

JOB DESCRIPTION

Learning and Wellbeing Practitioner

The Donaldson Trust are on a 10-year journey to excellence with the purpose of promoting and encouraging children, young people and adults with neurodiversities and individualised support needs to realise their potential. Our vision is to be the most respected organisation in Scotland for the services offered to people with Neurodiversities. To support us on this journey, we require the best people to help us realise our aims of being relevant; vibrant, agile, and sustainable.

Job Purpose

- Support the learning and wellbeing of children, young people, and adults with a wide range of individualised support needs, ensuring the highest quality of care and support.
- Ensure that the individualised needs of all those who access our services are met through:
 - o an environment in which they thrive.
 - o programmes of activities that enhance their learning and wellbeing.
 - o positive relationships and appropriate communication
 - o the delivery of personal care where required.
 - o best practice in low arousal supports and positive behaviour support; and
 - o appropriate management of behaviour that challenges

Key Responsibilities

Safeguarding people

- Work collaboratively to ensure the highest quality of care, learning and wellbeing for all those who use the Trust's services.
- Assess risks and actively safeguard the health and safety of those who use our services.
- Ensure the dignity, protection, and welfare of the those who use our services is maintained at all times.

In conjunction with teaching and specialist therapeutic staff assist with the development and delivery of bespoke learning and wellbeing services

- Contribute to the assessment of individualised needs and the planning of person-centred approaches to learning and wellbeing.
- Contribute to the development and updating of individualised risk assessments.
- Ensure the environment is appropriate to individualised needs.
- Assist in the planning, resource management and deliver a range of activities that support the achievement of personalised learning goals, personal developmental and wellbeing outcomes. This will include but is not limited to life skills, cooking, cleaning, gardening, hobbies, self-occupancy, and independent living skills.
- Organise and make best use of resources for learning and wellbeing.
- Ensure comprehensive understanding of the communication strategies appropriate to the needs of those who use the service.
- Agree and actively support the ongoing understanding of boundaries and expectations for those who uses our services.
- Provide a high level of support and supervision at all times.
- Work proactively as a team to support positive behaviour and respond appropriately to behaviour that challenges.
- Provide personal care to those who use our services as required.
- Support the transition of those who use our services within and outwith the service.

- Continuously monitor and accurately record individuals progress, ensuring all information is managed in accordance with the Trust’s policies on data protection.
- Maintain positive and effective engagement with parents, guardians and others involved in the care of those who use our services to protect and further their interests.
- Deliver programmes of support in the community through outreach where appropriate.

Continuously developing and enhancing services and practice

- Understand and comply with the Trust’s quality standards.
- Support the evaluation and continuous development of services.
- Embrace the use of technology to enhance service delivery and your practice.
- Continuously develop your understanding and overall awareness of best practice in supporting neurodiversity and in the specific conditions of the people you support.
- Maintain your continuous professional development and demonstrate a practice of reflective learning.
- Contribute on a wider basis as appropriate to the work and objectives of the Trust, for example, through taking on a role as representative or champion.

Additional Responsibilities

Within organisational policies and delegated authority be responsible for:

- Understanding and complying with legislation, regulatory standards, the Trust’s policies and procedures and quality standards

Behaviours

- Be a role model for staff and stakeholders, showing energetic, determined, flexible and positive leadership that will support our aims of being relevant, vibrant, agile and sustainable.
- Adopt a flexible working approach with the ability to challenge as appropriate and able to give and receive constructive feedback.
- Embrace a coaching culture within your areas of responsibility that upholds the values of The Donaldson Trust
- Provide clear, impartial interpretation of any complex situations within your area of responsibility.
- Continuously monitor your area of responsibility and identify areas for improvement and organisational learning.

The Values Donaldson’s live by

- Individual capability
Everyone has their individual capabilities; we find them. Help people reach their own potential. We loosen the confines, remove the barriers. We believe in every single person. Treating people as individuals shows we are flexible in our approach.
- Creativity
We are curious, forward-thinking, always looking for a better way. One day, we will be truly pioneering.
- Human dignity
We have integrity. We treat everyone with respect. We listen.
- Compassion
We understand. We have empathy. We are kind and caring.

- Openness and honesty
By being open and honest we earn trust; from that, we build rewarding relationships.

PERSON SPECIFICATION

1.	Qualifications	D/E	Evidenced
	Professional Qualification in Additional Support Needs or equivalent	D	
	Willingness to achieve an appropriate qualification within a specified period.	E	
	Evidence of relevant and up to date Continued Professional Development	E	
	Qualification in BSL	D	
	Leadership qualification	D	
2.	Skills / Abilities		
	Ability to work effectively with people with neurodiversities and individualised support needs including behaviours that challenge, communication and sensory difficulties.	E	
	Awareness and understanding of current child and adult protection as well as safeguarding legislation and guidelines.	E	
	Ability to use a range of communication methods with children and young people with complex additional support needs.	E	
	Ability to work at pace and respond flexibly and proactively to emerging and changing circumstances.	E	
	Excellent planning, organisation and time management skills	E	
	Strong problem-solving skills and a creative approach, ability to rapidly improvise and use initiative.	E	
	Ability to carry out lone working duties	E	
	Driving licence and willingness to use the Trust's vehicles.	D	
	Good IT skills	D	
3.	Experience		
	Experience of working with children, young people and /or adults with neurodiversities and individualised needs.	E	
	Experience of working in partnership with parents and external/partner agencies/services.	E	
	Experience of developing and delivering activities that support learning and wellbeing.	E	
	Experience of applying behaviour management interventions e.g., CALM, Studio 3	D	
	Experience of contributing to self-evaluation processes.	D	
	Experience of working with and to risk assessments.	D	
4.	Knowledge		
	Knowledge and understanding of best practice in supporting neurodiversity.	E	
	Good working knowledge of Curriculum for Excellence, Getting it Right for every Child framework and National Care Standards	D	
	Knowledge of Data Protection and GDPR legislation	D	
	Knowledge of relevant Health and Safety legislation	D	
5.	Behaviours		
	Ability to work collaboratively as part of a team.	E	
	A calm and empathetic approach	E	
	Personal resilience	E	
	Commitment to Continuing Professional Development	E	
	Values which align with the Trust's aims and ethos	E	
	Willingness to work flexibly to meet business needs.	E	