



Job Description and Person Specification – Outdoor Education Instructor (Teacher Degree Apprenticeship Opportunity)

Job Title	Outdoor Education Instructor (Unqualified Teacher)
Grade	UQT1 to UQT6 + SEN allowance (£2,787)
Location of Work	Acer Academy
Responsible to	Deputy Headteacher (Behaviour, Attitudes and Personal Development)

Scope of the Role

Acer Academy is a specialist provision supporting learners with Social, Emotional and Mental Health (SEMH) needs and Autism Spectrum Condition (ASC). The academy currently supports 40 learners across Key Stage 3, with the cohort expanding to 50 learners and a Key Stage 4 cohort next year as the provision grows in its first three years of opening.

As part of our expanding team, you will play an important role in helping to create a safe, structured and nurturing environment where learners can re-engage with education, develop positive relationships and achieve meaningful outcomes. As the outdoor education instructor, you will be responsible for ensuring that learners have access to opportunities beyond their mainstream peers outside of the classroom – so that every person at Acer can grow!

Working within a small specialist setting, staff are expected to build strong, trusting relationships with learners, support their emotional regulation and engagement with learning, and contribute to a trauma-informed and inclusive school culture.

Main responsibilities

General

- To undertake such duties as the Headteacher may reasonably determine, in accordance with the School Teachers Pay and Conditions of Service document in force at the time.
- To recognise that she/he is appointed as a member of staff at Acer Academy and that she/he may be deployed in any situation appropriate to her/his qualifications, experience and/or skills.

Knowledge and Skills

- Principles and practices of effective teaching and learning
- School improvement strategies and the process of school self-evaluation
- Principles and practices of monitoring/assessment/evaluation
- Principles of curriculum planning
- The application of ICT to learning, teaching and subject management
- Working in partnerships to deliver improvements
- Processes and systems for quality assurance
- Resource planning and management

Teaching

- Planning and preparing courses and lessons for outdoor education, with the support from the Deputy Headteacher over Personal Development.
- Delivery of another subject area (non-examination) dependent on timetabling needs.

- Teaching pupils according to their educational needs including the setting and marking of their work utilizing evidence for learning to support this.
- Curriculum coverage, continuity and progression in the subject for all pupils, including those of high ability and those with special educational needs and SEMH needs.

Positive reinforcement of school behavior management strategies

- To develop and maintain positive reinforcement of school behavior management strategies among the pupils and safeguard their health and safety, both on the school premises and when they are engaged in authorised activities elsewhere.

Pastoral and communication

- Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned.
- Providing guidance and advice to pupils on educational and social matters and on their further education and future careers.
- Making records of and reports on the personal and social needs of pupils.
- Communicating and consulting with the parents of pupils

Assessment, reporting and monitoring

- Provide oral and written assessments, reports and references relating to individual pupils and groups of pupils.
- Establish clear targets for pupils' achievement, and evaluate progress and achievement by all pupils, including those with special needs.
- Use data effectively to identify pupils who are underachieving and, where necessary, create and implement effective plans of action to support those pupils.
- Ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress.

Staff Meetings

- Participate in school meetings relating to the curriculum, pedagogy, administration and general organisation of the school.

Professional Development

- Participate in further training and professional development activities as a teacher
- To engage in instructional coaching as part of the school's commitment to improving teaching and learning (outside of performance management).

Equal Opportunities

- Promote equal opportunities within the school and to seek to ensure the implementation of the academy's Equal Opportunities policy.

Other duties

- Job descriptions are expected to give candidates clear guidance on what they are expected to achieve; however, they rarely capture all tasks and responsibilities. All members of staff are expected occasionally to undertake other duties not detailed above, but within the scope of the job.

This job description may be amended at any time after discussion with you, and in any case will be reviewed annually. For the full Conditions of Employment please refer to the relevant pages of the School Teachers' Pay and Conditions Document.

Outdoor Education Instructor Person Specification

Attributes	Essential	Desirable	Application	Interview
Qualifications	<ul style="list-style-type: none"> Level 3 or above qualification in sport or other relevant outdoor education activity Ability to drive category D1 vehicles (minibuses), or willingness to complete MIDAS training. 	<ul style="list-style-type: none"> HLTA or other equivalent school-based qualification at Level 3 or above Full First Aid Qualification (3 day), or willingness to complete this training. 	√	
Experience	<ul style="list-style-type: none"> Experience or expertise of working with students with SEN Experience of leading groups of pupils outside of their normal schooling environment (e.g., Duke of Edinburgh residential or similar) 	<ul style="list-style-type: none"> Evidence of qualifications or relevant SEN experience in ASD and SEMH settings. Evidence of ongoing professional development Experience working in a specialist provision, alternative provision, or PRU. Experience of delivering Duke of Edinburgh or John Muir Award. 	√	√
Professional Understanding, Knowledge and Skills	<ul style="list-style-type: none"> Experience of creating and maintaining effective partnerships with parents to support pupil's learning and pastoral needs Understanding of risk assessment and health & safety in outdoor environments Knowledge of commonly used resources to support pupils with sensory, ASD and SEMH needs. Secure understanding of safeguarding responsibilities 	<ul style="list-style-type: none"> Understanding of behaviour regulation and trauma-informed approaches Knowledge of assessment recording and reporting 	√	√
Specific Knowledge Understanding and skills	<ul style="list-style-type: none"> Ability to plan and deliver engaging, practical outdoor sessions Ability to adapt activities to meet diverse needs Ability to promote independence, resilience and teamwork Strong organisational skills, including trip planning and logistics Ability to reflect on own practice and seek professional development 	<ul style="list-style-type: none"> Knowledge of strategies to support learners with communication difficulties or low literacy levels. Knowledge of accreditation frameworks (e.g. DofE, John Muir) Evidence of working towards EHCP targets 	√	√

Teaching and Learning	<ul style="list-style-type: none"> • Practical understanding of effective teaching and evaluation strategies for pupils with ASD and SEMH. • Ability to engage and motivate learners who may be disengaged from education • Ability to deliver learning in non-traditional environments • Ability to manage behaviour effectively in outdoor settings. 	<ul style="list-style-type: none"> • Experience of tracking and evidencing learner progress in practical subjects 	√	√
Leadership and Management	<ul style="list-style-type: none"> • Able to deploy teaching assistants/support staff effectively. • Able to motivate pupils and staff, setting high standards and provide a focus for improvement • Ability to lead groups safely and effectively in outdoor environments • Ability to work independently and take initiative 	<ul style="list-style-type: none"> • Experience coaching or supporting colleagues to improve teaching practice • Experience of coordinating programmes or leading projects 	√	√
Professional values, qualities and skills	<ul style="list-style-type: none"> • Able to establish and develop good relationships with all involved in the school • Able to work effectively as a team member • Ability to communicate effectively in writing and orally. Competent in the use of ICT • Flexible and approachable • Resilient under pressure and motivated by challenge. • Able to deal sensitively with people and resolve conflicts • Positive and energetic approach to work 	<ul style="list-style-type: none"> • Bring personal interests and enthusiasms to the school community • Commitment to continuous professional development. • Ability to contribute positively to a collaborative and supportive staff team. 	√	√