

**The Scottish Centre for Children with Motor Impairments  
(Craighalbert Centre and School)**



**Position: Head of Learning  
Working with Children with Neurological Conditions  
Full Time Permanent Post  
£53,000 – £56,500 (dependent on experience)**

Are you ambitious for children and young people with complex additional support needs? Do these words describe you: creative, aspirational, curious, collaborative, determined and compassionate? Then this may be the job for you.

The opportunity has arisen at Craighalbert to appoint a Head of Learning who will be part of an innovative and dynamic leadership team committed to enhancing the life opportunities of children and young people with complex additional support needs.

The Centre includes an independent school for children and young people with a current school roll of 15 and a plan to grow this to 25 children and young people within the next 5 years. Education provision includes early learning and childcare, primary and secondary provision. The Centre also provides a range of learning and therapeutic services that support families and practitioners throughout Scotland.

We are at a very exciting phase in Craighalbert's development as we and our partners address the implications of legislation, policy, emerging evidence and new technologies in relation to complex additional support needs. Our vision for the future is partnership working and we are enhancing this through the development of a local, regional and national partnership development programme. As a national resource, we will be central to the delivery of the objectives in Scotland's Ten Year Strategy, The Right Help at the Right Time in the Right Place and in supporting the delivery of the objectives in the Scottish Additional Support for Learning Review and accompanying action plan.

The Head of Learning will have a key role to play in leading on the direction of travel to achieving these goals. If you are excited by the challenge and opportunities offered by strategic leadership, your interest in the position will be very welcome. We anticipate that you will have a proven track record in complex additional support needs with experience of working in a multi-disciplinary environment. It is not essential to currently hold a senior management position as we will offer appropriate support in your leadership role.

Should you be successful and not working in Scotland we will provide a comprehensive induction programme which covers relevant aspects of legislation and policy.

Our website provides detailed information about our services and we would also be happy to have an informal discussion prior to an application being submitted.

The successful candidate will be required to hold or obtain GTCS registration. The General Teaching Council will be able to provide advice if you are eligible for registration but are not currently registered.

A relocation package up to the value of £8,000 may be available.

Successful candidates will be required to undertake a Disclosure Scotland (PVG) check.

This post is eligible to continue in or join the Scottish Teachers Pension Scheme.

**Closing date for applications: Thursday 21<sup>st</sup> October 2021**

**Interviews will be held the week commencing 8<sup>th</sup> November 2021**

To arrange an informal and confidential discussion, contact:

Bob Fraser

Chief Executive Officer

The Scottish Centre for Children with Motor Impairments [www.craighalbert.org.uk](http://www.craighalbert.org.uk)

Glasgow G68 0LS

**Email – [Kirsty@craighalbert.org.uk](mailto:Kirsty@craighalbert.org.uk)**

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# **The Scottish Centre for Children with Motor Impairments (Craighalbert Centre and School)**



## **Head of Learning Working with Children with Neurological Conditions Further Particulars**



September 2021

## Head of Learning

### Further Particulars

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# 1. The Scottish Centre for Children with Motor Impairments

## 1.1 Introduction

The Scottish Centre for Children with Motor Impairments (SCCMI) was purpose built as a national resource and continues to benefit from annual Scottish Government grant funding. The Centre provides learning, care and therapy for children and young people of all ages affected by neurological disorders. The Centre includes an independent school for children and young people with complex additional support needs who have profound and multiple learning disabilities. Education provision includes early learning and childcare, primary and secondary provision including provision for senior phase (15 -years – 18 years). The Centre also provides a range of learning and therapeutic services that support families and practitioners throughout Scotland. Our aim is simple, to support children, young people and their families to attain and maintain the highest level of holistic wellbeing possible. Multidisciplinary teams around the child work collaboratively alongside parents maximising the benefit from Centre and community resources to give children and young people exceptional experiences to achieve ambitious outcomes.

## 1.2 Centre Management

The Chief Executive, Bob Fraser, is supported by the Centre Leadership Team (CLT), who are overseen by the Board of Directors. There are currently 5 members of the Centre Leadership Team and the Head of Learning is a member:

Centre Leadership Team:

- Chief Executive – Bob Fraser
- Head of Corporate Services - Frances Todd
- Head of Health – Barbara-Ann Hagerty
- Head of Learning – *This Post*
- Head of Quality Partnerships and Innovation – Alison Philipps

## 1.3 Location

The Centre is located in Central Scotland with motorway, trains and buses providing excellent transport links and easy access to Glasgow, Edinburgh, Stirling and beyond. The Centre is set in its own grounds that are linked to a country park providing a quiet and restful working environment. Free car parking is available. Walking and cycle paths connect the Centre to many residential and retail opportunities. For those wishing to live nearby there is a wide range of housing available including many options for modern urban town living through to village or country living within 10 minutes' drive.

## 1.4 The Physical Environment

Learning, care and therapy take place in stimulating environments within a welcoming, spacious and pleasant building. Specialist play, therapeutic, educational and communication equipment is employed to promote the child's engagement in and benefit from activities. The Centre's custom-designed pool facilitates aquatic therapy and a range of outdoor settings equipped with therapeutic equipment and customised play areas ensure that children have access to a range of learning experiences.



### 1.5 SCCMI's Quality Status

The SCCMI has been subject to a range of external assessments of its work in recent years including:

- Education Scotland
- Care Inspectorate.

#### Education Scotland

Following the inspection in June 2016, a highly positive report was received from Education Scotland, with the inspectors' views confirming the high quality education and therapy services and facilities offered by the SCCMI, with the inspectors using the terms, 'outstanding, 'excellent' and 'exceptional' through the report.

#### Care Inspectorate

The SCCMI had unannounced inspections from the Care Inspectorate in March 2019, 2017 and 2014, with those inspections confirming the quality of the SCCMI's care. Elements of the service were assessed as:

- Quality of Care and Support: 6 - *Excellent (2019 & 2017)*
- Quality of Environment: 6 - *Excellent (2017)*
- Quality of Staffing: 6 - *Excellent (2019 & 2014)*
- Ensuring Children's Health and Wellbeing Needs Are Met: 6 - *Excellent (2014)*

### 1.6 The SCCMI's Unique Working Methods: Integrated, Collaborative Working

At SCCMI all activities are designed to be outcome focused improving holistic wellbeing. To do this in the most effective, person-centred and enjoyable way teams are encouraged to develop and apply creative and flexible approaches based on collaborative 'co-professional' working.

Co-professional working therefore enables staff drawn from a range of appropriate professional disciplines including e.g. teachers, physiotherapists, occupational therapists, speech therapists, nurses and learning, therapy and care facilitators, to work in an integrated and co-professional manner that can offer a collective and cohesive approach, but employ specialist knowledge when required. The objective of co-professional working is that staff operate as a cohesive team, delivering services in a holistic manner to individual children or a group of children, deliberately attempting to blur the edges between the professions; and ensuring that the whole of the SCCMI's workforce is greater than the sum of the individual parts.

## **2. Meeting Children's Needs**

### **2.1 Characteristics of children & young people with whom the SCCMI engages**

The children and young people who attend Craighalbert are recognised as having complex additional support needs. These arise from neurological conditions which range in severity and impact on their learning and general development in highly individual ways. Some of our children and young people will have exceptional healthcare needs which may be life-threatening or be life-limiting. All will have significant learning difficulties requiring a highly differentiated curriculum which we aim to deliver in an inclusive environment.

### **2.2 Nursery and School Provision**

The Centre has facilities to provide early learning (≈3-5years), primary schooling (≈5-12 years) and secondary schooling (≈12-18 years). All children currently attending the school have complex additional support needs who have profound and multiple learning disabilities (PMLD). The school roll currently is 15 children ranging from 5 years – 15 years.

#### *Nursery Provision*

Nursery provision at the Centre has focused on the provision of early learning and childcare for a small number of children with complex additional support needs. The provision has been demand led. No children are attending the Centre to access nursery provision at this time.

The Centre is at present progressing a development around early learning and childcare provision with a partner provider – Indigo Childcare Group. This development will facilitate the delivery of a nursery on site that will largely provide for children with no recognised additional support needs while integrating a small number of children with complex additional support needs with profound and multiple learning disabilities into the class group. The objective is to achieve a service model that will support the development of a centre of excellence in the delivery of high quality early learning and child care for children with complex additional support needs in an integrated nursery provision.

#### *School Provision*

Fifteen children currently attend the school provision. All children attend on a full-time basis. It is anticipated that this number will grow over coming years and through developments with Local Authority partners we will explore the benefits of different models of placement including short term full-time placements (e.g. one or two week blocks), medium to long term shared placements and time limited block placements (e.g. one term or one academic year).

There are 2 registration classes which are grouped by chronological age: Primary and Secondary. Group activities to promote learning and enablement and improve health and wellbeing outcomes can be organised around chronological age, however, equally they are organised in the most efficient and effective way to: address barriers to learning; maximise on engagement with learning; provide for social interaction; maximise therapeutic benefit; and provide the most stimulating and enjoyable experiences.

### 2.3 National Programmes and Services

The SCCMI's programmes and services are designed to reflect the ability, age and developmental stage of children/young people with motor impairments, with key elements including:

- providing integrated learning, care and therapy
- addressing the child/young person's learning, movement, life skills and communication
- maximising the potential of the child/young person
- enabling each person to establish their highest possible level of independence through developing cognitive, movement and functional abilities
- involving parents as partners in programme delivery.

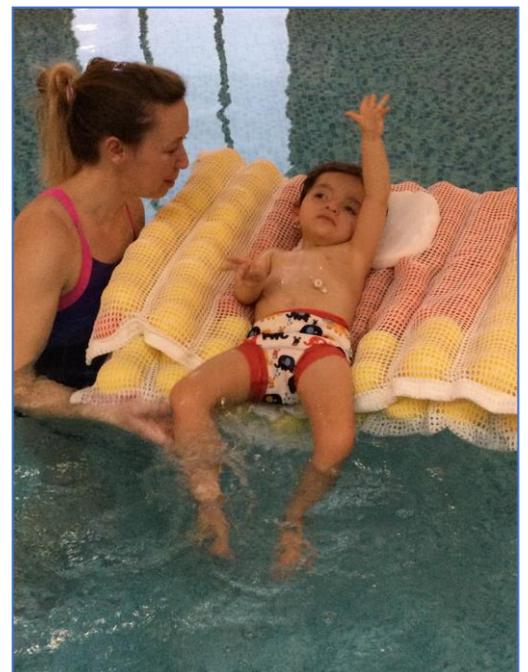
The programmes/services currently offered include on a national basis are:

▪ Early Intervention Programme

This programme addresses the needs of pre-school children across the range of disability severity and complexity, attending with parents, incorporating assessment, therapeutic intervention, cognitive development and parental instruction.

▪ Access to Education Programme

Designed for school age children/young people who are more able and are affected by less complex disability. The programme facilitates access to education within the mainstream school through developing physical abilities and life skills.



### 3. Head of Learning: Role, Responsibilities and Requirements

#### 3.1 Post Role and Requirements

The appointee will make a significant and sustained contribution towards the achievement of the organisation's ambition of establishing itself as the Scottish centre of excellence in the provision of integrated learning, care and therapy for children/young people with motor impairments.

The Head of Learning has a high degree of autonomy where creativity and partnership development is encouraged. To maximise the benefits from this freedom requires a strong understanding of organisational, staff, financial and practice governance along with the confidence and ambition to take managed risk.

You will be responsible and accountable to the Chief Executive for the implementation, ongoing evaluation and future development of the educational elements (including curriculum development and delivery, teaching, learning and assessment) across all relevant programmes offered within the Craighalbert Campus and in other locations throughout Scotland. The SCCMI had a successful Education Scotland inspection in 2016 with most areas being graded as 'Very Good', and the Head of Learning will have the aim that these grades will be improved to 'Excellent' in most areas.

The post has substantial leadership requirements, with the post holder exemplifying and leading integrated and collaborative multi-professional team working, ensuring this is evident at all staffing levels and across all programmes.

Achieving organisational ambitions and delivering high quality educational provisions requires the effective management of a small team of teachers (3.6 full-time equivalent) and a larger team of learning, therapy and care facilitators (12.18 full-time equivalent). Education and learning requires to be integrated with the delivery of the therapeutic elements of improving the wellbeing of children/young people individually and in groups. Delivering high quality education and therapeutic provision requires the post holder to lead on identifying, developing and modelling evidence informed practice that supports a high level of collaborative working between practitioners; with parents as partners; and with partners from other organisations.



## 3.2 Job Description

### 3.2.1 Strategic Leadership

Responsibility for:

- creating, articulating and leading the organisation's vision for educational elements to achieve the objective of recognition as a centre of excellence in the provision of learning, therapy and care for children with complex additional support needs linked to profound and multiple learning disabilities.
- shared leadership guiding the strategic direction of the organisation and delivering against identified strategic goals within and beyond the professional role.
- leading and motivating a team of teachers and learning, therapy and care facilitators to deliver the organisations educational and excellence vision.
- ensuring the continuous improvement of the education service to meet the needs of children and young people.
- Identifying and engaging in national leadership opportunities to support and influence the development of evidence, improvement in practice and improved standards of practice in relation to learning and enablement of children and young people with complex additional support needs.
- working collaboratively with CLT colleagues and the Chief Executive to develop, implement, monitor and evaluate the School Improvement Plan and Standards and Quality Report, in line with SCCMI's Centre Development Plan.
- the spend priorities and accountability of the education budget.

### 3.2.2 Management and Staff Development

Responsibility for:

- the line management, professional supervision, education, mentoring and professional review of teaching staff and the appraisal of learning, therapy and care facilitators and other staff as identified by the Chief Executive.
- the development of teaching and learning skills amongst the teaching staff, learning, therapy and care facilitators and other staff as identified by the Chief Executive.  
the organisation the allocation of teaching staff, learning, therapy and care facilitators and other staff as identified by the Chief Executive across all programmes.
- participation in staff recruitment and selection.
- for developing an appropriate induction programme for teaching staff, learning, therapy and care facilitators and other staff in collaboration with CLT colleagues as identified by the Chief Executive.
- assisting and where appropriate, leading on the application of disciplinary and grievance processes and procedures for staff.
- promoting high expectations and standards through the provision of professional advice and reviewing professional needs in compliance with stated policies.
- developing, implementing and updating in collaboration with CLT colleagues a robust and relevant suite of policies and procedures that will enable excellence in the organisation's operation.
- developing and enhancing professional skills to ensure the delivery of the Centre's services reflect contemporary research and current practice.

### 3.2.3 Quality and Governance Responsibilities

Responsibility for:

- ensuring that the Chief Executive is kept fully apprised of all national policies which directly relate to provision and practice at Craighalbert.
- ensuring that statutory requirements are being met and that the school is diligent in taking forward nationally agreed policies and guidelines.
- maintaining accurate and comprehensive records in line with professional standards.
- the provision of education for children/young people in the school and where appropriate in the nursery and out with of the Centre.
- ensuring a robust system that regularly reviews teaching methods
- managing an appropriate tracking system to monitor children and young people's learning outcomes.
- ensuring robust and proportionate feedback to parents, carers and local authorities on pupil experiences and achievements.
- identifying training, development and where appropriate, external mentoring supervision and learning opportunities to support development of professional practice to support Centre priorities.
- undertaking appropriate professional staff development to maintain membership and registration with professional and statutory organisations.
- ensuring and promoting the implementation of all aspects of the School Improvement Plan and the Centre Development Plan through collective ownership and accountability.
- expanding and enhancing professional skills to ensure delivery of SCCMI's services comply with legislation and reflect current good-practice guidance.
- participate in, and ensure application of SCCMI's appraisal, performance and staff development systems

### 3.2.4 Management of the Curriculum

Responsibility for:

- providing innovative leadership around curriculum design
- using all relevant and established frameworks, tools and standards
- encouraging and modelling the development of teaching methods that promote effective learning by all.
- exemplifying and leading integrated collaborative multi-professional team working in all programmes.
- actively promoting SCCMI's co-professional working practice both internally and externally.
- Prepare efficient arrangements for the timetabling of employees so that the requirements of the curriculum may be appropriately met.

### 3.2.5 Management of Communications

Responsibility for:

- reporting on matters affecting the Centre and in particular alert other CLT colleagues and the Chief Executive to situations of a non-routine nature including safeguarding concerns.
- with other CLT colleagues and the Chief Executive, establishing and consistently reviewing channels of communication among all employees and with all users of the school.
- consulting and communicating with parents in relation to learning and the progress of their children, in particular, by arranging regular meetings between parents and teachers to assist such communication. maintaining all necessary

records relating to the provision of education and learning and respond timeously to requests for information to which there is a duty to respond.

- developing and managing strong relationships with external partners.
- representing SCCMI in corporate events and at external forums.

### 3.2.6 Supporting a Positive Organisational Culture

Responsibility for:

- fostering among pupils, parents, employees and other users of the Centre an awareness of the Centre as a community.
- encouraging the development of educational, social and recreational activities which provide pupils, parents, employees and other users of the Centre with opportunities to meet informally.
- promoting and supporting a positive ethos consistent with the Scottish Centre for Children with Motor Impairments vision and core values, with a particular focus on the achievement of the best possible outcomes for each learner.

### 3.2.7 Core Duties of Learning Team Members

Annex 1 contains additional information on the core duties of Learning Team members. These duties could be viewed to be implicit in the role of Head of Learning and are provided as additional information to enhance candidates understanding of Centre practice.



### 3.3 Head of Learning - Person Specification

#### 3.3.1 Registration Requirements

Applicants must either hold GTCS registration and hold the Standard for Headship, or undertake the necessary actions to be eligible for full registration and achievement of the Standard for Headship within 2 years of appointment.

#### 3.3.2 Knowledge and Understanding

The children and young people attending the school and nursery experience profound and multiple learning disability, while families supported through wider Centre services are affected by a broad range of disability impacting on motor function and learning. As the leader for the provision of learning for children and young people with profound learning disability and motor impairment, you will require a board knowledge and understanding of the learning needs of this population, practice to address barriers to learning; practice to advance learning, achievement and enablement; and improve holistic wellbeing. Specialist qualifications, education, formal training and development in relation to children and young people with complex additional supports needs are likely to be beneficial.

Developed knowledge of the Curriculum for Excellence and the milestones to support learners with complex additional support needs would be useful, however, this can be acquired after appointment.

As a leader in a national centre of excellence, you will not only need to have a high degree of practical knowledge but also a developed knowledge of Scottish legislation, policy and teacher professional standards in relation to children and young people education, disabilities and with additional support for learning needs. It is not anticipated that this will be fully developed on appointment however some knowledge of policy and professional standards in relation to some of these areas from a UK context would be useful.

#### 3.3.3 Skills and Experience

As Head of Learning it will be expected that you will have the knowledge, skills and experience to manage, supervise, instruct and coach less experienced members of the team who are delivering learning in the Centre.

Line management experience would be helpful as would practical experience of coaching and/ or educating adults.

Experience of using a range of augmentative and alternative communication to assist in addressing barriers to learning and to promote learning would be beneficial.

Tools and techniques are utilised in the Centre to measure and assess cognitive and learning abilities as well as progress. The particular screening and assessment tools utilised are directed by the function or ability being considered, known needs, indicators of need and diagnoses; experience of sourcing, selecting and applying a wide range of tools and techniques to measure and assess cognitive and learning abilities and progress would be helpful.

The Centre development plan includes objectives that include being involved in primary research and also developing the Centre into a learning academy to share and develop practice. Some experience of involvement in primary research, presenting research, publishing papers and lecturing would be desirable but is not essential.

Change is a constant for all of us, however the Centre is in an extended period of intense change that is very exciting. Experience of practice review, leading a change management project, improvement project and or formal change management techniques or use of quality improvement tools would be advantageous. It would be helpful to be able to evidence using negotiation and influencing skills to influence change.

#### 3.3.4 Expertise

The Centre's goal is to be recognised as a National Centre of Excellence in the provision of holistic support for children and young people with complex additional support needs and with motor impairments. The Head of Learning in a national centre of excellence will require highly developed expertise. Although it is not anticipated that on appointment the successful candidate will have the fully developed practical expertise that is desired across the broad range of disability and learning needs that the children and young people attending the Centre experience, it is anticipated that the new Head of Learning will have significant expertise in working with children and young people either with a range of disabilities or experiencing particular types of disability or conditions.

#### 3.3.5 Ambition & Aspiration

The person we are looking for will show ambition and aspiration for the children, young people and families they serve; for the practitioners who deliver services alongside them; for improvement in the services they deliver in terms of efficacy, effectiveness and quality; and to improve the experiences and outcomes of all children and young people across Scotland through improved support, culture, systems and practice.

#### 3.3.6 Personal & Professional Development

The Head of Learning will be an eager lifelong learner. They will be able to evidence continued personal and professional learning much of which will be related to children, young people and families, education, children with disabilities and children with additional support for learning needs.

#### 3.3.7 Communication Skills

We recognise that individuals develop different styles of communication; what is important to us is that the Head of Learning has the skills that enable them to communicate effectively with the children and young people, parents, other team members and external colleagues ranging from teachers and therapists to Directors of Education to politicians.

#### 3.3.8 Interpersonal Skills

We are very aspirational in what we wish from colleague, we want one who is:

- curious, questioning to help us learn, understand and advance;
- creative in their solution based thinking;
- collaborative in working as part of a team;
- determined and resilient to move us forward in challenging times;
- realistically ambitious to achieve outcomes and aspirational in their vision;
- flexible, we are a small team that cover a broad range of specialist areas;
- confident and assertive; and
- always compassionate.

## **4. Pay and Leave and other Conditions of Service**

### 4.1 Pay

The salary range for the post is £53,000 – £56,500 dependent on experience.

### 4.2 Pension

The post holder can join or continue within the Scottish Teachers Pension Scheme.

### 4.3 Annual Leave

The leave year runs from April 1st to 31<sup>st</sup> March.

The annual leave entitlement is 55 days per year (pro rata for part time staff). These holidays are composed of:

- 10 days fixed holidays at summer – first two weeks of Craighalbert school holiday period;
- 10 days fixed holidays over the festive period – first two weeks of school holiday;
- 35 days to be taken at the individual's discretion where any impact on the Centre's efficient and effective operation has been reduced where possible and mitigated otherwise. This leave must be approved in advance by the Centre CEO.

*(Working during fixed holiday periods in lieu of flexible leave or payment may be requested either by the CEO or the individual however there is no entitlement to work or obligation to work during fixed leave periods).*

On moving on from the organisation, any balance of final payment will be calculated on pro rata leave taken/leave due in the year and the balance made by way of a payment through final salary.

### 4.4 Working Hours & Working Pattern

The contractual working hours for the post are 37 hours per week.

The bulk of Centre activities are currently provided Monday to Friday, 8.30 am to 4 pm and it is expected that the vast majority of the post holders working hours and working pattern would be directed to support these activities.

The Centre also provides services in the evening and at weekends. To support the delivery of these "out of hours" activities CLT colleagues may work during these times hence CLT contractual working hours can be delivered on site anytime between 7 am – 9 pm Monday – Friday and 8 am – 7 pm Saturdays and Sundays to meet the needs of the organisation. Out of hours working will not be an onerous commitment. Some home working is possible where it meets the needs of the organisation.

### 4.5 Continuing Professional Development

All CLT colleagues are expected to take full responsibility for their own continuing professional development. Ongoing CPD should be reflective of developing and maintaining the knowledge, skills and understanding that will support leadership in a recognised national centre of excellence. The Professional Standards (GTCS) will be the framework for Professional Review and Development and Professional Update. The CEO will review the Head of Learning in line with the Centre's Professional Update Policy.

## 5. Selection Arrangements

Arrangements for the recruitment process are detailed below.

### 5.1 Prior to Submitting an Application

Prior to submitting an application, applicants are encouraged to make contact with Bob Fraser, Chief Executive Officer to discuss the post and the strategic vision for the Centre. To arrange this please contact our HR Advisor Kirsty MacIndeor at: [kirsty@craighalbert.org.uk](mailto:kirsty@craighalbert.org.uk) or call 01236 456 100

### 5.2 Initial Applications

Applicants should submit a CV by email to [Kirsty@craighalbert.org.uk](mailto:Kirsty@craighalbert.org.uk), together with a supporting statement of no more than 600 words outlining how their knowledge, experience and attributes enable them to fulfil the responsibilities of this post. In addition, where an online application form is available this should be completed. Details of 2 referees are required, one of whom requires to be the current or most recent employer. Referees will not be contacted until the applicant is selected for interview.

### 5.3 Interview selection

Interview selection process will be in two parts, first an initial screening for long leet candidates and then for long leet candidates a one-to-one video conference call to gather additional information to inform short leet selection.

### 5.4 Interview

We would welcome candidates short listed for interview visiting the Centre prior to interview to meet prospective colleagues, some of the children and young people with whom they will work and to meet some parents if available. This will also provide the opportunity to see the working environment. This should be arranged via [Kirsty@craighalbert.org.uk](mailto:Kirsty@craighalbert.org.uk)

The Interview will be in two parts:

- 30 minute meet and greet session with parents and staff
- 45 minute panel interview that will include a 7 minute presentation on a topic to be decided.

## 6. Start Date

The appointee is expected to take up the post as soon as possible.



## Core Duties of Learning Team Members

These duties could be viewed to be implicit in the role of Head of Learning and are provided as additional information to enhance candidates understanding of Centre practice.

### A General Practice Responsibilities

- Participating in the direct provision of teaching to support service delivery and practice development.
- Responsibility to communicate effectively and appropriately with children, young people and their carers in order to ensure an appropriate understanding of the individual's learning.
- Collaborate with parents and professional colleagues (internally and externally) to identify overarching outcomes to meet the holistic needs of the child.
- Contribute to and lead on the development of creative and ambitious activities that will address learning and holistic needs of children and young people in the most efficient, effective, high quality and value added way possible.
- Plan effective programmes of work collaboratively using the Experiences and Outcomes within Curriculum for Excellence to support improved holistic wellbeing.
- Use a range of assessment approaches - observation, teacher's professional judgement etc. guided by Education Scotland's Milestones to Support Learners with Complex Support Needs and Benchmarks, thus delivering a high standard of education for all.
- Deliver a high standard of education and learning opportunities, fully responsive to the differing needs of each learner.
- Create and maintain learning environments which are conducive to individual children's and groups of children's sensory profile.
- Select or create a range of differentiated resources and when necessary, adapt them to best support the needs of the learner.
- Carry out any other duties as reasonably required, determined by the Chief Executive.

### B Responsibility to children and young people

- Support children and young people to achieve the best holistic wellbeing possible.
- Contribute to and lead on, where appropriate, holistic Child's Plans' needs assessment, planning, delivery and review.
- Be cognisant of each child's holistic needs, home/ community environment and resources available to address needs.
- Where possible take a child and family led approach to addressing wellbeing needs.
- Support a child centred multi-disciplinary approach to addressing adversity and vulnerabilities by promoting resilience and protective factors for each child
- Create opportunities for achievement and attainment.
- Regularly recognise and celebrate the attainment, achievements and successes of all learners
- Encourage and enable children and young people to develop their full potential by having high ambitions for them.
- Support and assist children and young people in personal care whilst engaging in Centre activities, maintaining their dignity at all times.

- Provide appropriate and relevant reports for a range of audiences, including parents, professional and external stakeholders.
- Liaise with external agencies and attend reviews as required.
- Promote inclusion, development, experiences and achievement of outcomes by developing and maintaining community partnerships with local businesses and social enterprises tailored for the needs of individual children and groups of children.
- Promote the policy and practice of Getting it Right for Every Child (GIRFEC) across all services provided by the Centre.
- Establish a nurturing culture where children and young people are supported in a sensitive and safe way.

#### C Responsibility to parents and families

- Build relationships based on mutual respect.
- Welcome parents as partners in their child's school life through a variety of events and celebrations.
- Through consultation, encourage and value their contributions to enhance the School and wider Centre.
- Develop a secure profile and firm understanding of their child's needs and barriers to learning.
- Prepare reports to accurately reflect their child's progress and development needs in a comprehensive and clear manner to share with them and other stakeholders.
- Provide advice and guidance on educational aspects of their child's development and how best to promote this at home and in the community.

#### D Responsibility to other staff

- Plan collegiately to effectively meet the wellbeing needs of our learners. Children and young people will be grouped in a variety of ways across the day and teachers will be adaptable to these groupings and how to differentiate for all.
- Work flexibly as part of a multidisciplinary team to plan and deliver services prioritising the holistic wellbeing needs of individual children and young people.
- Work collaboratively and cooperatively supporting compromise between disciplines, so that resources can be focused on whichever aspect of the child's needs have highest priority.
- Support, supervise, mentor, educate, train and where appropriate lead on planning for and development of placements and/or the work of:
  - other Centre staff
  - external professionals
  - students
  - visiting staff
  - research staff
  - volunteers
- Contribute to the professional development of colleagues including student teachers by sharing personal expertise and being respectful of others. Exploring new methodologies to enhance learning experiences.
- Fully support and welcome new staff during and following induction period.
- Promote and develop highly effective partnership working amongst all of the professional disciplines, to ensure that the experience and approach is shared, collective and mutually supportive, with a focus on delivering the best possible learning and transition outcomes for the children and young people.