



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:	Teacher of Pupils with Complex Additional Support Needs
Salary:	Job Profile
Working Hours:	35 hours
Annual Leave:	65 Days
Closing Date:	21 April 2024

Craighalbert Teacher of Pupils with Complex ASN

Reporting Line:	Head of Learning
Hours of Work:	35 hours
Salary:	£32,217 - £48,516
Annual leave:	65 Days
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 and complex additional support needs to achieve their potential and fulfil their ambitions.

We believe in integrating education and therapy seamlessly to enhance the well-being of each child, both individually and in group settings. This involves close collaboration among families, educators, therapists, and other professionals both within our organization and externally with health and education providers.

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.

Your role will be to work with the team to enable all of our children to achieve all they can, to develop each child's communication skills so they can have their voices heard and to enable each child to have the opportunity to gain skills to have fulfilling and meaningful lives now and in the future.

Responsibilities and Duties

- To plan and deliver assigned areas of the curriculum which may be between Milestones or at SQA National 1 or above to a group of learners.
- To work collaboratively with colleagues, including Learning Care & Therapy Practitioners (LCTP's) and Allied Health Professionals (AHP's) to co-plan, co-deliver, and co-assess holistic programmes for children and young people with complex additional support 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.
- 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 Additional Complex Support Needs and Benchmarks, thus delivering a high standard of education for all.
- To assess, 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 work collaboratively with education 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.
- To support the Centre's vision to become a National Centre of Excellence through a commitment to training, development, innovation and best practice.

Responsibility to Children and Young People

- Support a child-centred multi-disciplinary approach to addressing adversity and vulnerabilities by promoting resilience and protective factors for each child.
- Help, and where appropriate, lead on assessing, planning, delivering, and reviewing the comprehensive needs of children as part of their overall care plan.
- Support in or administer medication.
- 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, always maintaining their dignity.
- 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.
- Regularly recognise and celebrate the attainment, achievements, and successes of all learners.

Responsibility to Parents and Families

- Welcome parents as partners in their child's school life through a variety of events and celebrations.
- Provide advice and guidance on educational aspects of their child's development and how best to promote this at home and in the community.
- 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.

Other Duties

- Be willing to work flexibly and attend meetings and attend meetings out with normal working hours.
- As required by the General Teaching Council for Scotland (GTCS).

Person Specification

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications	As required by the General Teaching Council for Scotland GTCS Registration full registration in either Primary or Secondary teaching.	ASN qualification(s).
Experience	A minimum of 3 years teaching experience in an ASN setting working with children with complex additional support needs. Competent with ICT including Smart/Interactive Boards.	Experience of delivering practical or creative subjects to learners with additional support needs Experience of delivering outdoor education to learners with additional support needs
Professional Development	Evidence of extensive professional development in relation to teaching children with additional support needs	Evidence of leading/delivering professional development activities to colleagues or families
Communication Skills	Evidence of communicating effectively with young people, parents and other professionals to improve outcomes for young people. Experience of working with children or young people who use Augmentative and Alternative Communication (AAC) strategies.	Experience of Boardmaker, PODD or similar. Experience of participating or leading in review meetings.
Interpersonal Skills	Able to work positively with others during times of challenge, putting learners at the centre. Able to work collaboratively within a multi-disciplinary team	Able to evidence effective working with families. Demonstrate leadership qualities
Implementing Change	Evidence of leading change to improve practice, using negotiation, influencing and problem-solving skills	
Curriculum	Experience of curriculum design at National 1-3 or at Milestones/pre-early level. Experience of successful delivery of at least one subject area at National 1-3 or at Milestones/pre-early level.	Experience of teaching a range of subjects to learners working at Milestones or National 1-3. An interest in Outdoor Education, RRSA, Eco-schools, Duke of Edinburgh or similar.

Ethos	<p>Child Centered, collaborative, flexible, Learning is fun, meaningful and improves quality of life experiences and opportunities.</p> <p>Focus on holistic wellbeing and outcomes.</p>	
Relationships with Children	<p>Strong commitment to the safeguarding, welfare and holistic needs of children.</p> <p>Strong commitment to the rights of all children to meaningful learning.</p>	
Whole Centre Involvement	<p>Able to evidence contribution to a wider school community.</p>	<p>Able to evidence successfully leading a working group.</p>