



Position Description – Outdoor Learning and Play Guide

Position Title: Outdoor Learning and Play Guide

Reports to: Co-Principals (in collaboration with the Outdoor Learning and Play team)

Focus areas: Applicants may bring strengths in **Play and Wellbeing, Physical Activity/Sport, Spanish language**, and/or **Aboriginal and Torres Strait Islander perspectives**.

Employment Type: Part-time (rostered days; term time)

Days of work: Monday to Friday (rostered days)

Hours: Typically 10:30 am – 1:00 pm (2.5 hours), with one rostered shift 10:30 am – 1:30 pm (3 hours)

Location: Compass Independent School (QUT Kelvin Grove campus) and local parks/parklands

About Compass Independent School

At Compass, we are more than just a place of learning; we are a community driven by shared values of being **caring, fair, open-minded and respectful**. We strive to create an environment where children, staff and families feel supported, connected and inspired.

Compass Independent School is a small, values-led independent school located on the QUT Kelvin Grove campus, with approximately **60–70 children and young people (and growing)**.

Program Context

Outdoor Learning and Play is an important part of each school day at Compass. The program provides rich opportunities for children to visit local parks and parklands, engage in nature play, sport and games, and build social connections through sustained child-initiated play. It supports physical wellbeing, community connection, independence, emotional resilience and positive peer relationships.



Role Purpose

The Outdoor Learning and Play Guide plays a key role in ensuring Outdoor Learning and Play is safe, structured and enriching. The role has two overarching priorities:

1. **Safety and duty of care** — maintaining consistent supervision, completing required safety checks, and intervening promptly in safety-related situations; and
2. **Wellbeing and development** — supporting children to engage positively in play, manage relationships, build resilience and participate safely in the wider community environment.

This is a **high-responsibility supervision role** requiring strong judgement, consistent boundary-setting, and proactive attention to safety across outdoor sessions and transitions.



Key Responsibilities

1) Active Supervision and Safety (Core Requirement)

- Maintain consistent, **active supervision** of all students at all times during Outdoor Learning and Play and transitions.
- Set and reinforce clear expectations and boundaries to support safety and appropriate behaviour.
- Monitor and manage group dynamics, including interactions with members of the public.
- Intervene early and promptly in safety-related situations.
- Monitor environmental conditions including heat, storms, rain and other safety risks; respond appropriately (e.g., moving location, seeking shade/shelter, returning to campus).
- Escalate risks, incidents and concerns to teaching staff and/or school leadership as required.

Active supervision and timely intervention during outdoor sessions and transitions are core and non-negotiable aspects of this role.



2) Attendance, Roll Call and Safety Checks

- Conduct roll calls and safety checks:
 - prior to departing Compass
 - prior to leaving any park/parkland
 - upon departure/return to the building
- Use head counts and group scanning processes to ensure all children are accounted for at all times.
- Ensure required equipment is taken (e.g., first aid supplies, contact lists).

3) Student Preparation and Transitions

- Support children to prepare for Outdoor Learning and Play, including:
 - appropriate footwear
 - sunscreen application
 - wearing hats and high-visibility vests
 - toileting as needed
 - bringing water bottles (age-appropriate)
- Support transitions back to school, including:
 - putting away belongings
 - hand washing routines
 - settling calmly for lunch and/or learning sessions

4) Lunch Supervision (Classroom-Based)

- Supervise students during lunch eating time in the classroom, ensuring:
 - safe and calm routines
 - respectful behaviour and inclusion
 - support for younger students as required
 - timely intervention where safety or wellbeing concerns arise
- Assist with communication/liaison where a child is unwell or requires early pick-up.

5) Wellbeing Support and Play Facilitation

- Encourage children's active participation and positive play.
- Support peer relationships, inclusion and friendship-building.
- Assist children with conflict resolution and social problem-solving.
- Facilitate play, sport and games where appropriate, supporting child-initiated activities.
- Monitor student wellbeing and communicate relevant observations to teaching staff.

6) First Aid and Incident Response

- Carry required first aid equipment (buggy/trolley cart and supplies) during outdoor sessions.
- Administer first aid within the scope of training.



- Liaise with classroom staff and school administration/leadership regarding significant incidents.
- Use emergency contact lists and follow Compass escalation procedures where needed.
- Maintain appropriate documentation processes as directed by the school.

7) Professional Conduct and Communication

- Sign in and out at the school office each day/shift.
- Be ready to commence duty at the rostered start time (typically **10:30am weekdays**, or as scheduled).
- Maintain professional conduct aligned with Compass policies, Code of Conduct and child safe practices.
- Communicate clearly with staff to support continuity and safety.





Focus Areas (Guides may have different strengths)

Outdoor Learning and Play at Compass is a rich developmental program. All Outdoor Learning and Play Guides share the same **core supervision and safety responsibilities** and are expected to uphold consistent expectations, clear boundaries and active supervision at all times.

In addition, Guides may bring different strengths and focus areas that shape how they support children during Outdoor Learning and Play. Compass values a team with diverse strengths across play facilitation, wellbeing support, movement-based engagement and cultural/language enrichment.

Focus areas reflect different ways of enriching children's experience within the Outdoor Learning and Play program. All Guides, regardless of focus area, are required to meet all core requirements of the role, including outdoor supervision, transitions, and lunch supervision.

A) Play and Wellbeing Focus (Core)

The Play and Wellbeing focus reflects the core nature of Outdoor Learning and Play at Compass. Guides supporting this focus area prioritise relationship-based practice and children's social and emotional development, including:

- Facilitating child-initiated play and promoting inclusion and belonging
- Supporting positive friendships and peer relationships
- Helping children to solve social problems, resolve conflict respectfully and build emotional resilience
- Monitoring children's wellbeing and supporting emotional regulation
- Joining play appropriately to extend cooperation, imagination, confidence and pro-social behaviour





B) Physical Activity / Sport Focus (Desirable)

Compass welcomes applicants who enjoy facilitating movement and physical activity in inclusive, motivating ways. This focus area supports children to build physical confidence, teamwork and healthy movement habits through play and structured invitations.

This may include:

- Facilitating inclusive sport and movement-based activities such as tee-ball, soccer, throwing/catching skills, running games and obstacle courses
- Offering varied physical engagement options (e.g. parkour-style movement circuits, stretching, yoga or dance/rhythm activities)
- Encouraging fair play, turn-taking, teamwork and resilience
- Supporting safe equipment use and pack-up routines
- Balancing structured invitations with Compass' commitment to child-initiated outdoor play



C) Spanish Language Focus (Desirable)

Compass welcomes applicants with Spanish language skills who can support informal, play-based bilingual exposure during Outdoor Learning and Play. This focus area supports children to hear, practise and enjoy Spanish in natural contexts.

This may include:

- Using Spanish in everyday play-based interactions (e.g. greetings, simple instructions, common vocabulary)
- Introducing Spanish through games, movement activities and songs (e.g. counting games, simple call-and-response activities, “Simón dice...”)
- Encouraging children to use Spanish words in context (e.g. colours, numbers, emotions, nature words, action words)



- Supporting participation in a positive, low-pressure way (celebrating engagement rather than correctness)
- Coordinating informally with teaching staff if Spanish learning is supported through classroom programming

Note: This focus area does not require formal classroom language instruction. Spanish is used as an enrichment element within play-based experiences.

D) Aboriginal and Torres Strait Islander Perspectives Focus (Desirable)

Compass welcomes applicants who can authentically and respectfully support children to learn about and connect with Aboriginal and Torres Strait Islander perspectives through Outdoor Learning and Play. This focus area supports children to deepen connection to place, land and community through respectful learning.

This may include:

- Supporting outdoor learning experiences that build connection to Country/Place and deepen observation of seasonal changes and local ecology
- Introducing respectful knowledge-sharing practices appropriate in a school setting (e.g. natural materials, art-making with nature, respectful storytelling and place-based learning)
- Using respectful language and modelling culturally safe ways of speaking about Aboriginal and Torres Strait Islander peoples, histories and living cultures
- Collaborating with teaching staff and school leadership to ensure cultural learning opportunities are planned and delivered appropriately and safely



*Compass Independent School is located on the lands of the **Turrbal and Jagera/Yuggera peoples**. The school does not expect staff to deliver cultural authority practices such as a “Welcome to Country”.*



Skills and Attributes

- Strong ability to supervise children actively and maintain safe boundaries
 - Calm presence, strong situational awareness, and proactive judgement
 - Warmth and emotional intelligence when supporting children
 - Confidence facilitating play and supporting social development
 - Clear communication and reliability
 - Capacity to respond appropriately to changing conditions and risk
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Experience and Qualifications

- Experience working with children in education, OSHC, coaching, outdoor programs or similar (advantageous)
 - **Current Queensland Blue Card (Working with Children Check) is required**
 - **Current First Aid certification is required** (or willingness to obtain immediately)
 - Confidence working outdoors and walking to/from local parks
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Classification, Hours and Remuneration

- **Classification:** Level 2 under the *Educational Services (Schools) General Staff Award 2020*.
 - **Hours:** Rostered days during term time, typically **2.5–3 hours per day** (approximately **10:30 am – 1:00/1:30 pm**, includes lunch supervision).
 - **Weeks per year:** Term time.
 - **Remuneration:** **\$37.00 per hour + superannuation.**
 - **Remuneration will be paid in accordance with the Award and hours worked.**
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Child Safety Commitment

Compass Independent School is committed to providing a child-safe environment where children and young people are safe and feel safe. We have zero tolerance for child abuse. All staff are expected to uphold the school's child safety policies and procedures. Employment is subject to screening including a Queensland Blue Card and referee checks.



Photography and Media

Photographs may be taken by Compass staff/volunteers during Outdoor Learning and Play for communication with families and promotional purposes (e.g., website and social media), in line with school permissions and privacy requirements.

