

JOB DESCRIPTION
Learning Services Depute Head

The Donaldson Trust is on a 10-year journey to excellence with the purpose of promoting and encouraging children and young people with additional 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
<ul style="list-style-type: none">• Under the guidance of the Head of Learning Services, the depute role will take responsibility for managing, developing and implementing improvements across Donaldson Trust Learning Services.• To establish the Donaldson Trust Learning Services as centres of excellence in Scotland.• Working with the wider Leadership Teams and the Strategic / Executive Leadership Teams to support the development and implementation of strategic plans, specifically by developing culture, processes and all activities relating to education and learning.

Key Responsibilities
<ul style="list-style-type: none">• Shaping the future by supporting the ongoing development and implementation of the 10-year strategic plan, working closely with the senior leadership teams and colleagues, at all levels, to achieve the vision for the future.• Ensure that operational planning takes account of the complex needs of children and young people, diversity, values and experience of Donaldson Trust, ensuring the very high quality of teaching and support through the implementation of an effective assessment framework.• Continually monitor impact, develop and present an accurate and coherent account of performance and targets to a range of audiences, both internal and external, via a range of media including social media and emerging technologies.• Ensure that the Trust's strategies and vision are articulated, shared and understood at all levels and are translated into agreed objectives and plans within and across the Donaldson Trust Learning Services.• Lead, develop and manage teaching, learning and opportunity for pupil and service users' voice, UNCRC, facilitating and demonstrating a culture where desired behaviours, attitudes, integrity and unique personalities are communicated to, and reflected in, the corresponding everyday work, actions and attitudes.• Liaise effectively, and take a holistic approach, with young people, parents/carers, external agencies and partnerships, with shared responsibility for ensuring that all safeguarding arrangements and procedures are followed in relation to the area of responsibility.• Responsible for growing the reputation of the Donaldson Trust Learning Services to support the Donaldson Trust long term viability.• Encourage creativity and innovation and identify, plan and implement new teaching strategies and technologies which will benefit children and young people, and which complement the Trusts strategic plans and brand.• To establish a service-wide Health and Wellbeing framework, strategies and data management system to prove impact gathering feedback from service users and their families.• To ensure all pupils in Donaldson Trust Learning Services are having their entitlements to STEM education fully met with high expectations for achievements and attainment, linking with local educational providers and national priorities.

- To research, establish and embed the latest digital technologies to aid all means of communication, and additionally Artificial Intelligence and Robotics into the curriculum, and learning and teaching in line with learners' aspirations and potential.
- Develop and support creative approaches to the delivery of learning and teaching in settings out with the campus, for example through outreach or split placements with local authority or independent schools.
- Support development and delivery of holiday clubs and summer activities.
- Produce and implement effective policies and procedures for planning and evaluation and HWB, taking account of national and local guidelines, policies and practices.
- Produce and manage data related to impact of services and be able to produce triangulated evidence related to individual and organisational plans.
- Monitor operational health and safety of Donaldson Trust.

Additional Responsibilities

Within organisational policies and delegated authority be responsible for:

- To be responsible for your teams' systems, data and processes, including implementing, developing and integrating these as required.
- To maintain staff daily operational data on BreatheHR including holidays, training, sickness etc
- Under the guidance of the Head of Learning Services to be responsible for prioritising, planning, spending and forecasting your teams' budgets.
- To be responsible for all aspects of line management of your teams including recruitment, and performance and absence monitoring.
- To assess and manage operational risk as it relates to your teams' objectives.
- To undertake organisational training as required, including health and safety, GDPR compliance and safeguarding.
- Within your areas of responsibility, ensure compliance with all relevant policies and procedures.
- To provide additional management cover as requested when necessary.
- To consider a 52-week employment arrangement with associated benefits.

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 leadership style with the ability to challenge as appropriate and able to give and receive constructive feedback.
- Embed a coaching culture within your areas of responsibility that upholds the values of Donaldson Trust.
- Continuously monitor your area of responsibility and identify areas for improvement and organisational learning.

The Values Donaldson's Trust 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

<p>We have integrity. We treat everyone with respect. We listen.</p> <ul style="list-style-type: none"> Compassion <p>We understand. We have empathy. We are kind and caring.</p> <ul style="list-style-type: none"> Openness and honesty <p>By being open and honest we earn trust; from that, we build rewarding relationships.</p>

PERSON SPECIFICATION

1.	Qualifications	D/E	Evidenced
	Educated to degree level or equivalent	E	
	Current and full GTCS (or equivalent) Registration	E	
	Evidence of Continuing Professional Development	E	
	Be prepared to achieve management/leadership qualification	E	
	Professional qualification in Additional Support Needs or equivalent	D	
2.	Skills / Abilities		
	Excellent verbal and written communication skills (presentations, briefings etc) with the ability to effectively represent the organisation	E	
	Ability to work effectively with a range of various stakeholders	E	
	Demonstrate particular skill in developing and leading HWB approaches, science and digital approaches relevant to your area of work both within, and beyond your current educational setting.	E	
	Proven problem solving and strategic planning capability with creative skills and the ability to meet deadlines	E	
	Self-directed, results driven and able to multi-task in a fast-paced, dynamic environment with continued attention to detail	E	
	Effective leadership skills, able to build confidence and motivate and improve performance and foster a supportive culture	E	
	Ability to deliver stretching objectives through effective prioritisation, and efficient use of resources	E	
	Ability to deliver change using range of influencing, negotiation, facilitation and process skills	E	
	Analytical skills – must be able to understand, collect, analyse, report and present data	E	
	Ability to manage and monitor budgets	D	
3.	Experience		
	Previous experience at management level within education	D	
	Previous varied teaching experience, including working with children and young people with significant and complex additional needs	E	
	Demonstrable experience on using robust processes of school improvement including self-evaluation	E	
	Proven skills in influencing, communication and working collaboratively with parents and external agencies and partners	E	
	Demonstrable experience in providing leadership and change management within an education setting	E	
4.	Knowledge		
	Sound working knowledge and understanding of current legislation and responsibilities in Education, Care and Health and its impact on the delivery of education for pupils in special schools	E	
	Knowledge and understanding of the third sector	E	
	Knowledge of GDPR and data protection issues	E	
	Knowledge of relevant Health & Safety Legislation	E	
	Knowledge of Equal Opportunities legislation	E	
5.	Behaviours		
	Highly self-motivated with effective leadership style and a self-managing “can do” attitude	E	
	Determination and willingness to take on new challenges and responsibilities	E	
	Willing to challenge stereotyping, prejudice, discrimination and bias	E	

	Strong approach to performance management with the ability to define and measure outcomes of success	E	
	Strategic thinker, able to deliver a vision of the future organisations	E	
	Willing to be flexible in working hours and able to travel as required	E	