

Secondary Teachers: Maths

Role Profile

May 2025

**Together, we'll
find your voice.**

About The Donaldson Trust

As the National Body for Neurodiversity, we are a catalyst for change. We believe there is a genuine opportunity to change society for better. We aim to be at the forefront of driving this change, and make a difference with, and for, neurodivergent people.

We're a team filled with caring and talented individuals who work together to create positive change. You will be part of a team dedicated to giving neurodivergent people a voice and contributing to our vision of a society in which neurodivergent people are understood, accepted, treated fairly and valued.



Our Values:

We share what we know

We share our knowledge so that more neurodivergent people can thrive.

We connect people

We build partnerships and collaborations to increase opportunity and inclusion for neurodivergent individuals. We achieve more together.

We remove barriers

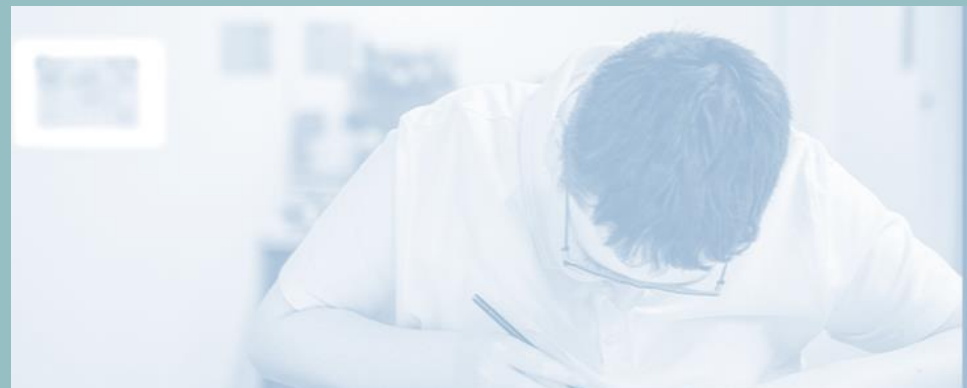
We work together to look for win-win solutions. We make it easier for neurodivergent people to feel accepted, valued and for their voice to be heard.

The Role: Secondary Teacher (Maths)

Job Purpose

The roles of Secondary Teacher offer an exciting opportunity to contribute to our supportive and dynamic school community, with a focus on high-quality teaching and learning. The roles are based within the Sensational Learning Centre, a grant aided special school for children with complex additional support needs.

You will deliver quality education, planning and assessment to pupils with additional support needs and contribute to the professional, collegiate life of the school and Donaldson Trust. You will create a motivating learning environment and programmes of learning which take account of individual pupil needs.





Key Responsibilities

- Develop and implement creative, multimodal approaches to Maths that reflects person-centred planning.
- Plan lessons in line with Curriculum for Excellence and SQA requirements, ensuring progression and the development of transferable skills.
- Regularly assess and track pupil progress using a combination of formative, summative and narrative assessments.
- Produce individualised learning plans and reports that reflect the abilities, needs and interests of pupils, including communication differences.
- Collaborate with multidisciplinary teams, including therapists, support staff and external agencies, to develop and implement holistic learning and wellbeing strategies.
- Work in a collegiate manner in partnership with parents/carers, pupils and colleagues across the education community to promote positive outcomes for young people.
- Improve the attainment and achievement of all pupils.
- Contribute to the wider curriculum and school improvement priorities, including literacy or numeracy across learning and interdisciplinary work.
- Contribute to the formation and implementation of learning services curriculum and school improvement plans.

- Participate in the professional and collegiate work of the Trust.
- Consult with and guide Learning and Wellbeing Practitioners in their work.
- Promote and safeguard the health, welfare and safety of pupils and other staff at all times.
- Promote equality of opportunity and ensure a commitment to inclusive education and recognise and respect the views of young people.
- Promote pupil voice, recognising and respecting the views of young people, ensuring pupils are heard and involved in decisions affecting them.
- Contribute to IEP, PCP and any additional planning meetings / liaison required with external agencies.
- Prepare pupils for coursework / examinations, where required, and assist with their administration.
- 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.
- Maintain a safe, nurturing and engaging classroom environment that promotes belonging, regulation and academic confidence.
- Maintain a high knowledge of best practice and legislative framework in the field of inclusive education, neurodiversity and additional support needs, by engaging in continuous professional learning.
- Operate within Donaldson's framework for Quality Assurance and Development.

Please note this list of duties is not exhaustive

About you

Below are the key qualifications, experience and knowledge, and skills and attributes required for the role. Please note each criteria is assigned as Essential or Desirable.

Qualifications

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|---|---|
| • Full registration with the General Teaching Council for Scotland in Secondary Maths | E |
| • Further relevant professional qualification in ASN | D |
| • Full and clean driving license | D |

Experience and Knowledge

- | | |
|---|---|
| • Experience in involvement in whole school / service developments and involvement the wider life of the learning community | E |
| • Evidence of working with neurodivergent and / or ASN children and young people | E |
| • Ability to create a motivating, learning environment and programmes of work, which take account of individual pupil needs | E |
| • 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 |
| • Keen interest in equity & pupil voice | E |
| • Regulation / emotional supports for young people and children | E |
| • Knowledge of inclusive and trauma-informed approaches to curriculum delivery and classroom practice (experience in delivering desirable, working knowledge essential) | E |

Remuneration:

Salary:	£33,594 – £50,589 pro rata, per annum
Hours:	Part time, 7-14 hours per week (0.2-0.4 FTE)
Reporting to:	Principal Teacher
Location:	Linlithgow campus
Pension:	Scottish Teachers Pension Scheme SPPA
Benefits:	Life Assurance Scheme (three times the salary) Employee Assistance Programme Health Cash Plan Doctorline Colleague discount scheme Family friendly policies Strong commitment to learning and development

To Apply:

To apply, please complete an online application via our website:

<https://www.donaldsons.org.uk/application-form/>

If you would like to discuss the role further, have any questions, or would like any assistance with your application, please contact us on people@donaldsons.org.uk and we would be happy to help.

Closing date: 3rd June 2025