



THE
DONALDSON
TRUST

The National Body for Neurodiversity

Fixed Term Teacher

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: Fixed Term Teacher

Job Purpose

To deliver high-quality, responsive teaching across the Broad General Education (BGE), creating inclusive and engaging learning experiences that meet the diverse needs of all pupils. This includes effectively addressing additional support needs, fostering positive relationships and promoting wellbeing, communication and confidence in line with Curriculum for Excellence.

To plan, organise and deliver coherent learning experiences through effective preparation, assessment, tracking and evaluation, ensuring progression in literacy, numeracy and health and wellbeing, and adapting approaches to meet individual needs and stages of development.

Demonstrating a strong commitment to inclusive practice, continuous improvement and collaborative working, contributing positively to the wider life of the school and supporting the vision and values of The Donaldson Trust to achieve the best outcomes for all pupils.

Key Responsibilities

- Deliver quality learning and teaching in accordance with the Curriculum for Excellence, Qualifications Scotland and Donaldson's policy and guidelines with a focus on health and wellbeing and communication.
- Effectively manage and organise learning and teaching through high-quality planning, preparation, delivery and robust assessment, with clear evidence of impact and ongoing evaluation.
- Plan and deliver differentiated learning and adapt the curriculum to meet the diverse needs of all pupils, including those with additional support needs and a range of communication differences.
- Consult with and guide Learning and Wellbeing Practitioners in their work.
- Promote and safeguard the health, safety and wellbeing of pupils and colleagues.
- Promote equality of opportunity and ensure a commitment to inclusive education.



- Promote pupil voice, recognising and respecting 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.
- Contribute to IEP, PCP and any additional planning meetings including liaison with external agencies as required.
- Prepare pupils for coursework and/or examinations, where required, and assist with their administration.
- Maintain a high knowledge of best practice and the legislative framework relating to additional support needs.
- Contribute to the formation and implementation of learning services curriculum and school improvement plans.
- Operate within Donaldson's framework for Quality Assurance and Development.
- Support the development and expansion of Learning Services beyond the Linlithgow campus, including contributing to outreach and partnership initiatives.
- Conduct self and teaching that meets and maintains 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.
- Participate in the professional and collegiate work of the Trust 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.



- Promote equality of opportunity and ensure a commitment to inclusive education and recognise and respect the views of young people.
- 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.

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

- Registered with GTC Scotland (Primary / Secondary) **Essential**
- Evidence of relevant CPD **Essential**
- Full and clean driving license **Desirable**
- Further relevant professional qualification in ASN **Desirable**

Experience and Knowledge

- Experience of contributing to whole-school or service development and the wider life of the school community **Essential**
- Demonstrable interest in, and commitment to, working with neurodivergent pupils and/or those with additional support needs **Essential**
- Commitment to promoting equity, inclusion and meaningful pupil voice within learning and teaching **Essential**
- Experience of supporting pupils' emotional regulation and wellbeing within a school context **Essential**

Experience and Knowledge

- Sound knowledge and understanding of safeguarding and child protection, with the ability to apply this in practice **Essential**
- Strong knowledge of current planning, assessment and tracking approaches within Curriculum for Excellence **Essential**
- Good understanding of national and local curriculum policies and their application within the classroom **Essential**
- Ability to work effectively as part of a multidisciplinary team to support pupil learning and wellbeing **Essential**
- Ability to build and sustain positive, professional relationships with pupils, colleagues and families **Essential**
- Ability to create a motivating, inclusive learning environment and design programmes of work that meet individual pupil needs **Essential**
- Knowledge or experience of trauma-informed approaches to support children and young people **Desirable**
- Awareness of health and safety requirements relevant to a school environment **Desirable**
- Knowledge of current educational developments and initiatives, and their impact on learning and teaching **Desirable**

Skills and Attributes

- Professional; Teachers hold 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. **Essential**
- Dependable; through consistency, reliability, optimism and cultivating trust **Essential**

Skills and Attributes

- Collaborative; committed to collaborative practice and partnership working with parents, carers and external agencies **Essential**
- Curious; demonstrated by continually striving to acquire new knowledge and skills **Essential**
- Adaptable; the ability to respond positively to change and emerging priorities **Essential**
- Excellent organisation skills, with the ability to plan, prioritise and manage teaching and learning effectively **Essential**
- Strong communication skills, both verbal and written, to engage pupils, colleagues and parents/carers **Essential**
- Flexible and responsive approach to teaching and learning, adapting to the needs of pupils and the school environment **Essential**
- Solution-focused mindset, demonstrating initiative and resilience in addressing challenges **Essential**
- Enthusiastic and proactive, with a commitment to engaging and motivating pupils **Essential**
- Consistently positive, fostering a supportive and inclusive learning environment **Essential**
- High level of attention to detail, particularly in planning, assessment and monitoring pupil progress **Essential**
- Competent in the use of ICT to support high-quality learning, teaching and assessment **Essential**
- British Sign Language (BSL) skills or a willingness to develop these **Desirable**

Please note this list of duties is not exhaustive.





Remuneration:

- Salary:** £33,594 – £50,589 pro rata, per annum
- Hours:** Full time, 35 hours per week (1 FTE)
- Reporting to:** Head of Learning Services
- Location:** Linlithgow campus
- Pension:** Scottish Teachers Pension Scheme SPPA (including three times salary life assurance)
- Benefits:**
- 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: 15th June 2026

