

JOB DESCRIPTION

Learning and Wellbeing Practitioner WoodlaND Learning

WoodlaND Learning is a service for neurodivergent people aged 12-18 who find attending a mainstream school extremely challenging due to the environment preventing participation and engagement with learning.

This service is based primarily within urban woodlands, and focuses on outdoor learning/activities and the benefits that these can bring to young people.

The service objectives are:

- Improve wellbeing
- Implement active learning (prioritising numeracy and literacy)
- Work with local schools to provide split placements where appropriate.

Job Purpose

- support the learning and wellbeing of neurodivergent young people in a woodland environment;
- ensure that the individualised needs of those who access our services are met through:
 - flexible person-centred support which meets the needs of the young people;
 - an environment in which people thrive;
 - varied programmes of activities, delivered primarily outdoors, that help reach personal goals, improve wellbeing and self-esteem, develop new skills and enhance life opportunities;
 - positive and professional relationships;
 - communicating appropriately to meet individual needs;
 - adapting support to meet changing needs of the young people;
 - best practice in low arousal and positive behaviour support to help reduce anxiety and build resilience;
 - appropriate responsive support to behaviours of concern.

Key Responsibilities

Safeguarding:

- ensure the dignity, protection and welfare of individuals at all times;
- work in collaboration with colleagues, parents/carers, organisations and agencies to ensure any safeguarding concerns are identified and addressed;
- provide a safe and nurturing environment, where we safeguard those who use our services and encourage positive risk taking; empowering individuals to reach, and exceed, their potential;
- support young people to make choices which will assist them to be safe.

Service Delivery:

- work collaboratively to ensure the highest quality of support is experienced for all those who use the Trust's services;

- support young people to consider and make choices relevant to their support, advocating as appropriate when they experience difficulty communicating their wants and needs;
- contribute to the assessment of individualised needs and the planning of person-centred approaches that promote learning and/or wellbeing;
- support young people to engage in activities that support goal attainment as per their person-centred plans;
- proactively plan, assist and lead the delivery of a range of activities that support the achievement of personalised learning and/or wellbeing outcomes;
- organise and utilise resources for learning and/or wellbeing;
- ensure the whole site is utilised and that there are varied activities that are both led and supported, but also there are opportunities for alternative activities that require less supervision, should the young person opt out of main activity.
- ensure comprehensive understanding of the communication strategies appropriate to the needs of young people using the service;
- contribute to the development and regular review of individualised risk assessments, promoting risk enablement;
- agree and actively support the ongoing understanding of boundaries and expectations for those who use our services;
- provide a high level of support, engagement and supervision at all times; ensuring consistency and structure;
- work proactively with the team to support positive behaviour and respond appropriately to behaviour of concern, following guidance and protocols, to ensure safety is maintained at all times;
- participate and use reflection tools to challenge our thinking around what we do and how we do it, to best meet the needs of those who use our service;
- continuously monitor and accurately record individuals' progress, ensuring all information is managed in accordance with the Trust's policies on data protection;
- maintain positive and effective engagement and communication with parents, guardians and others involved in the care of those who use our services to protect and further their interests.

Continuous development and enhancement of services and practice:

- support the evaluation and continuous development of services;
- embrace the use of technology to enhance service delivery and own practice;
- continuously develop own understanding and overall awareness of best practice in supporting neurodivergent individuals;
- maintain own continuous professional development and demonstrate a practice of reflective learning;
- contribute on a wider basis as appropriate to the work and objectives of the Trust, for example, through taking on a role as representative or champion.

Behaviours

- understand and comply with the Trust's policies, procedures and quality standards, as well as regulatory standards and relevant legislation;
- be a role model for colleagues and stakeholders, showing energetic, determined, flexible and positive leadership that will support our aims of being relevant, vibrant, agile and sustainable.
- adopt a flexible working approach with the ability to challenge as appropriate and able to give and receive constructive feedback

- embrace a coaching culture within your areas of responsibility that upholds the values of The Donaldson Trust.
- provide clear, impartial interpretation of any complex situations within your area of responsibility
- continuously monitor your area of responsibility and identify areas for improvement and organisational learning.

The Values Donaldson's live by

Individual capability

Everyone has their individual capabilities; we find them. Help people reach their own potential. We loosen the confines, remove the barriers. We believe in every single person. Treating people as individuals shows we are flexible in our approach

Creativity

We are curious, forward-thinking, always looking for a better way. One day, we will be truly pioneering.

Human dignity

We have integrity. We treat everyone with respect. We listen.

Compassion

We understand. We have empathy. We are kind and caring.

Openness and honesty

By being open and honest we earn trust; from that, we build rewarding relationships

PERSON SPECIFICATION

1	Qualifications	D/E
	Qualified in Forest School Level 3/SCQF Level 8 or equivalent in Bushcraft Skills OR Demonstrable experience in forest school type environment OR Additional transferable skill set such as Art/Music/Science which can be applied directly within this setting	E
	Qualification in Social Care / Healthcare / Additional Support Needs (e.g. SVQ) or equivalent	D
	Evidence of relevant and up to date Continued Professional Development	D
	Current First Aid Certificate	D
	Safer Food Handling Certificate	D
2	Skills / Abilities	
	Ability to work at pace and respond flexibly and proactively to emerging and changing circumstances.	E
	Strong problem-solving skills and a creative approach, ability to improvise and use initiative.	E
	Ability to work effectively with neurodivergent people, meeting individualised support needs.	E
	Ability to provide consistent and structured support, following guidance and protocols to respond to behaviours that challenge.	E
	Ability to use a range of communication methods to support individuals with additional support needs.	E
	Excellent planning, organisation and time management skills.	E

	Ability to carry out lone-working duties.	E
	Driving licence and willingness to use the Trust's vehicles.	D
	Good IT skills.	D
3	Experience	
	Experience of working with neurodivergent individuals	E
	Experience of working in partnership with parents and external/partner agencies/services.	E
	Experience of facilitating activities which promote wellbeing and learning new skills which are relevant to daily life.	E
	Experience of running outdoor based groups, planning and implementing an evolving activity plan which takes into consideration seasonal environmental changes.	D
	Experience of working on individualised risk assessments.	D
	Experience of contributing to self-evaluation processes.	D
4	Knowledge	
	Awareness and understanding of communication and sensory differences and how to support.	E
	Knowledge and understanding of best practice in supporting neurodivergent individuals.	D
	Awareness and understanding of current Child protection and safeguarding legislation and guidelines.	D
	Awareness and understanding of positive behaviour support.	D
	Current Knowledge of relevant Health and Safety legislation	D
5	Behaviours	
	Passion and commitment to outdoor learning.	E
	Commitment to promoting the benefits of spending time outdoors to the young people	
	Ability to work collaboratively as part of a team.	E
	Creativity and proactive, can-do attitude.	E
	A calm and empathetic approach.	E
	Personal resilience.	E
	Values which align with the Trust's aims and ethos.	E
	Willingness to work flexibly to meet the needs of those using our services and business needs.	E
	Ability to use self-reflection for learning.	D