF/I
<p>Qualifications/Training</p> <ul style="list-style-type: none"> • Level 3 Qualification in Forest Schools or willingness to work towards 	I
<p>Knowledge/Skills</p> <p>With guidance from and accountability to school</p> <ul style="list-style-type: none"> • the ability to manage own workload and work on own initiative. • Ability to work constructively as part of a team. • Good organising, planning and prioritising skills. • Ability to communicate effectively both orally and in writing. • Good interpersonal skills. • Ability to work within established processes and procedures. 	AF/I
<p>Behavioural Attributes</p> <ul style="list-style-type: none"> • Customer focused • Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. • Open, honest and an active listener • Takes responsibility and accountability • Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service. • Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations • Is committed to the provision and improvement of quality service provision • Is adaptable to change/embraces and welcomes change. • Acts with pace and urgency being energetic, enthusiastic and decisive 	AF/I

CHILDREN AND LIFELONG LEARNING – HR SERVICES

<ul style="list-style-type: none">• Communicates effectively• Has the ability to learn from experiences and challenges• Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.	
--	--

AF - Application form

I - Interview

Note 1:

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- ***Emotional resilience in working with challenging behaviours and***
- ***Attitudes to use of authority and maintaining discipline.***