



# FOREST SCHOOL

Independent Day School for  
pupils aged 4 – 18  
in East London

Deputy Head Personal Development  
& Co-Curricular





## About Forest School

Every school promises something. But at Forest, we don't make empty promises. What we offer is simple: a place to grow. For every young person to find their footing, their confidence, their voice. To figure out who they are - and where they're going.

We understand that every pupil is different. Some are bursting with confidence from day one. Others take time to find their feet. That's okay. We meet everyone where they are, and help them get to where they want to be.

Here, growth isn't just about what our pupils learn. It's about how pupils learn to think for themselves. How they handle challenges. How they work with others to find a solution. This is a place where young people try everything. Maybe they find something they're amazing at. Maybe they fail, try again and find their niche. Either way, our pupils grow. What matters isn't perfection. It's trying. And we're here to support our young people every step of the way.

People here look out for each other. Pupils are genuinely known, liked and valued. We're not perfect - we're not trying to be. But what we are is real. And in this place, every young person knows they belong.

No one stays at school forever. The real goal is what happens when they leave. At Forest, we prepare pupils for life. Whether it's in the classroom, the office, or halfway up a mountain, Forest pupils always carry something with them: the confidence to keep growing and the courage to make a difference.

Forest is an outstanding all-round school, full of 1,500 bright, sparky pupils aged 4-18. We are lucky to be located in this dynamic part of Northeast London, allowing us to attract staff from a diverse range of social and ethnic backgrounds who share in being academically ambitious, but are grounded, engaging, and very loyal to the school.

Described by the Good Schools Guide as a 'powerhouse with a heart' and enjoying a reputation for strong expert teaching and learning, Forest staff are encouraged to find success on all fronts through the breadth of the opportunities on offer to them.

We aim to develop the whole pupil through our distinct educational provision which gives equal weight to academic, co-curricular, and pastoral strands of school life. To this end, Forest promotes all-round educational excellence, recognising that personal growth requires top skills but also a developed sense of service and an awareness of responsibilities to other people.

Forest is recognised as a school that is always evolving, self-evaluating, and planning strategically for its future, while valuing its heritage and its location. All of this makes our community a stimulating one to work in for our 150+ teachers and 100+ non-teaching staff.



## Why work at Forest? – Click [here](#) for Video

There are many benefits of working at Forest school as staff are our single most important asset. Key benefits include:

- A large, cheerful, collegiate staff body
- Well resourced departments
- A comprehensive and research-informed professional development programme
- Opportunities to contribute to the wider community via our extensive Outreach Programme
- Generous holiday entitlements
- Our own competitive salary scale
- Walking distance of Snaresbrook Central line tube station and Wood Street overground station
- Membership of the School's Group Life Assurance scheme and Personal Accident Scheme
- Membership of a pension scheme
- 20% fee remission for children (Y3-13) attending Forest School. For part-time staff the fee remission will be prorated in proportion of their working hours
- Subsidised membership to the Sylvestrian Leisure Centre
- Free hot lunch (takeaway sandwich lunch also available) and refreshments throughout the day (Term time)
- Refreshments are available throughout the day in the Staff Common Room



## The Role: Deputy Head Personal Development & Co-Curricular

### Reports to the Warden

#### Line manages:

- **Directors of Sport, Drama and Music,**
- **Head of Activities**
- **Head of Clubs and Societies**
- **Duke of Edinburgh's Award Manager, Head of Dance, CCF Contingent Commander**

# KEY DUTIES AND RESPONSIBILITIES



## PERSONAL DEVELOPMENT

### Curriculum Design & Integration:

- Create a full map of the integrated, personal development curriculum at Forest School, including the intended outcomes of full engagement the full range of opportunities on offer, resulting in a clear articulation of the distinct, sector-leading quality of pupil development at Forest (see draft on Page 12).
- Develop and publish a Personal Development policy.

### Pupil Participation & Monitoring:

- Monitor the breadth, quality, and levels of pupil participation in the all-round life of Forest School to ensure pupils engage with a full range of development opportunities to encourage their personal development against the Forest School Personal Development Curriculum.
- Create whole school systems that allow the monitoring and measurement of all individual pupils' personal development as they move up the School.
- Create systems that ensure pupils engage in continuous reflection on their development progress.
- Ensure individual pupils are set appropriate targets on an annual basis and offered support to ensure progress across all pillars of the Personal Development Curriculum.

### Skills Development:

- Ensure Forest is providing opportunities for pupils to develop the skills demanded from leading employers as highlighted in The Future of Jobs Report by World Economic Forum 2020.

### Collaboration:

- Work closely with the Deputy Head Academic and Deputy Head Pastoral on the interface between these areas and the opportunities they offer for growth and development.
- Liaise with Prep School in the development of co-curricular provision across all years of Forest School.

### Promotion & Engagement:

- Ensure parents understand the centrality of the Personal Development Curriculum to Forest School's educational provision by providing clear and regular communication.
- Ensure strong promotion and celebration of co-curricular activities.





## CO-CURRICULAR

### **Strategic Oversight & Planning:**

- Chair the Co-Curricular Committee, which comprises the Heads of the major co-curricular areas: sport, music, drama, CCF, Voluntary Service, Duke of Edinburgh Award, Dance, activities, clubs, and societies, to determine and coordinate co-curricular strategy.
- Plan a coherent programme for the performing arts (music, drama, and dance), both in terms of major public events and ongoing activities, evaluating and articulating an ‘impact assessment’ of this strategy.
- Devise and implement three activity days for Y7-10 pupils during June, following internal exams.
- Review co-curricular policies on a regular basis and ensure staff are fully aware of the policies (and any changes) and that they are correctly applied.
- Work with a range of stakeholders to ensure enriching and inclusive opportunities for all pupils.

### **Staffing & Training:**

- Working closely with the Deputy Head Staffing and Operations and Timetabler to ensure appropriate staffing for all aspects of the co-curriculum.
- Monitor and evaluate staff participation and address underperformance of staff in the co-curriculum programme, as required.
- Ensure staff receive appropriate training to ensure they are best-equipped and qualified to carry out their responsibilities safely in accordance with policies.
- Oversee the management of co-curriculum administrators.
- Assist co-curricular leaders in their organisation of the scholarship process for prospective pupils applying for non-academic scholarships.

### **Budget & Resource Management:**

- Have oversight and control of the co-curricular budget and those delegated to co-curricular departments and trip leaders.
- Liaise with the Bursar in the development and maintenance of all co-curricular facilities/equipment.

### **Pupil Engagement & Opportunities:**

- Monitor and evaluate pupil participation in the co-curriculum, ensuring equality of opportunity and recognition for both boys and girls across all areas of co-curricular activity.
- Monitor the content, breadth, quality, and popularity of the co-curricular provision.
- Coordinate all school co-curricular events and activities for the School Calendar.

### **Collaboration & Liaison:**

- Work closely with the Deputy Head Academic and Deputy Head Pastoral on the interface between co-curriculum, academic curriculum, and pastoral care.
- To work very closely with the Heads of Section and Heads of Houses (HOH) with regard to all co-curricular matters, including parental and pupil concerns
- Ensure the Music and Drama Departments facilitate House Music and House Drama competitions.
- Liaise with Prep School in the development of co-curricular provision across all years.

# Welcome from the Warden



Dear applicant,

Thank you for your interest in the post of Deputy Head Personal Development & Co-Curricular at Forest School.

Any good curriculum starts with clear outcomes, and the four ultimate personal development outcomes for all Foresters are: Creativity, Self-Awareness, Self-Management and Relationships. Foresters need to be given the inner tools they will need to contribute to and thrive in the world, but they need to know what these tools are and how they can use them to best effect for themselves.

In other words, young people leaving Forest will have learned about themselves, each other, and the world, while developing the awareness and strategies to let these four characteristics be the driving force of their life-long personal development as useful, fulfilled adults living and working with others.

The Deputy Head Personal Development & Co-Curricular (DHPDCC) leads on pupil personal development across the Senior School, co-ordinating the opportunities that pupils enjoy in this outstanding all-round school to develop and grow as individuals.



The wide-ranging role will entail working to set up, maintain, monitor and measure the impact that opportunities and experiences inside and outside the classroom, during directed and undirected time, on-site and off-site, contribute to the development of the characteristics, competencies, confidence and skills outlined in the published Forest School Personal Development Curriculum.

More specifically the DHPDCC will oversee the co-curricular life of Forest School. The co-curricular is a major contributor to pupils' personal development at Forest and, as such, the DHPDCC will play a crucial role in managing and developing a broad, enriching and high achieving co-curriculum that expands opportunities for pupil leadership and teamwork.

On the co-curricular front, the DHPDCC will be accountable for the communication, implementation, as well as overseeing and promoting the educational value and benefits of the co-curriculum across all areas.

It is expected that experience in this senior leadership role at Forest School will be outstanding preparation for future Headship in comparable schools, as demonstrated by the previous co-curricular leader at Forest School.

We are excited about you potentially joining our team and look forward to your hearing from you.

Best wishes,

Marcus Cliff Hodges  
Warden



## OTHER

- Teach approximately 10 periods per fortnight, and be able to manage time efficiently and cheerfully
- Assist in the recruitment of new staff, evaluating their potential strengths in terms of contribution to the co-curricular programme
- Play an important day-to-day and strategic role, working with the Warden, the Bursar and other Deputies on matters involving staffing, the academic development of the school, and the pastoral welfare of its pupils
- Attend and contribute to Senior Leadership Team Meetings, as well as regular HoH and HoD Meetings, as required
- Attend Governors' Committee Meetings: Education Committee, Health & Safety and Risk Committee as required
- Provide termly updates for Governors on Personal Development/Co-Curricular agendas and achievements





## PERSON SPECIFICATION

The successful candidate will have:

### QUALIFICATIONS:

- Teaching qualification
- Educated to degree level
- Historical area and/or background involvement and interest relevant to the role

### EXPERIENCE:

- Working at a strategic level
- Experience of managing people and resources in a changing and dynamic environment
- Experience of leading effective communications in this area
- Leading activities or projects within an extensive co-curricular programme

### KNOWLEDGE & SKILLS:

- Excellent communicator (both orally and in writing) with exceptional interpersonal skills
- Excellent organisational and administrative skills with the ability to work to tight deadlines and manage competing priorities
- Ability to interpret statistical data and manage budgets
- Sound decision making skills with the commitment to see through strategies from concept to conclusion

### APTITUDES:

- Be able to think strategically at a whole school level and be prepared to challenge and to ask questions
- Possess a positive attitude and approach to change and development
- Ability to motivate and lead teams
- Work collaboratively and effectively with others
- Ability to work independently and collegially with the Senior Leadership Team under broad direction
- Be able to balance effectively the priorities of the School
- Ability to build and maintain positive, respectful relationships with pupils, parents/carers and colleagues
- Ability to deal with difficult situations calmly with a proportionate response
- Give generously of time to support school events and activities
- Commitment to continued professional development and the development of others
- Able to think creatively, anticipate and solve problems, plan and organise themselves and others
- Have a strong sense of self-awareness and be willing to learn
- Have a balanced sense of perspective





Below sets out the generic main duties and responsibilities of any teacher at Forest School. Those holding positions of responsibility have specific job descriptions in addition to the duties described below. Above all, Forest School teachers are professionals who carry out their duties responsibly and with regard for the best interests of their pupils and the school.

## Teaching and Learning

- Plan, prepare and deliver purposeful and productive lessons to assigned classes.
- Be prepared to innovate and devise imaginatively varied ways of teaching their subjects to inspire pupils.
- Encourage pupils and show enthusiasm for their subject in the classroom.
- Mark work and provide feedback according to departmental and School marking policies, giving appropriate feedback, and maintaining records of pupil's progress in their subject.
- Demonstrate an awareness and understanding of Assessment for Learning strategies and personalise the learning of all pupils, as appropriate.
- Select and use a range of different learning resources and teaching styles, appropriate to subject and topic.
- Participate in mutual lesson observations both within and beyond their department as a part of sharing best practice.
- Use teaching strategies that allow for the full range of ability and learning styles in each class, particularly considering the learning needs of pupils identified as SEND or requiring additional learning support.
- Interface regularly with the Learning Support Department and fully understand pupil needs as expressed in Pupil Passports.
- Research new topic areas and maintain up-to-date subject knowledge.
- Undertake report writing and the award of internal grades as required.

## Department

- Carry out any reasonable subject-related duties assigned to them by their Head of Department.
- Attend department meetings and moderation meetings as requested by their Head of Department.
- Contribute to the Department's devising and writing of new subject materials when required.
- Actively support the super-curricular and academic life of your department.
- Make themselves familiar with the contents of their Department Handbook and endeavour to follow closely the guidance and Schemes of Work provided in this document.

## Co-Curricular

- Contribute imaginatively to the co-curricular, extra-curricular and sporting programmes of the school as required by the Head of Department, Deputy Head Staffing and Operations or the Heads of Section and Preparatory School. and be prepared to run or assist with activities beyond lesson times and on Saturdays when required.
- Take part in the outdoor programme of the School in activities ranging from Games to the Duke of Edinburgh's Award and the Combined Cadet Force.

## Pastoral Responsibilities

Every staff member at Forest has collective responsibility for our pastoral processes and policies. Forest staff contribute to the development of the whole child and demonstrate consistent competence, build outstanding relationships alongside the highest expectations.



## **Our pastoral foundations are as follows:**

- Ensure every pupil is known, liked and valued.
- Ensure every pupil feels safe and secure.
- Ensure earliest intervention and a responsibility for personal development.
- Ensure you are incorporating pupil voice into daily decision-making.
- Ensure you have proactive communication with all stakeholders.

## **Safeguarding:**

- Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.
- No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
- Ensure that all key policies have been read and understood, including KCSIE Part 1
- Attend Safeguarding and Child Protection training, including updates and Prevent
- Complete an annual declaration regarding the status of DBS

## **Other Professional Duties:**

- Support and foster the aims of the school.
- Make themselves familiar with the contents of the Staff Handbook, the Staff Code of Conduct, the School's aims and policies and endeavour to follow these closely.
- Carry out such duties, including breaktime supervision, cover for absent colleagues and examination invigilation, as are allocated to them by their Head of Department or Senior Teachers, punctually and efficiently.
- Attend staff meetings and briefings, parents' evenings, Commemoration Day, inset sessions and similar important functions both in and out of normal School hours, and participate in Open Days for prospective parents, carers, and pupils.
- Notify their Head of Department and the Deputy Head Staffing and Operations as early as possible if they are going to be absent from School and set rigorous, appropriate work.
- Attend relevant training each year, after obtaining the consent of their Head of Department and the Deputy Head Staffing and Operations.
- Take part in the school's performance management scheme and appraisal.

## **This generic description should be read alongside the following documents:**

- Staff Code of Conduct
- Teaching and Learning Policy/Forest Teacher Framework
- Tutor Job Description
- Departmental Handbook(s)



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- Carry out such duties, including cover for absent colleagues and examination invigilation, as are allocated to them by their Head of Department or Senior Teachers, punctually and efficiently.
- Attend staff meetings, parents' evenings, Commemoration Day, Inset sessions and similar
- important functions both in and out of normal School hours, and participate in the main
- Saturday Open Day for prospective parents and pupils.
- Notify their Head of Department and the Deputy Warden as early as possible if they are going to be absent from School and set rigorous, appropriate work.
- Attend relevant in-service training each year, after obtaining the consent of their Head of Department and the Deputy Warden.
- Take part in the School's performance management scheme and appraisal

## SAFEGUARDING

The postholder will be required to;

- Submit an Enhanced Disclosure and Barring Check (DBS).
- Complete Child Protection Training.
- Promote and safeguard the welfare of all children and young person's they are responsible for or come into contact with.

## FOREST SCHOOL'S POLICIES AND PROCEDURES

The postholder is required to actively follow and abide by all Forest policies and procedures including Equal Opportunities, Safer Recruitment and Child Protection, and will maintain an awareness and observation of Fire and Health & Safety Regulations

If during the course of time the duties and responsibilities should change, the job description will be reviewed and amended in consultation with the postholder.

The postholder will carry out any other duties as are within the scope, spirit and purpose of this job description as requested by the line manager.



# Personal Development Curriculum

LEARNING... COMMUNITY... HARD WORK... COMMUNITY... WELLBEING... DIVERSITY... GROWTH

CREATIVITY	SELF-AWARENESS	SELF- MANAGEMENT	RELATIONSHIPS
<ul style="list-style-type: none"> <li>• Imagination</li> <li>• Critical Thinking</li> <li>• Problem Solving</li> <li>• Making Connections</li> <li>• Experimenting</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Identity</li> <li>• Self-Confidence</li> <li>• Values</li> <li>• Self-Knowledge</li> <li>• Inner Life</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour</li> <li>• Attention/Focus</li> <li>• Work Ethic</li> <li>• Decision-Making</li> <li>• Emotional Intelligence</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility to Others</li> <li>• Collaboration</li> <li>• Communication</li> <li>• Citizenship</li> <li>• Compassion</li> </ul>
THE LANGUAGE OF CREATIVITY	THE LANGUAGE OF SELF-AWARENESS	THE LANGUAGE OF SELF-MANAGEMENT	THE LANGUAGE OF EMPATHY
<p>Initiative Flexibility Cognitive Diversity Lateral Thinking Adaptability Application of Knowledge Exploring Comfortable with Uncertainty Taking Risks Failing &amp; Succeeding Engaging with Difference Seek Challenge Overcoming Obstacles Holding Different Perspectives Innovation Faming Questions not only Seeking Answers Intellectual Restlessness Curiosity Free Play Deep Learning</p>	<p>Understanding of Thoughts, Feelings and Emotions Self-Responsibility Spirituality Gender Awareness Awareness of Personal Wellbeing Contributors Imperfection Acceptance Self-Acceptance Strengths &amp; Weaknesses Growth Mindset Distinctness Gratitude Belief Framework Judgement Healthy Self-Criticism Expectations Intrinsic Motivation Handling Stress Assertiveness Self-Presentation Proactive Personal Development Familial Identity Building Personal Support Networks Emotional Self-Honesty Maintaining Physical and Mental Health Individual Connection with the Natural World</p>	<p>Understand Impact on Others Self-Discipline Demonstrate Moral Compass Recognise and Identify Emotions Refrain from Reactive &amp; Impulsive Behaviour Creation of Good Habits Exhibit Pro-Social Behaviour Avoid Anti-Social Behaviour Level of Self-Motivation Judgement Resilience to Disappointment &amp; Failure Understanding Emotions as Positive Force Channelling Emotions into Productivity Ability to Concentrate Desire to Learn Active Participation Toleration Independence Positive Online Presence/Engagement Commitment Honesty Defining Personal Success in Terms of Positive Behaviour Being Mindful of Impulse Promote Behaviour Conducive to Wellbeing of Self</p>	<p>Understand the Larger World Being Upstanding Social Confidence Cognitive Empathy (How others think) Emotional Empathy (How others feel) Supporting Others (Empathetic action) Defining Success and Fulfilment in Relation to Others Strong Communication with Others Trusting Relationships Understand interconnectedness Good Manners Negotiation &amp; Persuasion Dealing Constructively with Conflict Accept Wisdom of the Crowd Active Listening Social Identity Social Activism Understanding Human Dynamics Understanding Cultural/Social Complexity Leadership Engaging in Community Collective Responsibility Collective Efficacy Development of Social Skills Loyalty Sexual Relationships Romantic Realism Environmental Responsibility Cultivating Multiple Perspective Systemic Thinking Synthesis</p>



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