

The Scottish Centre for Children with Motor Impairments

Primary Teacher ASN (1 year fixed term - Maternity Cover)

The Scottish Centre for Children with Motor Impairments (SCCMI) is a Grant Aided Special School funded directly by the Scottish Government and provides education and therapy for pupils affected by cerebral palsy. A progressive, forward-looking teacher is sought to join our Primary and Early Years School team for maternity cover for 1 year. Successful applicants will be responsible for planning and delivering a varied curriculum that meets the individual abilities of pupils in line with Curriculum for Excellence. Applicants must be able to be GTCS registered.

Closing date: 9.00 am Thursday 22nd June 2017.

Interviews will be held on Thursday 29th June 2017

For informal and confidential discussions or an application pack, contact:

Professor Patrick Salter, Chief Executive

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The Scottish Centre For Children With Motor Impairments



Primary Teacher – Working with Children with Cerebral Palsy

1 Year fixed term – Maternity Cover

Further Particulars

June 2017

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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) is an organisation with extensive, expansive, outward-looking and multi-faceted responsibilities. Established by the Scottish Government in 1991, the SCCMI is one of Scotland's Grant Aided Special Schools receiving funding from the Scottish Government's Support and Wellbeing Unit to provide services for children affected by cerebral palsy and related neurological conditions.

SCCMI therefore provides education and therapeutic services for children/young people affected by neurological disorders addressing the wide-ranging, complex and multifarious physical, functional, communication and life skills requirements of such children/young people. Its independent nature means that that SCCMI is solely responsible for the educational and therapeutic services it delivers.

In addition, to delivering services to children/young people, the SCCMI has a requirement to contribute to the building of the knowledge base associated with education and therapeutic development, including advancing practice and contributing to research and professional development

1.2 Mission Statement

The Centre's Mission Statement is:

The Scottish Centre for Children with Motor Impairments will endeavour to enable all children/young people with motor learning difficulties throughout Scotland to develop their cognitive, psychomotor abilities, and life skills in order to improve the quality of their lives and achieve their maximum level of independence.

1.3 Vision Statement - 20/20 Vision

By the year 2020, the Scottish Centre for Children with Motor Impairments will be a prime exemplar of integrated education and health care for children/young people affected by motor learning difficulties throughout Scotland. In addition, the Centre will seek to be acknowledged by professionals and organisations engaged in the education and health environments as a Scottish centre of excellence in the fields of additional support needs education, incorporating innovative and high quality methods to develop cognitive, psychomotor, life skills development and independence in children and young people affected by neurological deficits.

1.4 The Centre's 'Strap Line'

The Centre has produced a 'strapline' which will be placed on all documentation and which encapsulates the Centre's work, "*enabling children to achieve*".

2. Centre Management

The Chief Executive is Professor Patrick Salter, former Professor of Physiotherapy at Queen Margaret University and former Faculty Dean at St George's Medical School, Kingston University and Napier University. The Chief Executive is supported by the Centre Management Team.

3. Characteristics of Children/Young People with Whom the Centre Engages

The children/young people with whom the Centre will engage are those affected by cerebral palsy and related conditions and who have abilities across a wide range of the severity and complexity spectra, including some of those with 'complex and exceptional healthcare needs'. These children and young people will have an age range of birth to 19 years, including an Early Years and Primary provision for children encompassing from 3 years through the entire primary school age range.

4. Major Programme and Services

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

- providing an integrated education and therapy,
- addressing the child/young person's education, 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, and
- involving parents as partners in programme delivery.

The nature of programmes and services are kept under review to ensure these remain appropriate for Scotland's population of neurologically impaired children/young people. The programmes/services currently offered include:

- Early Intervention Programme

This programme addresses the needs of children between birth and 5 years across the range of disability severity and complexity spectra, attending with parents, incorporating assessment, therapeutic intervention, cognitive ability development and parental instruction.

- Nursery/Primary Class

Addresses the needs of children between the ages 3 - 14 years, across a wide range of the severity and complexity disability spectra. The programme addresses all educational and therapeutic needs thus assuming local authority education and NHS therapy roles.

- Periodic Placement Programme

Designed for children/young people between 3 and 19 years at the more able and less complex aspects of the disability spectra, resident in any part of Scotland, the programme facilitates access to education within the mainstream school through developing physical abilities and life skills.

5. SCCMI's Quality Status

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

- Scotland Excel ¹
- Education Scotland
- Care Inspectorate.

Scotland Excel

In 2014, the SCCMI was the highest ranked organisation in Scotland for both Pre-School Education and Primary School Education, in terms of both cost-efficiency and quality. The SCCMI received the highest scores of all providers throughout Scotland and was scored as being 'Outstanding' (the highest rating) for 46% of the 13 scores and 'Good' (the second highest rating) for the remainder.

¹ Scotland Excel is the Centre of Procurement Expertise for the local government sector in Scotland

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. The inspectors identified the SCCMI's key strengths as including:

- Leadership of the senior management team in driving improvements.
- Happy, motivated, engaged children who benefit from the rich communication environment.
- High-quality collaborative and integrated teamwork to assess and meet children's complex needs.
- Highly skilled staff who ensure children learn and achieve in a nurturing and safe environment.
- Outstanding support for families.

Care Inspectorate

In 2014, the SCCMI was subjected to an unannounced inspection by the Care Inspectorate. Inspectors enthused about the practices observed, with the concluding statement from the report stating: "we found that children and families benefited from excellent care and support provided by caring dedicated staff and management team". Of 8 areas assessed, the SCCMI was assessed as 'excellent' in 2 and 'very good' in 6 areas, with the areas in which excellence was achieved being:

- Quality of Staffing - with the report stating that SCCMI had an excellent performance in ensuring that staff were professional, trained and motivated.
- Ensuring Service Users' (Children) Health and Wellbeing Needs Are Met - Inspectors described excellent performance - management and staff should continue to develop the excellent practice.

6. The SCCMI's Unique Working Methods: Integrated, Collaborative Working

At the SCCMI, the concept of the multi-disciplinary team is established, however SCCMI has taken this concept much further than occurs in most organisations, through establishing the concept of integrated, collaborative 'co-professional' working, with the prefix 'co' used in the context of 'assimilation' or 'together'. The concept of inter-professional and collaborative practice has been identified as a 'good thing' in the health professions with a growing consensus that such practice will contribute to improved quality, patient/client safety, communication among professionals, and efficiency and effectiveness of professional resources. World-wide organisations, national governments, national organisations and universities have promoted the concept of integrated inter-professional working across the health professions for several decades and this has led to the establishment of a number of organisations which promote collaborative practice and inter-professional education.

Co-professional working therefore enables staff drawn from a range of appropriate professional disciplines including eg teachers, physiotherapists, occupational therapists, speech therapists and early years practitioners, 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 group, delivering services in a holistic manner to 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.

7. The Physical Environment

The education and therapeutic elements take place in stimulating environments within a welcoming, spacious and pleasant building and specialist equipment is employed to assist the child's activities. Children receive hydrotherapy in the Centre's custom-designed pool and use the landscaped gardens, grounds and play areas to enhance their learning.

8. Primary Teacher: Roles, Responsibilities and Requirements

7.1 Post Roles and Requirements

The appointee will make a significant and sustained contribution towards ensuring the fulfilment of the SCCMI's Vision and the achievement of the organisation's ambition of being viewed as a centre of excellence in the provision of education and therapy for children/young people with cerebral palsy and related conditions.

The post has professional responsibility and accountability to the Professional Lead for Education for the implementation and ongoing evaluation of the educational elements across all relevant programmes offered within the Craighalbert Campus and in other locations throughout Scotland. This will include contribution to curriculum development and delivery, evaluation, teaching, learning, assessment and continuation of Curriculum for Excellence delivery and development.

All educational elements require to be integrated with the delivery of the therapeutic elements for children/young people individually and in groups. Delivering high quality educational and therapeutic provision requires the post holder to actively participate and contribute to a high level of collaborative working internally between primary teachers, therapists and other staff, and externally with other health and education providers.

All staff are required to work effectively within an integrated multi-professional team and embrace the concept of co-professional working and within this operational environment, the primary teacher has the responsibility to provide the best learning environment for pupils and other staff.

7.2 Job Description

Responsibilities and Accountabilities (dependent on experience)

- Responsible for the high standard of educational delivery within each service.
- Active engagement with other professionals within and external to the Centre.

Staff Development (dependent on experience)

- Supervise, mentor and support graduate Teachers, non-teaching staff and support staff, students, service users, parents/carers and external professionals as directed.

Organisation Reputational Development (dependent on experience)

- Represent SCCMI in the external professional world in the context of educational provision and ensuring a reputation that befits the SCCMI's Grant Aided Special School status and centre of excellence aspirations.

Curriculum Development

- Contribute to the ongoing development of the SCCMI curriculum, ensuring compatibility with the curriculum for excellence.

Pupil Assessment

- Assess the abilities and educational attainment of each pupil, with such assessments contributing to the individual child's Additional Support Plan.

Practice Responsibilities

- Responsibility and accountability for educational delivery of the Early Years Programme (Nursery and Primary Classes) to children with cerebral palsy ages 3 – 12 years.
- Create and maintain an organised and stimulating learning environment which meets both educational and therapeutic needs.

- Employ a range of stimulating, engaging and effective teaching approaches which are appropriate for children affected by cerebral palsy and which enable the effective learning of such children.
- Set and maintain appropriate standards of work and presentation associated with teaching and learning.
- Work as a key professional to deliver high quality educational practice and quality of both individual and team levels.
- Ensure the use of appropriate information and communication technology (ICT) and its applications in learning and teaching.

Pastoral Role

- In combination with other staff, have a pastoral overview of pupil's welfare and social development.

Monitoring, Evaluation Quality Development

- With other staff, undertake the ongoing assessment and evaluation of educational and programme delivery, with input from stakeholders to inform the School Improvement Plan.

Record Maintenance and Report Preparation

- Maintain accurate and comprehensive records related to children's achievements and progress in line with professional standards.
- Produce highly literate and professional reports on a child's educational status and short-term potential in a manner which is appropriate for parents and other professionals.

Professional Communication

- Provide advice and guidance on educational aspects of children's development to parents/carers and other professionals both within SCCMI and externally to ensure appropriate understanding of the child's educational status.

Professional Development

- Develop, expand and enhance professional skills to ensure the delivery of the Centre's services reflect contemporary research and practice.
- Undertake appropriate professional staff development.
- Participate in the Centre's appraisal, performance and staff development systems.

Health & Safety

- Implement the Centre's and national policies on risk assessment.
- Establish and maintain a safe environment for children, staff and visitors.
- Promote and safeguard the health, welfare and safety of pupils.

Projects and Policies

- Contribute to the development, implementation and updating of the Centre's policies as determined by the Chief Executive.

Other Duties

- Undertake other duties including additional projects associated with the Centre's work as determined by the Chief Executive.

7.3 Primary Teacher - Person Specification

Attribute	Required	Desirable
Education, Professional Membership and Registration Requirements		
BEd (Honours) Primary Teaching	x	
Postgraduate qualification eg special needs education		x
Active engagement with post-qualification study		x
GTCS registered	x	
Knowledge and Ability Requirements		
Knowledge of measurement and assessment of cognitive and learning abilities		x
Knowledge of relevant current curriculum developments including Curriculum for Excellence, Assessment is for Learning and their bearing on classroom practice	x	
Knowledge of the specific learning challenges experienced by children with cerebral palsy		x
Personal and Professional Characteristics		
Commitment to SCCMI ambitions	x	
Supportive to management and colleagues	x	
Positive, forward looking and solution -focused	x	
Dynamic and engaging	x	
Can-do attitude	x	
High levels of ownership	x	
Honesty and integrity	x	
Highest level of professional ethics	x	
Commitment to concept of multi-disciplinary team	x	
Commitment to concept of co-disciplinary team working	x	
Ability to mentor teaching and other staff		x
Willingness to contribute to the wider life of the Centre	x	
Commitment to raising standards and promote effective learning and teaching	x	
Commitment to CPD	x	
Professional Abilities		
Ability to deliver quality educational services across a range of child abilities	x	
Ability to work effectively as a member of the multi-professional team	x	
Ability to think and act outwith uni-professional boundaries	x	
Excellent and engaging inter-personal skills in a professional context	x	
Excellent and engaging professional inter-personal skills in parental engagement	x	
Ability to produce professional reports for external education professionals	x	
High level of presentation skills	x	
Ability to apply a variety of teaching strategies in order to meet the needs of all learners	x	
Ability to use ICT in relation to learning and teaching	x	
Ability to communicate and liaise effectively and sensitively with staff, parents, pupils.	x	
Experiential Requirements		
Experience of teaching at primary or nursery level	x	
Experience of teaching children with additional support needs		x
Experience of preparing and delivering differentiated work	x	
Experience of working within a multi-disciplinary context		x
Active participation in school review and improvement planning	x	
Use of methods of measuring/assessing ability of children	x	

7.4 Remuneration Package

- The post offers an attractive remuneration package which includes a salary which will range between £27,164 - £36,121, dependent on experience.
- The post holder can engage with the Scottish Teachers Pension Scheme.
- The annual leave entitlement is 55 days per year. These holidays are composed of:
 - 45 days fixed holidays (4 weeks fixed holidays at summer, 1 week October, 2 weeks Christmas, 2 weeks Easter);
 - 5 days are allocated to long weekends placed throughout the year;
 - 5 days to be taken at the individual's discretion, providing this is approved in advance by the line manager (in the case of this post this is the Chief Executive) and providing there is no impact on the service delivery and the Centre's efficient operation.

7.5 Working Arrangements

Week 1 (21 weeks per annum)

Monday – Thursday 8.30 am to 4.30 pm with a 30 minute unpaid lunch break

Friday 8.30 am to 4.00 pm with a 30 minute unpaid lunch break.

Breakfast will be available between 8.00 am and 8.30 am

Following week one working, staff will be required to work a maximum of ten Saturdays (pro rata) per year (9.30 am – 3.30 pm, with a 30 minute unpaid lunch break). Saturday dates will be identified for the coming year, in advance. Time required for Saturday working will be gained from a reduction in the standard working week as follows:

Week 2 (22 weeks per annum)

Monday – Thursday 8.30 am to 4.30 pm, with a 30 minute unpaid lunch break

Friday 8.45am to 12.30 pm with no lunch break.

Breakfast will be available between 8.00 am to 8.30 am.

In addition, staff may be required to work away from the Centre for a reasonable period of time. Normally a minimum 1 month notice for such arrangements will be given and reasonable subsistence awarded.

8. Selection Arrangements

Arrangements for the recruitment process will be extensive and are detailed below.

8.1 Prior to Submitting an Application

Prior to submitting application, potential applicants are welcome to have private and confidential discussions with Professor Salter regarding the nature of the post. In addition, prospective applicants are welcome to visit the Centre for such discussions and to see the working environment.

8.2 Initial Applications

Applicants should submit comprehensive curriculum vitae which should include the information detailed below.

- Personal and Professional Details
 - Post-school education including undergraduate and formal postgraduate education.
 - CPD activities including explanation of the way in which these activities have shaped the knowledge and skills of the individual.
 - Employment history, including areas of responsibility.
 - Formal and detailed explanation of the way in which the employment enables the individual to meet the *Experiential Requirements* identified in the Person Specification.
- Submission of a Paper

In not more than 1,000 words, applicants are required to provide an analysis of the way in which their knowledge, experience and attributes enable them to fulfil the responsibilities of this post.
- Referees

Details of 2 referees, one of whom requires to be the current employer. Referees will not be contacted until the applicant is selected for interview.

8.3 Presentation, Interview and Tour

Following receipt of application, the selection process may include:

- Observed Lesson at The Craighalbert Centre
- Interview by a panel.

9. Start Date

The appointee is expected to take up the post in August 2017.