|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ATTRIBUTES** |  **ESSENTIAL** | **0** | **1** | **2** | **3** |  **DESIRABLE** | **0** | **1** | **2** | **3** |
| RELEVANT EXPERIENCE | Experience of working with children and young people in the woodland environment |  |  |  |  | Experience of working with a wide range of young people and families/carers from different ethnic and social backgrounds |  |  |  |  |
| Ability to work effectively and command the confidence of teaching staff and senior management within the school |  |  |  |  | Experience of multi agency working  |  |  |  |  |
| Ability to engage constructively with and relate to a wide range of young people and families/carers |  |  |  |  | Ability to see a child’s needs |  |  |  |  |
| A proven track record in working with young people  |  |  |  |  |  |  |  |  |  |
| EDUCATION & TRAINING | A background in education, counselling, personnel, youth work, careers or social services. |  |  |  |  | Other outdoor experiences or qualifications (eg. bushcraft) |  |  |  |  |
| Hold a Level 3 Forest School Practitioner award (or equivalent) including up to date first aid qualification |  |  |  |  |  |  |  |  |  |
| SPECIAL KNOWLEDGE & SKILLS | A good general knowledge of wildlife and conservation issues. |  |  |  |  | A good knowledge of growing plants and seasonal changes in flora and fauna.  |  |  |  |  |
| An understanding of health and safety requirements and welfare issues of working with young children. |  |  |  |  |  |  |  |  |  |
| ANY ADDITIONAL FACTORS | Have time and energy to put into the relationships to work as part of a team  |  |  |  |  | Commitment to continued professional development |  |  |  |  |
| Good organisational skills. |  |  |  |  |  |  |  |  |  |
| Excellent communication skills both written and particularly verbal within a wide age range. |  |  |  |  |  |  |  |  |  |
| Willingness to undertake further training  |  |  |  |  |  |  |  |  |  |
| The ability to work flexibly and be self-motivated. |  |  |  |  |  |  |  |  |  |
|  | SCORES |  |  |  |  | SCORES |  |  |  |  |
| TOTAL |  | TOTAL |  |