

## Role of leader at Forest School – some ideas, not an exhaustive list!

<b>Responsibility</b>	<b>Actions (some can be delegated)</b>
Choosing & preparing woodland site	<ul style="list-style-type: none"> <li>- Where?</li> <li>- Permission?</li> <li>- Suitability for learners and aims of your programme</li> <li>- How to enhance to meet needs</li> </ul>
Determining group	<ul style="list-style-type: none"> <li>- Knowing needs (age, stage, individually)</li> <li>- Planning staffing accordingly</li> </ul>
Determining aims and ethos	<ul style="list-style-type: none"> <li>- Be clear from the start in what you would like the impact to be for your learners (short, medium and long term aims)</li> </ul>
Communication	<ul style="list-style-type: none"> <li>- See 'Communication Planning' handout</li> <li>- Create handbook</li> </ul>
Risk Assessments	<ul style="list-style-type: none"> <li>- Generic Site (seasonally reviewed)</li> <li>- Activity specific (aspects not covered in general site risks)</li> <li>- Daily checks (what has changed, weather effects, new hazards)</li> <li>- Dynamic (during session if required for site, people and activities, both planned and emergent)</li> <li>- Individual (for specific learners, if required)</li> <li>- Risk-benefit (to explain benefits of higher-risk activities)</li> </ul>
Management	<ul style="list-style-type: none"> <li>- Time</li> <li>- Use of physical space in woodland</li> <li>- Staff team &amp; helpers</li> <li>- Overview / flow of session</li> <li>- Risk (keeping safe enough)</li> </ul>
Planning	<ul style="list-style-type: none"> <li>- Overview of block (aims and ethos)</li> <li>- Detail of sessions (progression)</li> <li>- Lesson plan for each session (flow)</li> <li>- Adjusting and adapting based upon observations, reviews and evaluations (learners and staff)</li> <li>- Being flexible</li> </ul>
Observing	<ul style="list-style-type: none"> <li>- Staff team continuously observe learners</li> </ul>
Reviewing	<ul style="list-style-type: none"> <li>- Continually review your practice, sessions, procedures, risk assessments etc. to ensure they are working for everyone involved</li> <li>- With learners (formally or informally after each session)</li> <li>- With staff team (formally after each session; face-to-face or by phone/ email if not possible)</li> <li>- Consider all affected (parents, other staff at your setting, landowner, local people, wildlife and environment)</li> </ul>
Evaluating	<ul style="list-style-type: none"> <li>- Evaluate the impact on your learners, including their broader lives</li> </ul>

Building staff team	- Two-way communication and opportunities to feedback
Building relationships and community feel for group	- Look for opportunities to provide formal and informal social time for the group
Supporting individual learners	- Look for opportunities to provide solo time - Holistic development including emotional support and development
Resources	- Ensure you have what you need (check against your lesson plans) - How to transport equipment to site? - How to store safely on site? - How to store safely between sessions
Health & Safety (physically & emotionally wellbeing)	- Outdoor First Aid certificate in place - First Aid and welfare kits - Be aware of food hygiene requirements - Safeguarding of learners - Communicating clear guidance on techniques to provide emotional support
Professional skills	- Continuing professional development (keep your skills up to date)
Environmental impact and sustainability	- How are you impacting the site? - How could you lessen impact / improve ecology of site?