



THE
DONALDSON
TRUST

The National Body for Neurodiversity

Learning and Wellbeing Practitioner

Role Profile

May 2026



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: Learning and Wellbeing Practitioner

Job Purpose

The Learning and Wellbeing Practitioners play a vital role in delivering high-quality, inclusive support and education to primary and secondary aged pupils with additional support needs.

You will work collaboratively with teachers, therapists, and families to ensure pupils are supported holistically—emotionally, socially, physically, and academically—so they can thrive in ways that reflect their individuality and dignity.

You will actively contribute to a learning environment where difference is celebrated, and inclusion is actively built.

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.

Key Responsibilities

- Provide one-to-one and small group pupil support across a range of developmental areas (e.g. communication, regulation, independence, academic learning) while actively advocating for each pupil's rights to participation, inclusion, and equitable access to learning.
- Support secondary level curriculum content and adapt into accessible formats for pupils (e.g. explain information confidently and accurately, including adapting language and format for different communication needs such as simplified text, visual supports, or BSL).
- Build emotionally attuned, trusting relationships with pupils based on safety, consistency, and respect for autonomy.
- Support pupils to understand and manage their sensory, communication, and emotional needs using trauma-informed and neuro-affirming approaches.



- Co-create inclusive learning environments with teachers by anticipating and reducing barriers (e.g. sensory adaptations, augmentative communication tools, visual supports, BSL).
- Promote pupil engagement through movement-based, play-based, and creative learning strategies.
- Implement agreed strategies from multi-disciplinary plans (e.g. speech and language therapy, play therapy, educational psychology, occupational therapy, CAMHS).
- Contribute actively to planning, review, and evaluation of pupil education plans, IEPs, and wellbeing assessments.
- Engage in daily dialogue with colleagues to ensure coherent and joined-up support; promoting positive outcomes for pupils.
- Observe and record progress and challenges in a reflective, non-judgemental manner that informs future planning using appropriate digital applications.
- Support the improvement of the attainment and achievement of all pupils.
- Promote and safeguard the health, welfare and safety of pupils and colleagues at all times.
- Promote pupil voice, recognising and respecting the views of pupils, ensuring they are heard and involved in decisions affecting them.

- Maintain a safe, nurturing and engaging classroom environment that promotes belonging, regulation and academic confidence.
- Commit to reflective practice, continuous professional learning, and contribution to the school.
- Uphold and promote the Trust's values, particularly in relation to inclusion, equality, anti-discrimination, and rights-based education.
- Engage with emerging thinking on neurodiversity and inclusive practice.
- Support pupils with personal and intimate care needs in a respectful and dignified manner, following agreed care plans and promoting independence wherever possible
- Support the safe administration of medication to pupils in line with school policies and individual care plans, ensuring accuracy, confidentiality, and the wellbeing of each pupil





- As trained first aider, respond appropriately to medical needs and emergencies in line with school procedures and health and safety guidelines
- Provide calm, attuned support that is responsive to each pupil's sensory profile, using knowledge of the individual and trusted relationships to reduce distress, promote regulation, and create a safe, supportive environment for learning and wellbeing
- Support the development of pupils' social skills through modelling, guided interaction, and structured opportunities to build positive relationships, communication, and confidence in social settings
- Demonstrate flexibility in providing support across different classes and settings, both on-site and off-site, and responding to changes and needs at short notice to ensure continuity of care and learning.

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

- Minimum National 4 (or equivalent) in English and Mathematics **Essential**
- Relevant professional qualification in ASN, education, social care, or related fields **Desirable**
- Full and clean driving license **Desirable**

Experience and Knowledge

- Experience working within a primary and/or secondary setting with neurodivergent pupils and / or ASN pupils **Essential**
- Understanding of sensory integration, communication diversity, and co-regulation for pupils **Essential**
- Demonstrable proficiency in reading, writing, and communicating confidently to support educational content at secondary level, using clear and accurate language and numerical understanding **Essential**

Experience and Knowledge

- Good knowledge and understanding of Safeguarding and Child Protection **Essential**
- Keen interest in equity & pupil voice **Essential**
- Demonstrable commitment to the principles of Getting It Right for Every Child **Essential**
- Understanding of inclusive and trauma-informed practice **Desirable**
- Knowledge and awareness of Health and Safety issues **Desirable**
- Awareness of UNCRC, and Scottish inclusion and equality policies **Desirable**

Skills and Attributes

- Professional; acting honestly, openly, with integrity and with the pupils best interests in mind at all times **Essential**
- Dependable; through consistency, reliability, optimism and cultivating trust **Essential**
- Collaborative; committed to working in a collaborative manner with Class Teachers and colleagues and in partnership with parents to deliver excellent results **Essential**
- Curious; demonstrated by continually striving to acquire new knowledge and skills **Essential**

Please note this list of duties is not exhaustive.



Skills and Attributes

- Adaptable; by showing willingness to change and adjust as you learn. Demonstrating flexibility when pupils needs change **Essential**
- Highly organised and proactive **Essential**
- Commitment to inclusive values and a belief in every pupil's right to be heard, included, and celebrated **Essential**
- Excellent communicator, both verbally and/or BSL and written with an understanding of communication differences and how to support them **Essential**
- High levels of empathy, resilience, emotional intelligence, and an ability to form respectful, attuned relationships **Essential**
- Ability to meet the physical demands of the role, including safely supporting learners with mobility or personal care needs, participating in active learning, physical education and responding swiftly in case of emergencies **Essential**
- Competent in the use of IT, including applications to support and record pupils learning **Essential**
- British Sign Language (BSL) or a willingness to undertake training in BSL **Desirable**

Please note this list of duties is not exhaustive.





Remuneration:

Vacancy: Learning and Wellbeing Practitioner (LWP1)

Salary: £22,481.63 pro rata, per annum (£14.96 per hour)

Hours: Full time, 32.5 hours per week (1 FTE)

Vacancy: Learning and Wellbeing Practitioner (LWP2)

Salary: £17,985.30 pro rata, per annum (£14.96 per hour)

Hours: Part time, 26 hours per week (0.8 FTE)

Reporting to: Head of Learning Services

Location: Linlithgow campus

Pension: AEGON (up to 12% employer contribution)

Benefits

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: 25th June 2026

