



Craighalbert Centre
Enabling Children to Achieve

Craighalbert Centre

The Scottish Centre for Children with Motor Impairments

"Unlock multiple rewards with a fulfilling career - it's a job that feeds both head and heart."

ROLE PROFILE

Position:	Early Years & Educational Quality Lead
Salary:	£56,160
Pension:	Scottish Teachers Pension Scheme
Working Hours:	35 hours per week (Five days a Week inclusive of some Saturdays)
Annual Leave:	65 Days (Designated)
Closing Date:	21 st May 2025

Early Years and Educational Quality Lead

Reporting Line:	Head of Learning
Reports:	Have management responsibility for allocated staff
Hours of Work:	35 hours per week
Salary:	£56,160
Contract Type:	Permanent

Purpose of the Post

The Craighalbert Centre (The Scottish Centre for Children with Motor Impairments) purpose is to work with families and partners to deliver integrated learning, therapy and care for children in Scotland, supporting the enablement of children affected by motor impairments to achieve their potential and fulfil their ambitions. The Centre includes an independent school for children and young people with a current school roll of 18 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.

Reporting to the Centre leadership Team, Early Years and Educational Quality Lead will have teaching responsibilities in class and also within our innovative early intervention programmes for children aged 0-5. In addition, there will be responsibility for the professional review and development of colleagues, by supporting the delivery, and ongoing evaluation of the learning elements of service across nursery and early intervention programmes offered within the Craighalbert Campus.

This involves taking a leading role in various aspects of curriculum development and delivery, including evaluation, teaching, learning, assessment, and the ongoing development of the Curriculum for Excellence.

The integration of education and learning is essential for enhancing the well-being of children and young people, both individually and in groups, through therapeutic elements. The post holder must actively engage in collaborative efforts with parents, internal teams of teachers and therapists, and external health and education providers to ensure high-quality educational and therapeutic provision. This collaboration extends to working with other professionals and embracing the concept of co-professional working for effective integration of discrete therapy interventions and complete therapeutic programs into the learning experience for individuals and groups of young children, aged 0-5.

The main areas of Responsibility include:

- The Early Years and Educational Quality Lead 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 and therapy for children with complex communication, learning, health and care needs.
- The post holder will have professional responsibility and accountability to the Centre Leadership Team and the appointee will support the Head of Learning in the professional supervision, mentoring and professional review of teaching staff and learning staff.
- The person in this role will take the lead in planning, delivering, and evaluating the learning aspects of nursery and early intervention programmes at the Craighalbert Campus. This involves contributing to curriculum development, teaching, learning, assessment, and ensuring the continued delivery and improvement of the Curriculum for Excellence.
- The post holder will 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.
- Deputise for the Head of Learning during periods of absence, including annual leave, ensuring continuity of leadership and maintaining educational standards across the Centre.
- Monitor and manage classroom staffing ratios across all age groups, ensuring appropriate resource allocation to meet the complex needs of pupils while maintaining a safe, supportive, and effective learning environment.

Responsibilities and Duties

Teaching Duties

- To oversee the comprehensive integration of therapy and education in collaboration with internal colleagues, aiming to provide cohesive services for children that optimise their learning potential and foster independent life skills within nursery and the early intervention service.
- To plan and deliver personalised learning programmes, at the appropriate curricular level for the individual.
- To work collaboratively with colleagues, including Learning Care & Therapy Practitioners (LCTP's) and Allied Health Professionals (AHP's) to design, co-plan, co-deliver, and co-assess holistic programmes for children and young people with complex communication, learning, health and care needs.

- 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 within nursery and the early intervention programme.
- 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, Continuum of Education, and The Care Inspectorate Standards, thus delivering a high standard of education for all.
- To oversee and assess, digitally track, monitor and report on your learners to develop and deliver individualised pathways to enable each learner to maximise their opportunities for learning skills for life, learning, work, and play.
- To build and maintain positive working relationships with pupils, families, colleagues, and other professionals including students and those visiting the Centre.
- Regularly evaluate teaching methods and track children's progress.
- To support colleagues to develop learning and teaching practices in the Centre.
- Develop, expand, and enhance professional skills to ensure the delivery of the Centre's services reflect contemporary research and current practice.
- Undertake appropriate professional staff development to maintain membership and registration with professional and statutory organisations.
- To know and follow Centre policies around Child Protection and Safeguarding.
- To be an active member of the wider Centre life, contributing to other programmes and events such as celebrations and working groups.
- To undertake mandatory training including Paediatric First Aid, Managing Difficult Epilepsy, Moving & Handling.

Leadership, Good Management and Strategic Direction of Colleagues

- Monitor and evaluate learning, teaching, and assessment of teaching colleagues with a particular focus on early years.
- Assist with the selection and recruitment of classroom-based staff.
- Be responsible for the professional review and development of colleagues.
- Motivate staff towards achieving common objectives.
- Be accountable for the effective deployment of staff and resources in the classroom.
- Support and guide colleagues through challenges.

- Deputise for the Head of Learning during periods of absence. Including annual leave. Ensuring continuity of leadership and maintaining educational standards across the Centre.

Curriculum and Quality Assurance

- Manage the continued development of the curriculum throughout early learning in line with the school improvement plan objectives.
- Monitor and evaluate learning and teacher assessments.
- Contribute to the management of the process on improvement planning.
- Implement and evaluate Quality Improvement Procedures.
- Ensuring compliance with the Care Inspectorate Requirements.

Policy Implementation

- Develop and manage the range of nursery and early intervention programmes.
- Develop and manage the implementation of learners' welfare and support.

Health and Safety

- Promote and maintain a safe and secure environment by adhering to health and safety guidelines and regulations.
- Report any safety hazards or maintenance issues to the Facilities Officer promptly.
- Support emergency preparedness efforts by participating in drills and assisting with evacuation procedures as needed.

Other Duties

- Be willing to work flexibly and attend meetings out with normal hours when required.
- Undertake any other reasonable duties which may include additional projects associated with the SCCMI's work as determined by the Chief Executive.

Person Specification

CRITERIA	ESSENTIAL	DESIRABLE	ASSESSED BY
Qualifications & Knowledge	As required by GTC.	Additional qualifications e.g. post graduate qualification in ASN. Conductor Educator.	Application / Interview
Experience	Successful teaching experience of 5 years or more in ASN or CCN.	Evidence of experience of departmental management. Evidence of Early Years interest and practice.	Application / Interview
Professional Development	Evidence of Continuing Professional Development within the area of ASN.	Breadth of professional development activity including contributing to in-school staff development.	Application / Interview
Working and Leading Others	Demonstrate the ability to provide effective leadership and direction to a multi-disciplinary team. Experience of motivating others towards achieving common objectives. Proven capability in making sound decisions and guiding the team through challenges.	Evidence of excellent leadership skills. Previous line management responsibilities.	Application / Interview

CRITERIA	ESSENTIAL	DESIRABLE	ASSESSED BY
Collaboration and Team Work	<p>Strong Collaboration skills fostering positive working relationships within the Centre.</p> <p>Ability to work cohesively with other staff to enhance the holistic experiences of children.</p> <p>Experience in promoting a culture of teamwork and inclusivity.</p>	The ability to relate well to students, parents/carers, staff, and other adults.	Application / Interview
Curriculum Initiative	<p>Evidence of implementing curriculum and policy developments.</p> <p>Ability to manage and effectively implement an improvement plan.</p> <p>Evidence of ability to monitor and evaluate initiatives.</p>	<p>Evidence of success in initiating and carrying through development from inception to implementation.</p> <p>Experience of developing new programmes.</p>	Application / Interview
Interpersonal Skills	<p>Ability to create and maintain a positive atmosphere and to inspire and motivate others.</p> <p>Consultative, good listener, supportive of colleagues and highly participative.</p>	Evidence of successfully demonstrating these skills in current post.	
Ethos	Evidence of interest in and involvement with Centre activities.	Leading staff and pupils.	