**Note:** this role description is adapted from an International Schools/Global Dimension Leader - Job Description that was implemented at a Waltham Forest school as part of their participation the Global Learning Programme (GLP) - a government-funded, UK-wide initiative that ran between 2013-2018.

This role description can be edited and developed with the Sustainability lead as this new role evolves. Sections highlighted yellow require tailoring to your school / setting.

**Sustainability / Eco-lead role description**

**Role purpose**

The Sustainability Lead’s role is to champion environmental, sustainable and climate positive action throughout the school and be central to the whole-school approach to sustainability as set out in the School Development Plan.
The Sustainability Lead will coordinate an Eco / Sustainability Council but it **is not** the Sustainability Lead’s role to do everything related to environmental sustainability. They will work with other members of staff and with support of SLT to develop a sustainability mindset into the whole school community and culture. They will meet with the School Leadership, School Business Manager, Environmental Sustainability link Governor and curriculum leads to ensure sustainability is embedded into all aspects of school improvement.

**Responsibilities / activities**

In addition to responsibilities outlined in the Class Teacher job description, the Sustainability lead will:-

* + Have oversight of environmental sustainability across the school, ensuring that sustainability and climate action are part of the day-to-day culture and longer-term planning of the school.
		- This might include developing a school sustainability agreement for all staff and pupils to pledge to uphold.
	+ Lead on create a yearly action plan with other key staff, evaluated termly and forming part of a termly report to the head teacher, regarding progress, identifying concerns, ways forward and areas for development.
		- This plan can include external providers and services to the school including catering and grounds maintenance.
	+ Establish and maintain a student Eco-Council that feeds into the Student Council and reports their activities, ideas and goals to SLT and the whole student body.
	+ Keep abreast of curriculum developments, programmes provided by external organisations and national/international trends and disseminating this to the school staff.
		- This can include recommending CPD and sharing at staff meetings.
	+ Work with curriculum leads to model and integrate a chosen framework for sustainability and climate curriculum. This could be:
		- Sustainable Development Goals / Global Goals
		- Eco-Schools topics
		- Waltham Forest Schools and Colleges Climate Charter themes
		- Ministry of Eco-Education

**Leading, developing and enhancing the sustainability education and behaviours**

* Provide an excellent role model for pupils and for staff, by classroom practice that sets a standard for other teachers to emulate
* Lead staff in planning, teaching and evaluation of sustainability and climate teaching to raise standards and create a learning environment that stimulates enthusiasm for learning and action – both formally and informally
* Support colleagues to do more outdoor learning
* Support colleagues to make the most of learning opportunities provided by environmental activities such as tree planting and campaigns
* Design and lead CPD as needed

|  |
| --- |
| **Person Specification**  |
| **Experience:** | **Essential** A minimum of 3 years’ teaching experienceTeaching experience across the primary phaseA demonstration of commitment and passion for sustainability education, climate action and environmentally responsible actions**Desirable**Engaging the wider school communityExperience of monitoring of standards in a curriculum area  |
| **Qualifications or Training:** | **Essential**Q.T.SKnowledge and awareness of current educational developments in the relevant KS or phase**Desirable**Evidence of knowledge/understanding of wider education for sustainability and climate education developments. |
| **Practical Skills:** | **Essential**Excellent communication skillsGood interpersonal skills and ability to work as a member of a team.Ability to prioritise, plan and organise self and others effectivelyExcellent classroom practice, including outstanding outcomes for childrenCreative use of ICTAbility to create opportunities, motivate and energise the school community**Desirable**Experience of successfully introducing and maintaining whole school initiatives.Proven experience in Team leadership  |
| **Personal Qualities & Attributes:** | **Essential** Commitment to further own professional developmentCommitment to raising standardsFlexibility - adaptable to changeAbility to develop and maintain good working relationships**Desirable**Evidence of contribution to the wider life of the school  |

**Role implementation - Planning, delivery, training and reporting**

The Sustainability lead is given the allowance of half a day PPA time a fortnight to undertake this role.

They may request occasional additional time of out of the classroom for enabling students to take part in specific environmental sustainability and climate learning activities, for example an off-timetable class visit / visitor to the school, or the Eco-Council taking part in an external opportunity. Where possible additional learning opportunities should be for whole classes.

They may put forward to SLT additional, relevant continued professional development courses they would like to take part in.

The Sustainability lead will report to the Deputy Head.