



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

**Housekeeper**

**Full-time, Permanent Post  
(Part-time may be considered)**

**37-hours per week**

**£10.50 per hour**

**55 Days Holiday per Year**

**Regular Working Pattern Monday-Friday 8:30am-4:30pm**

We are looking for an experienced Housekeeper 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.

You will have an opportunity to work alongside 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.

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

**How to Apply:**

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 250 words outlining how their knowledge, experience and attributes enable them to fulfil the responsibilities of this post.

**Closing date for applications: 17<sup>th</sup> May 2022**

**Interviews will be held the week commencing 23<sup>rd</sup> May 2022**

For informal and confidential discussions, contact: [Malcolm@craighalbert.org.uk](mailto:Malcolm@craighalbert.org.uk)

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



**Housekeeper**

**Further Particulars**

**April 2022**

# Housekeeper

## 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 Leadership

The Chief Executive, Bob Fraser, is supported by the Centre Leadership 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.



### 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 include addressing 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.

In addition, services are offered 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. Housekeeper: Role, Responsibilities and Requirements**

#### **3.1 Post Role, Responsibilities and Requirements**

##### **Post Role**

Reporting to the Facilities Manager, the post holder will support the operation of ensuring the cleanliness and hygiene of the Craighalbert Centre's building and equipment to maintain a safe, clean environment for Centre users.

##### **Responsibilities and Requirements**

###### Cleaning

- To clean the Craighalbert Centre building, including class/therapy areas, dining areas, kitchens, family overnight accommodation, windows, offices, and bathrooms (including toilets).
- To clean Centre equipment and furniture as required.
- To use electrical equipment such as floor buffers, vacuum cleaners, and steam cleaning equipment.

###### Laundry

- To launder clothing and materials used to support the work of the Centre, including children's uniforms, mobility aids and equipment padding and covers (wheelchairs/standing frames) as required.
- To launder materials used in family accommodation (including bedding, towels etc.)
- To use washing machines and tumble dries.

###### Housekeeping

- General clearing and tidying of the Centre to ensure a safe and welcoming environment for users and visitors.
- To prepare family accommodation for visitors (including stripping and making of beds, cleaning kitchens, bathrooms, and family lounges).

###### Kitchen

- At peak times, or in the absence of a member of Catering staff, you may be required to assist with routine duties such as cleaning of crockery, pots, and equipment, under the discretion of the Head of Corporate Services and as directed by the Facilities Manager.

###### Professional Development

- Complete induction programme and participate in continuing professional training as directed.
- Participate in the SCCMI's personal and professional development system.

###### Health and Safety

- Comply with SCCMI's and national guidance, policies and procedures relating to the wellbeing of children and health and safety more generally.
- Contribute to the maintenance of a safe environment for children, staff and visitors.

###### Other Duties

- Undertake any other reasonably required duties as instructed by the Facilities Manager or someone acting on their behalf, in addition to the role specific key responsibilities detailed above.

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

### **4.1 Pay**

£10.50 per hour. Your salary will be paid monthly, on the last Friday of the month, by direct payment into your bank account.

### **4.2 Annual Leave**

The annual leave entitlement is 55 days per year, with these holidays including:

- 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 there is no impact on the service delivery and the Centre's efficient operation.

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.

### **4.3 Working Hours**

The regular working hours are 37 hours per week, Monday to Friday between the core hours of 8:30am-4:30pm. The opportunity to work additional hours will be offered, where required.

#### After Hours/Evening Working

You will be expected to work out with these hours for a maximum of 4 evenings throughout the year to support service delivery on a variety of activities such as parents' evenings, information sessions etc. An additional 15-minute break after 3.15 pm will be granted. No additional time off in lieu (TOIL) will be offered for evenings or other after-hours worked. Where there is a requirement to work evenings, the expected finishing time will be no later than 9pm.

#### Twilight Working

You will be required to work a maximum of six twilight sessions per year (pro rata) until 7pm at the latest, for service delivery. An additional 15-minute break after 3.15 pm will be granted. Time required for this twilight working will be gained from a reduction in the standard working week.

#### Weekend Working

Weekend services is a feature of our national programmes. Working at weekends is usually 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 receive 4 weeks' notice. Time required for this weekend working will normally be gained from a reduction in the standard working week.

#### 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 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 250 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 a formal offer of employment is made.

### **5.2 Interview**

- The interview will involve a 20-minute panel interview.

## **6. Start Date**

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