



Woodland Pathways

Practitioner Role Profile

Personalised, relationship-based and nature-led alternative provision

ROLE PROFILE & PERSON SPECIFICATION

Date issued: 01 September 2026

Effective for the 2026/27 academic year

Review due: August 2027, or sooner if requirements change

Role: Woodland Pathways Practitioner

1. Role overview

Provision	Woodland Pathways Ltd
Location	Shropham Grove, Shropham, Norfolk, with occasional community or off-site activity
Engagement	Self-employed practitioner opportunities; part-time or more regular availability may be considered according to learner and commissioning needs
Typical provision hours	Learner sessions operate Monday-Friday during term time, normally between 9:30am and 2:30pm; preparation and recording time is also required
Responsible to	The Woodland Pathways Directors
Fee and arrangements	Confirmed in the vacancy information and written practitioner agreement
Safeguarding status	Work normally involves regulated activity with children and is subject to an Enhanced DBS check with Children's Barred List information and other safer recruitment checks

2. About Woodland Pathways

Woodland Pathways provides highly personalised alternative education for children and young people across Key Stages 2-5. Learners may have SEND, SEMH needs, anxiety, trauma-related needs, emotionally based school avoidance (EBSA), disrupted education or EOTAS arrangements.

Learning is practical, purposeful and interest-led. It may include outdoor learning, bushcraft, horticulture, animal care, food technology, art, photography, STEM, qualifications, functional skills, careers learning and community activity. Practitioners work mainly one-to-one or with very small groups.

Qualifications

A teaching qualification or formal education qualification is not essential for every practitioner opportunity. We value relevant life experience, practical expertise, calm relationship-building and a genuine commitment to young people. Appropriate induction, safeguarding training and role-specific on-site training will be provided.

3. Purpose of the role

To build safe, consistent and respectful relationships with learners and deliver engaging, personalised activities that support agreed educational, social, emotional and independence outcomes. Practitioners help learners re-engage with education, recognise their strengths and make measurable progress within a calm outdoor environment.

4. Core responsibilities

Personalised learning and engagement

- Plan, prepare and deliver activities shaped by referral information, EHCP outcomes where applicable, risk assessments and the learner's interests, strengths and needs.
- Adapt communication, pace, environment and resources for autism, ADHD, PDA profiles, SEMH needs, anxiety, trauma, sensory needs and communication differences.
- Maintain predictable routines, clear expectations and a calm, non-shaming approach.
- Promote independence, confidence, curiosity, resilience and a positive sense of achievement.
- Support literacy, numeracy, communication and life skills naturally within practical activities.

Safeguarding and professional conduct

- Safeguard and promote the welfare of every learner and act immediately on concerns.
- Follow the Safeguarding and Child Protection Policy, Practitioner Code of Conduct, safer-working guidance and directions from the DSL team.
- Recognise and report disclosures, signs of abuse, neglect or exploitation, allegations, low-level concerns and concerns about adult conduct without delay.
- Maintain clear professional boundaries in one-to-one, off-site, transport, online and community-based work.
- Use only agreed systems for records, photographs, devices and communication, and maintain confidentiality.

Assessment, records and partnership working

- Record attendance, engagement, learning, progress, incidents and safeguarding information accurately and promptly.
- Contribute to Personalised Learning Pathways, reviews, commissioner reports and EHCP evidence where required.
- Communicate professionally with families, commissioners, schools and other agencies through agreed channels.
- Participate in supervision, quality assurance, training, briefings and reflective practice.

Health, safety and outdoor practice

- Follow site, activity and learner-specific risk assessments and complete dynamic risk assessment throughout sessions.
- Use tools, fires, animals, water, food, vehicles and outdoor spaces only within competence, training and agreed controls.
- Check environments and equipment, respond to weather and changing conditions, and report hazards, incidents and near misses.
- Promote proportionate positive risk-taking without compromising safety.

5. What we are looking for

Essential

- A genuine commitment to supporting children and young people who may have experienced barriers to education.
- Calmness, patience, reliability, integrity and the ability to build trust while maintaining boundaries.
- A safeguarding-first mindset, professional curiosity and willingness to report concerns promptly.
- Ability to listen, communicate clearly and adapt to individual needs.
- Ability to work independently while remaining accountable to a small professional team.
- Good written skills and confidence using email and secure digital records.
- Willingness to complete induction, safeguarding training and continuing professional development.
- Reliable ability to reach the rural Shropham site and any agreed off-site activity.

- Suitability to work with children and satisfactory completion of all required safer recruitment checks.

Desirable

- Experience supporting children, young people or vulnerable people in education, youth work, care, coaching, community or family settings.
- Knowledge of SEND, autism, ADHD, SEMH, EBSA, trauma-informed practice or positive behaviour support.
- A practical skill or interest that could engage learners, such as bushcraft, horticulture, animal care, cooking, art, photography, STEM, construction, sport or careers learning.
- A relevant qualification, current first aid certificate or activity-specific award.
- Experience of planning learning, evidencing progress or contributing to EHCP outcomes.

6. Physical and environmental context

The role is based mainly outdoors throughout the year and may involve uneven ground, variable weather and practical equipment. Woodland Pathways will consider reasonable adjustments. Applicants are encouraged to discuss any adjustment needed for the recruitment process or the role.

7. Safer recruitment conditions

- Completed Woodland Pathways application form; CVs may supplement but not replace it.
- Identity and right-to-work verification.
- Full employment and activity history, with gaps and inconsistencies explored.
- At least two satisfactory, independently verified references, including current or most recent employer and the most recent relevant employer where applicable.
- Enhanced DBS certificate with Children's Barred List information where the role is regulated activity.
- Relevant overseas checks, qualification or professional-status checks where applicable.
- A proportionate online search for shortlisted candidates, with any relevant matter discussed fairly at interview.
- Successful completion of safeguarding induction before unsupervised work.

Important

It is an offence for a person who is barred from regulated activity relating to children to apply for work that is regulated activity. This role is exempt from the Rehabilitation of Offenders Act 1974, subject to the rules on protected convictions and cautions.

8. General

This profile describes the main expectations of the role and is not exhaustive. Duties and individual arrangements will be confirmed in writing and may be reasonably adapted to learner needs, competence, commissioning requirements and the evolving needs of Woodland Pathways. Self-employed status and obligations are governed by the actual working arrangements and written agreement, not solely by the title used in this profile.

Woodland Pathways is committed to equality of opportunity, safeguarding and promoting the welfare of children and young people.