



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

**Additional Support Needs Teacher  
Working with Children with Neurological Conditions  
Full Time Permanent Post (part time/job-share may be considered)  
£32,994 – £41,412, dependent on experience**

We are looking for an imaginative, fun loving and resilient teacher to join our multidisciplinary team. This is an exciting opportunity to be part of a creative team that is remodelling integrated learning, care and therapy for children and young people affected by neurological conditions. The Centre is one of only seven Scottish Government funded Grant Aided Special Schools. The Centre includes an independent school for children and young people with additional support needs, nursery services and inreach/ outreach learning and therapeutic services that support families and practitioners throughout Scotland. The children and young people attending the school and nursery experience complex health and learning needs. Families supported through inreach/ outreach services are affected by a broad range of disability impacting on motor function and learning. 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. You will have an opportunity to work across the range of Centre services with children of all ages from pre-nursery through to 18 years. Our ethos is to get it right for every child helping children and young people gain the knowledge, skills and attributes needed for life in the 21st century.

Applicants must be able to be GTCS registered.

A successful candidate who requires to relocate may be provided with subsidised accommodation for a period of up to 6 months.

Successful candidates will be able to continue in or join the Scottish Teachers Pension Scheme.

**Closing date for applications: Noon Thursday 4<sup>th</sup> March 2021.**

**Interviews will be held the week commencing Monday 15<sup>th</sup> March 2021.**

For informal and confidential discussions, contact:

Clare McCarron

Professional Lead for Education

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Please note our web site is currently under reconstruction so please contact the Centre for more information.

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# **The Scottish Centre for Children with Motor Impairments**



## **ASN Teacher Working with Children with Neurological Conditions**

### **Further Particulars**



**ASN Teacher**  
**Working with Children with Neurological Conditions**

**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) is an organisation with extensive, expansive, outward-looking and multi-faceted requirements and responsibilities. The Centre was purpose built as a national resource with funding from central Government and continues to benefit from annual Scottish Government grant funding. The Centre provides learning, care and therapy for children of all ages affected by neurological disorders. It includes an independent special school, nursery services and inreach/outreach learning and therapeutic services that support families and practitioners throughout Scotland. The children and young people attending the school and nursery experience complex health and learning needs. Families supported through inreach/outreach services are affected by a broad range of disability impacting on motor function and learning. 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 Management Team, who are overseen by the Board of Directors.

### 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. 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. Children receive aquatic therapy in the Centre's custom-designed pool and use the grounds' outdoor learning areas, therapeutic equipment and play areas to support the provision outdoor activities.



## 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.

### (i) 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.

### (ii) 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 the SCCMI, as is the case in many organisations, the concept of the multi-disciplinary team around the child is established. However, SCCMI has taken this concept much further than occurs in most organisations. 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 often requires creative approaches that in turn require flexible, integrated, collaborative 'co-professional' working when planning and delivering learning, care and therapy.

Co-professional working therefore enables staff drawn from a range of appropriate professional disciplines including e.g. teachers, physiotherapists, occupational therapists, speech therapists and learning and therapy 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 group, 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/young people with whom the SCCMI engages are those affected by neurological conditions who have abilities across a wide range of the severity and complexity, including some of those with 'complex and exceptional healthcare needs' and/or life –limiting conditions. These children/young people have an age range of birth to 19 years.

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

The Centre has facility to provide early learning (~3-5years), primary schooling (~5-12 years) and secondary schooling (~12-18 years). All children currently attending the school have profound and multiple learning disabilities (PMLD). Group activities to 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 Programmes and Inreach/ Outreach 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. ASN Teacher: 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 post has professional responsibility and accountability to the Professional Lead for Education for the planning, delivery and ongoing evaluation of the learning elements of service 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.

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 educational and therapeutic provision requires the post holder to actively participate and contribute to a high level of collaborative working with parents as partners; internally between teachers, therapists and other staff; and externally with other health and education providers. Where appropriate, discrete therapy interventions and complete therapeutic programmes will be integrated with the learning for children and young people individually and in collective groups. There is therefore, a strong requirement for a high level of proactive collaborative working internally with other teachers, AHPs and other staff, working effectively within an integrated multi-professional team and embracing the concept of co-professional working.



## Job Description

### 3.2.1 General Practice Responsibilities

- Collaborate with parents and professional colleagues (internally and externally) to identify overarching outcomes to meet the holistic needs of the child. Thereafter, outline the steps required to enable progress based on the GIRFEC approach.
- Contribute to and lead on the development of creative and ambitious activities that will address learning and holistic needs of children 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.
- Regularly evaluate teaching methods and track children's progress.
- To 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.
- Participate fully in the development of the School curriculum and the wider needs of the Centre thus maintaining our status as a National Centre of Excellence.
- Develop, expand and enhance professional skills to ensure the delivery of the Centre's services reflect contemporary research and current practice.
- Seek out training, development and where appropriate external mentoring supervision and learning opportunities to support development of professional practice to support Centre priorities.
- Undertake appropriate professional staff development to maintain membership and registration with professional and statutory organisations.
- Participate in the SCCMI appraisal, performance and staff development systems.

### 3.2.2 Responsibility to children and young people

- Support children 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.

### 3.2.3 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.

### 3.2.4 Responsibility to other staff

- Plan collegiately to effectively meet the wellbeing needs of our learners. Children 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 children.
- 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.

### 3.2.5 Responsibility to organisation

- Participate fully in personal and professional development activities, both in-house and those delivered by external agencies/trainers, including out with the Centre when appropriate.
- Expand and enhance professional skills to ensure delivery of SCCMI's services comply with legislation and reflect current good-practice guidance
- Participate in SCCMI's appraisal, performance and staff development systems
- Meet the requirements of GTC professional review and development system
- Be familiar with and promote SCCMI's policies and procedures, including:
  - Safeguarding
  - Risk assessment
  - Health and safety
  - Fire safety
  - Complaints
- Contribute, as appropriate, to development, implementation and updating of SCCMI's policies and procedures.
- Working collaboratively with colleagues, contribute to the Centre Development Plan, including:
  - Undertake ongoing assessment and evaluation of education, learning and child development programme delivery.
  - Undertake development work relating to identified priorities.
- Adhere to organisational procedures, standards, protocols and policies relevant to area of work.
- Contribute fully to an ethos that values children, parents, staff and community.
- Carry out any other duties as reasonably required, determined by the Centre Management Team and/or Chief Executive.



### 3.2 ASN Teacher - Person Specification

<b>CRITERIA</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>Qualifications</b>	As required by GTCS; hold SFR by date of appointment	Additional qualifications related to ASN
<b>Experience</b>	Teaching experience	<p>Experience of teaching children with Additional Support Needs</p> <p>Experience of working with children with Profound and Multiple Learning Disabilities (PMLD)</p> <p>Ability to use technology to enhance teaching and learning – computers, TV, video etc.</p>
<b>Professional Development</b>	<p>Awareness of and commitment to quality standards</p> <p>Evidence of working with non-teaching partners to enhance learning, experiences or wellbeing</p> <p>Evidence of professional development in relation to teaching children with additional support needs</p>	<p>Knowledge of current policies in relation to ASN</p> <p>Evidence of leading in the development or improvement of creative activities to enhance learning, experiences or wellbeing</p> <p>Evidence of sharing knowledge and leading/ delivering professional development activities.</p>
<b>Communication Skills</b>	<p>Ability and willingness to communicate clearly and effectively with the Centre community; children, parents and all staff, and other external partners who support the child or Centre.</p> <p>Evidence of communicating with children, parents and other professionals to improve the wellbeing of children</p>	<p>Evidence of using a range of communication techniques with children, parents and other professionals</p> <p>Experience in using Augmentative and Alternative Communication (AAC) strategies</p> <p>Evidence of using creative communication techniques with children, parents and other professionals</p>
<b>Interpersonal Skills</b>	<p>Curious</p> <p>Resilient</p> <p>Ability and willingness to work collaboratively with other staff as part of a team</p> <p>Ability to compromise</p>	<p>Evidence of working as a part of a multi-disciplinary team</p> <p>Demonstrate leadership qualities</p>
<b>Implementing Change</b>	<p>Willing enthusiasm to be involved in practice improvement</p> <p>Ability to engage in professional dialogue to develop best practice</p>	<p>Evidence of working as part of a team to review practice, evaluate options for change, plan change or implement change.</p> <p>Evidence of problem solving</p> <p>Evidence of leading change to improve practice</p> <p>Evidence of using negotiation and influencing skills to progress change</p> <p>Evidence of using research, audit, service evaluation and/ or quality improvement tools to advance practice</p>

<b>CRITERIA</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>Curriculum</b>	Ability to assess children's learning and to use this assessment to improve the delivery of education, promote learning and achievement, and improve holistic wellbeing	Clear knowledge of current curricular issues in ASN  Evidence of ability to adapt and individualise curriculum to meet individual needs  Evidence of creativity and imaginative implementation of the curriculum
<b>Ethos</b>	Child centred  Focus on holistic wellbeing  Outcome focused  Collaborative  Flexible  Learning is fun and exciting	
<b>Relationships with Children</b>	Ability to engage and motivate children and young people  Strong commitment to pastoral care and improving the holistic wellbeing children	Evidence of engaging and motivating individual and/ or groups of children and young people to learn, achieve or improve their wellbeing  Evidence of working with children and young people to work through or resolve a pastoral care issue
<b>Relationships with Parents and the Community</b>	Ability and willingness to establish positive relationships with parents and the community	Evidence of previous experience in establishing positive relationships with parents and the community
<b>Whole Centre Involvement</b>	Commitment to improving outcomes for children and a willingness to participate in whole Centre improvement activities and groups	Evidence of participation in organisational improvement programmes
<b>Other</b>	Commitment and willingness to develop children holistically by ensuring activities to improve health, communication and learning is fully child-centred and where possible, child-led	Evidence and willingness to participate in extra-curricular activities

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

### **4.1 Pay**

The salary range for the post is £32,994 – £41,412, 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 65 days per year (pro rata for part time staff). These holidays are composed of:

- 55 days fixed holidays (6 weeks fixed holidays at summer, 1 week in October, 2 weeks at Christmas, 2 weeks at 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, providing there is no impact on the service delivery and the Centre's efficient operation.

On moving on from the organization, 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**

The regular working hours are 35 hours per week, Monday to Friday, 8.30 am to 4pm with a 30 minute unpaid lunch break.

### **4.5 After Hours/Evening Working**

You may be expected to work out with these hours for a maximum of 4 evenings throughout the year to carry out a variety of activities such as parents' evenings, information sessions etc. Where there is a requirement to work evenings, the expected finishing time will be no later than 9pm.

### **4.6 Twilight Working**

To assist in delivering services directly for children and young people you may be required to work a maximum of six twilight sessions per year (pro rata) until 7pm at the latest. Time required for this twilight working will be gained from a reduction in the standard working week.

### **4.7 Weekend Working**

Weekend services is a feature of our inreach/outreach programmes. Staff working at weekends is almost always by mutual agreement, however to maintain service continuity, it may be necessary for you to be timetabled to work at the weekend. Where this is necessary, you will not be required to work more than 1 day in every 8 weekend days and you will receive at least 4 weeks' notice. Time required for this weekend working will be gained from a reduction in the standard working week.



#### **4.8 Continuing Professional Development**

You will be expected to complete the equivalent of a minimum 1 working week's Continuous Professional Development (CPD) to upskill and maintain professional knowledge in a way that actively contributes to the ongoing progress and development of the Centre. This will require to be evidenced and the Centre will supply a format for doing so.

### **5. Selection Arrangements**

Arrangements for the recruitment process are detailed below.

#### **5.1 Prior to Submitting an Application**

Prior to submitting application, applicants are welcome to make contact regarding the nature of the post.

#### **5.2 Initial Applications**

Applicants should submit a CV by email to [admin@craighalbert.org.uk](mailto:admin@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 Applicants Selected for Interview**

Applicants who are selected for interview are encouraged to visit the Centre to meet prospective colleagues, some of the children with whom they will work and to meet some parents if available. This will also provide the opportunity to see the working environment.

#### **5.4 Interview**

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.