**JOB DESCRIPTION**

**Teacher**

The Donaldson Trust is the National Body for neurodiversity. We are on a journey to excellence with the purpose of promoting and encouraging children, young people and adults with additional support needs, to realise their potential. Our people are core to enabling the delivery of our mission and realising our aims of being relevant; vibrant, agile and sustainable.

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| **Job Purpose** |
| Deliver quality education, planning and assessment to assigned pupils and contribute to the professional, corporate life of the school and Donaldson Trust in relation to pupils, staff and appropriate external bodies.  There is a responsibility for the post holder to demonstrate a commitment to quality service delivery through continuous improvement for the benefit of the Service and the Donaldson Trust. |

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| **Key Responsibilities** |
| * Deliver quality learning and teaching in accordance with 3-18 curriculum guidelines and Donaldson’s policy and guidelines. * Manage and organise learning / delivery / classes through planning, preparing, delivering and evaluating teaching and learning. * Develop the attainment and achievement of all pupils by promoting positive outcomes and wider achievement for a diverse range of pupils. * Teach co-operatively with class teachers to meet the needs of all learners. * Develop/differentiate the curriculum for pupils with complex additional support needs. * Participate in and contribute to staff development to support inclusion through overcoming barriers to learning. * Consult with and guide Learning and Wellbeing Practitioners in their work. * Assist in promoting and safeguarding the health, welfare and safety of pupils and other staff using a risk assessment framework. * Promote equality of opportunity and ensure a commitment to inclusive education. * Recognise and respect the views of young people, ensuring pupils are heard and involved in decisions affecting them. * Assess, record and report on the work of pupils to inform a range of individualised teaching and learning approaches. * Prepare for IEP, PCP and any additional planning meetings / liaison required. * Prepare pupils for coursework / examinations, where required, and assist with their administration. * Supporting the referral, admission and transition processes. * Maintain a high knowledge of best practice and the legislative framework relating to additional support needs. * Participate in the professional and collegiate work of the Trust. * Contribute to the formation and implementation of learning services curriculum and improvement plans. * Operate within Donaldson’s framework for Quality Assurance and Development. |

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| **Additional Responsibilities** |
| * All teachers are required to be registered with the General Teaching Council for Scotland (GTCS) and are required to meet and maintain the Professional Standards which are set by GTCS Code of Conduct and to participate in Scheme of Professional Update, in accordance with requirements set by GTCS. * Teachers enjoy a position of professional trust and are accountable for the decisions and actions in their professional practice. Teachers should always act honestly, openly and with integrity. * Teachers have a responsibility to support the health, safety and well-being of young people in school. * Teachers should work in a collegiate manner in partnership with parents/carers, pupils and colleagues across the education community to promote positive outcomes for young people and to raise levels of attainment and wider achievement for a diverse range of pupils. All teachers should promote equality of opportunity and ensure a commitment to inclusive education and recognise and respect the views of young people. |

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| **Behaviours** |
| * Be a role model for staff and stakeholders, showing energetic, determined, flexible and positive approach that will support our aims of being relevant, vibrant, agile and sustainable. * Adopt a flexible 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 The Donaldson Trust. * Provide clear, authoritative and impartial advice and interpretation of complex situations. * Continuously monitor your area of responsibility and identify areas for improvement and organisational learning. |

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| **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  **This list of duties is not exhaustive** |

**PERSON SPECIFICATION**

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| 1 | Qualifications | D/E |
|  | Registered with GTC Scotland (Primary / Secondary) | E |
|  | Evidence of relevant CPD | E |
|  | Full and clean driving license | D |
|  | Further relevant professional qualification in ASN / trauma / ASD/ neurodiversity | D |
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| 2 | Skills / Abilities |  |
|  | Excellent organisation skills | E |
|  | Excellent communicator, both verbally and written | E |
|  | Attention to detail | E |
|  | Ability to work effectively as part of a team | E |
|  | Ability to develop positive professional relationships with colleagues and pupils | E |
|  | Ability to create a motivating, learning environment and programmes of work, which take account of individual pupil needs | E |
|  | Committed to working in a collaborative manner and in partnership with parents | E |
|  | Competent in the use of IT, including application to learning and teaching | D |
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| 3 | Experience |  |
|  | Experience in involvement in whole school / service developments and involvement the wider life of the learning community | E |
|  | Demonstrable interest in working with neurodivergent children and young people | E |
|  | Keen interest in equity & pupil voice | E |
|  | Experience of trauma informed approaches | D |
|  | Regulation / emotional supports for young people and children | D |
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| 4 | Knowledge |  |
|  | Good knowledge and understanding of Safeguarding and Child Protection | E |
|  | Knowledge of current planning and assessment procedures | E |
|  | Good understanding of national and local curriculum policies | E |
|  | Knowledge and awareness of Health and Safety issues | D |
|  | Knowledge of, and interest, in current education initiatives | D |
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| 5 | Behaviours |  |
|  | Flexible approach | E |
|  | Adaptable | E |
|  | Can-do attitude | E |
|  | Enthusiastic demeanour | E |
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