



SKYPOINT SCHOOL HANDBOOK
2021-2022



Welcome from the Headteacher and Staff Team

Dear Reader

Skypoint School extends a warm welcome to all.

Each individual in our care is important to us and we hope our school will be a happy, caring and stimulating place for all and we ask for the assistance and co-operation of all parents/carers and colleagues to achieve this.

It is vitally important for our children's education, that good, positive communication is established between school, parents/carers and all associated professionals.

Our handbook is provided to familiarise you with some of the educational, organisational and social aspects of our school. We hope you will find our handbook informative and useful, and that it will both encourage and enhance the partnership which already exists.

Please enjoy your guide to Skypoint School and should any of your questions be unanswered here, please do not hesitate to contact us.

Yours faithfully

Michelle McEwan
Kris Stewart
Ewan Carmichael

Headteacher
Principal Teacher
Principal Teacher

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Ethos, Vision and Aims

Ethos Statement

Skypoint School offers care, support and guidance to children and young people who require an alternative education experience. Supporting everyone's emotional wellbeing and mental health, so that they can be listened to, are happy together and ready to learn.

- Provide a safe and supportive environment where pupils can develop learning, life and work skills
- Engage pupils in a curriculum based on their individual needs and learning styles
- Develop pupils' interests and talents
- Improve the self-esteem and self-efficacy of all pupils
- Set out high expectations for all pupils
- Increase the personal and social attainments of pupils
- Ensure equality of opportunity to all pupils regardless of gender, race, ethnicity, religion, sexual orientation or physical capability
- Promote positive interaction and appropriate relationships between pupils and staff
- Encourage pupils to contribute to the school as a community by participating in the student council and offering suggestions on areas for improvement
- Increase the life chances of pupils by assisting them at key transition stages
- Work in partnership with parents/carers and fellow professionals to achieve positive outcomes for all pupils

The Vision

Skypoint School seeks to re-engage in learning, those young people who for a variety of reasons have become disaffected within mainstream education.

We will support them to become confident and responsible citizens of the future who will contribute to society and continue to learn.

The Aims

Specifically, Skypoint School aims to:-

- Improve the self-esteem, confidence and general happiness of all young people and help them understand the importance of working towards achieving a positive future in the working world and life in general
- Improve the general health and wellbeing of all pupils through organised sport and activities, health education and by promoting healthy lifestyles
- Improve the behaviour of all pupils through appropriate role models, firm boundaries and positive rewards, and through high expectations for learning
- Increase the overall achievements of all pupils through the delivery of a suitably broad curriculum which uses information and communications technology as a motivator
- Maintain and promote links with mainstream schools to maximise inclusive opportunities
- Work closely with parents, carers and placing authorities to ensure consistent approaches and strategies for young people
- Take account of issues of diversity and equality and support young people to have more tolerant attitudes
- Work closely in partnership with relevant agencies to maximise the support available for young people
- Increase significantly the chances of all young people to enter employment or further or higher education
- Ensure continuous improvement of provision through robust evaluation procedures and strong distributed leadership

Quality of Teaching

Spark of Genius sets high standards in relation to the quality of learning and teaching. Staff are encouraged to interact with individual young people, to question them, to check understanding and to challenge them, and to deliver group teaching to promote better understanding and peer tolerance. The Headteacher and Director of QI continuously monitor the quality of teaching to ensure effective learning and the extent to which it meets individual pupil needs.

Outcomes for Young People

Since work opportunities and future life options depend significantly on achievement of skills, Spark of Genius provides the best possible opportunities for national accreditation at suitable levels. All courses on offer are accredited through national qualifications or other national awards.

Staff will monitor the progress of young people through care and education targets and ensure continued and increased challenge as appropriate. Headteacher and Teachers keep careful records of progress and ensure continuous improvement.

The Head of Children's Services has responsibility for overall achievement across the schools and has regular discussions with education managers, and staff about maintaining high performance.

Spark of Genius also encourages broad achievement of all young people. Residential experiences and sports opportunities provide very good outcomes in promoting peer relationships and developing self-esteem.

Quality of Staff

Staff are recruited on the basis of previous relevant experience and qualifications as well as their ability to make positive and meaningful relationships with young people. The induction and on-going training for staff ensures positive attitudes, absolute concurrence with the vision and aims of the school and clarity about the importance of care and protection, the nature of the curriculum and the need for the highest quality of care, learning and teaching.

Spark of Genius employs a high number of staff with a suitable range of qualifications and very good opportunities for continuous professional development. All staff have regular supervision and are given regular informal support as well as specific training opportunities.

Links with Parents, Carers and Placing Authorities

Skypoint School works very closely with families. We strive to provide a positive journey of transition from initial referral to a future destination, a strong relationship with parents and placing authorities is seen as the means to providing a consistent approach. The referral and admissions process is undertaken carefully so that young people and families are clear about expected behaviours and attitudes and know that the prime aim of the schools and homes is to support them to achieve better future options. Skypoint staff keep in regular contact with parents and also undertake home visits. Since attendance at school has frequently been an issue for young people, these positive links with parents are crucial in ensuring increased and willing attendance at Spark.

Links with External Agencies

All pupils in Skypoint School have additional support needs as defined by the Education (Additional support for Learning) (Scotland) Act 2004 (updated 2009). It is therefore essential that Skypoint has close links with all agencies which can provide additional support which recognises these significant social, emotional and learning needs.

Skypoint has close links with the following agencies:

- Educational Psychologists
- CAMHS
- Skills Development Scotland
- Colleges of Further Education
- Health Professionals

Links with the Local and Wider Community

Skypoint School recognises the need for links within the wider community. Pupils are regularly out of school involved in learning experiences. Young people have therefore to adhere to reasonable behaviour when out with the school and demonstrate to the public and possible work placement providers that they are responsible citizens.

Equality and Diversity

All young people in Skypoint School are equally valued. Staff demonstrate through pro-social modelling, respect and dignity in all interactions with young people and other adults. They encourage young people to discard prejudice and to think more positively about others, including those of different ethnic backgrounds or religion, or those with disabilities. The Health and Wellbeing education programme includes units of study which address issues of difference, inequality and diversity.

Commitment to Continuous Improvement

Spark of Genius has grown rapidly during recent years. Its continuing and increasing success is due to its clarity of vision, effective leadership at all levels and clear guidance to staff on the importance of the need to consistently evaluate the overall quality of provision as well as to continually review their practice. Spark's policy on quality improvement, its strategic improvement plan based on an audit of quality, pupils' attainment figures and exit statistics provide further details of its capacity to improve.

School Information

Headteacher – Michelle McEwan

email – michelle.mcewan@sparkofgenius.com

Principal Teacher - Kris Stewart

email - kris.stewart@sparkofgenius.com

Principal Teacher - Ewan Carmichael

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Skypoint School

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Faifley, Clydebank

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Useful Contacts:

Skypoint Admin	Head Office	Regional Lead
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Skypoint School	Trojan House	Llys
Lennox Drive	Phoenix Business Park	Enderynion Business Centre
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About Our School

Skypoint School is located in Faifley, Clydebank. Pupils come to us from a number of different authorities including West Dunbartonshire, East Dunbartonshire, Edinburgh, Renfrewshire, East Renfrewshire, Argyll and Bute, North Lanarkshire, South Lanarkshire, East Lothian, Leeds and Stockton

At present the age range is 10 – 18 and capacity of the school is 45, spread across the broad general education and senior phase.

The school has the provision to offer a number of learning experiences including having access to an onsite Gym Hall, Woodwork Department and access to a music studio and hospitality kitchen.

The building has several rooms to allow smaller groups of children and young people to access support from staff. Each child and young person has access to modern technological equipment; there is a library, break out rooms and Physical Education facilities on site and within the local community.

Teachers are on site, with support from Educational Assistants and the school Management Team.

School Day

School starts at 8.45am for all children and finishes at 3.30pm Monday to Thursday and finishes at 1.00pm on a Friday. All breaks and lunches are seen as teaching time and are supervised. Below is a sample of our Senior timetable. The timings are slightly different for the Broad General class.

PERIOD/BREAK TIMES

PERIOD	TIME	BREAK	LUNCH
1	09:15 - 10:10	SKYE 09:55 - 10:10	11:45 - 12:15
2	10:10 - 11:05		
3	11:20 - 12:15	BGE 10:10 -10:25	12 :15 - 12:45
4	12:15 - 13:10		
5	13:40 - 14:35	SENIOR 11:05 - 11:20	13:10 - 13:40
6	14:35 - 15:30		

Pupil Attendance and Absence

It is the responsibility of parents and carers to inform the school of any absence. Parents and carers are asked to contact the school, outlining the reason for absence along with the expected return. The school office is open between 8.30am and 3.30pm. Attendance is taken twice a day, morning and afternoon. This information is continually monitored and reported back to the relevant authority when required.

Pupils achieving 100% attendance each month are placed in a raffle where they can be awarded a prize. One pupil is drawn on a monthly basis.

The school cannot authorise absence for holidays etc during term time.

School Uniform

Our current school uniform is Navy/Black jumper, white polo shirt, black/grey trousers, jeans or plain jogging bottoms.

A change of clothing should be worn when attending PE. There are forms of dress which are unacceptable in school, such as items of clothing which:

- Clothes which encourage faction (such as football colours)
- Clothes which are a health or safety risk
- Clothes which may damage the school building
- Clothes which may provoke other pupils
- Clothes which are offensive or indecent
- Clothes which encourage the use of alcohol or tobacco

School Meals

Because eating and drinking are such a vital part of our educational curriculum, all children attending Skypoint School are provided with free meals and snacks. This includes a hot meal at lunch, toast or cereal at breakfast, fresh fruit and water throughout the day. If pupils have a special dietary requirement, please contact the school to discuss.

As a Health Promoting School we would ask for your cooperation in promoting healthy eating by sending in healthy snacks where appropriate.

Transport

Transport to and from school is based on the local authority agreement and the Educational Psychologist will apply directly to the local authority transport section. Once transport has been agreed the local authority should confirm in writing the details of your child's transport arrangements. (The Contractor's name and telephone number)

If a child is absent from school for any reason it is the responsibility of the parent to inform the transport company. On any occasion when a parent wishes to have a child collected from school other than by the usual transport we ask that they contact Kris, Michelle or Anne Marie at the school.

Children Leaving School Premises

Our school policy is that pupils remain under the supervision of staff members at all times of the school day and only leave the premises on organised outings accompanied by staff members or with staff permission and it's safe to do so.

If any pupils abscond from school without permission, staff will contact the parent/carer and if deemed necessary the police will be called.

It is our policy to request parental permission on an annual basis for local outings, and for outings which are significantly different we request special parental permission for each occasion.

Behaviour Support

Positive behaviour management is the basis for allowing us to achieve our aims. All staff are assessed on a mandatory basis in Therapeutic Crisis Intervention. This training is focused on raising the self-esteem of pupils and helps them to find new strategies to help them regulate their behaviour, by showing them that they are valued, and that they can have successful and positive futures by focusing on their education within a new environment and using new tools.

With reference to Rights Respecting Schools. It is the right of every pupil to feel safe and to have access to an appropriate curriculum. It is the right of every member of staff to feel safe and to be supported by colleagues and management.

In our situation, where children have complex support needs, we require to protect vulnerable children and enable children with challenging behaviours to learn appropriate behaviour in a range of settings. We must at all times strive to maintain the dignity of each pupil. At the heart of our position is the belief that behaviour is a means of communication, and, where behaviour is challenging to the services, pupils should be guided and supported towards a more acceptable means of communication.

To this end we structure individual strategies for each pupil who exhibits challenging behaviour. These are known to all staff and ensure an appropriate and systematic response at all times which is aimed at eventually enabling pupils to gain control of their own behaviour. As with all our approaches, parents are fully consulted about decisions taken regarding difficult behaviour.

In the very rare event that our Behaviour Support Policy fails, exclusion would be used as a last resort. It is our policy to recognise that challenging behaviours in our pupils are almost always part of the particular difficulty and / disability. Thus, we strive to deal with the behaviour and still value the child or young person.

Statement on bullying

The school has a clear policy on tackling and preventing bullying, and all instances of alleged bullying are carefully investigated and reported where necessary. There are a number of elements in our anti-bullying strategy, foremost of which is the work of the staff in raising awareness of issues relating to bullying, cyber-bullying and developing confidence in pupils. This includes the delivery of an IDL Day on the theme of Anti-bullying for all pupils.

The school has staff trained in Anti-Bullying, Cyber-bullying and Internet Safety and is a member of CEOP. Dealing with bullying behaviour and internet safety are embedded in course work at appropriate stages. Our aim is that all pupils will feel safe in Skypoint School and will know how to seek appropriate support should they encounter bullying behaviour.

Safeguarding

We aim to ensure that we deliver all of these commitments in a safe learning environment. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff, volunteers and other third parties to share this commitment. The safety of our pupils is our number one priority.

School Improvement Plan

Who do we consult?

When developing our Improvement plan, we collect the views of children, parents/carers and staff.

All staff are regularly consulted through regular planned staff meetings and through self-evaluation learning conversations. In addition all staff are asked to participate in the annual staff survey.

Children's views are sought through class discussion, evaluation of topics and events and by means of questionnaires. The Pupil Council and Spark Parliament meet regularly and these groups are used as a vehicle to discuss school improvement, raise issues and feedback to staff any concerns that are raised by the children.

Parents' and Carers' views are sought through regular communication and discussion and through link meetings, pastoral visits, open days, education reviews and biannual surveys. Feedback forms from IEPs and reports are included in the Pupil Support Planning process.

The opinions of partners and other services supporting the work of the school are also sought through discussion at LAAC meetings, Education Reviews and annual stakeholder surveys. All information gathered is collated and used to assist us to identify next steps and areas for improvement.

Spark of Genius Schools' Improvement Planning Priorities 2021/22

Improvement Priority – Strategic targets
1. Take a collegiate approach to streamline self evaluation and moderation approaches to evaluate the standard of learning and teaching
Local Targets
2. Improve and enhance pupil participation
3. Provide opportunities for targeted mental health support for pupils and staff
4. Enhance the school environment and improve learning areas

School Inspection 2019

In November 2019, a team of inspectors from Education Scotland visited Spark of Genius, Skypoint School. During their visit, they talked to parents/carers and children and young people, and worked closely with the Headteacher and staff.

The Inspectors found the following strengths in the school's work:

- Across the school, all education staff have caring, supportive relationships with children and young people. They help learners to feel safe, comfortable and confident in seeking support when anxious or distressed
- Education staff know children and young people very well. Teachers, teaching assistants and subject instructors work well in partnership to help children and young people remain focused and on task with their learning.
- The school's success in supporting previously disengaged children and young people to make progress with their learning. Children and young people are attaining particularly well in literacy and numeracy.
- Children and young people are improving their confidence and developing their ability to communicate effectively with others. They are able to try new things, make friends and engage well in the community.

A more detailed report can be obtained following the undernoted link:

<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=4371>

Curriculum

Bringing learning to life and life to learning.

Curriculum for Excellence is now being introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together.



Teachers and practitioners will share information to plan a child's "learning journey", helping their progression from primary to secondary and beyond, ensuring the transition is smooth. They'll ensure children continue to work at a pace they can cope with and with a challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for Literacy and Numeracy – the language and numbers skills that unlock other subjects and are vital to everyday life.

It develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

The Eight Curriculum areas are:

- Expressive Arts – including art and design, dance, drama and music.
- Health and Wellbeing – mental, emotional, social and physical wellbeing, PE, food and health, substance misuse and relationships, sexual health and parenthood.
- Languages – listening and talking, reading and writing in literacy and English.
- Mathematics – including analysing information, solving problems and assessing risk.
- Religious and Moral Education - (denominational and non-denominational) learning about Christianity, other world religions, and developing values and beliefs.
- Sciences – understanding important scientific concepts across planet Earth, forces, electricity and waves, biological systems, materials and topical science.
- Social Studies – understanding people, place and society in the past and present including history, geography and modern studies.
- Technologies – including computing, food, craft and design.

In 2014/15 new National 3, 4 and 5 qualifications were implemented. Our curriculum was updated to take account of and support the new approaches to learning and teaching. There's personal support to help young people fulfil their potential and make the most of their opportunities with additional support whenever that's needed.

There is an emphasis on all staff to look after our pupils' Health and Wellbeing, and to ensure that the school is a place where children feel safe and secure. Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education. The parentzone website listed below contains more information.

<http://www.educationscotland.gov.uk/parentzone/cfe/index.asp>



Photo: Pupils litter picking at local beach

Assessment and Reporting

Tracking learners' progress

When pupils start within the school, diagnostic assessment is used to determine any gaps in Literacy and Numeracy and a Strengths and Difficulties questionnaire is completed to assess any Health and Wellbeing needs.

Various types of assessment is used throughout a pupil's educational journey. This measures progress in a number of areas, including skills for life, learning and work. This information is used to inform the IEP (Individualised Education Plan) where necessary.

This allows parents, teachers and other professionals to have a clear picture of how the pupils are progressing. This also allows the school staff to identify the next steps in learning and to inform the parents and carers of the progress and achievement made.

School reports and educational reviews.

When a pupil starts their school placement, an assessment period will begin, usually six weeks. Staff will collate the relevant information and arrange for an initial review to take place. This will involve the lead teacher, pupil, parents and carers along with other relevant professionals. The initial review will provide the opportunity to discuss the future plans and support in order to allow the pupils to meet their potential.

Education reviews will take place twice per school year, allowing the parents/carers and professionals to meet and discuss the progress made as well as plan for the future. This also gives the opportunity to look through the pupils 'learning journey' to see the experiences and outcomes achieved.

In addition to this, interim reporting and end of year reporting will take place in the form of a report card or parental/carer meeting .

Transitions

The first eligible school leaving date for most young people is 31 May in S4. This applies to young people whose fifth birthday fell between 1 March and 30 September in the year they entered P1. Younger pupils in a year group cannot leave before December in S5.

In Skypoint School the support provided by school staff and other partners such as Skills Development Scotland is personalised to meet each young person's needs. Skills Development Scotland visits the school throughout the year and supports the young people in preparation for moving onto a positive destination. This includes support with college or job applications, CV writing and interview skills. All young people should receive the correct amount rather than the same amount of information, advice and support in order to help them enter and sustain a positive destination. For young people who do not immediately enter a positive destination on leaving school, support from Skills Development Scotland will continue until they find a suitable opportunity.



Wider Achievement

At Skypoint School we recognise the importance of celebrating and rewarding our pupil's wider achievements. We have recently introduced a number of awards that do just that and allow pupils to develop as individuals.



ASDAN is a pioneering curriculum development organisation and awarding body, offering programmes and qualifications that explicitly grow skills for learning, skills for employment and skills for life.



JASS provides a structured accredited learning programme which can be easily managed and delivered by primary and secondary school teachers, youth workers and voluntary organisations to young people from P6 – S2.

Pupils have the opportunity to have fun and to achieve. JASS builds on what they are already interested in and introduces them to some new activities and interests.

The programme is designed to build 'roundness of character', in line with A Curriculum for Excellence.



The Duke of Edinburgh is the latest edition to the wider achievement opportunities offered within the Caledonian Campus. The Duke of Edinburgh's Award programmes take between one to four years to complete, and they must be completed by the participant's twenty-fifth birthday. There are around 300,000 participants annually. The programmes are at three progressive levels which, if successfully completed, lead to a Bronze, Silver or Gold Duke of Edinburgh's Award.

With assistance from adult Leaders, participants select and set objectives in each of the following areas:

- **Volunteering:** undertaking service to individuals or the community.
- **Physical:** improving in an area of sport, dance or fitness activities.
- **Skills:** developing practical and social skills and personal interests.

- **Expedition:** planning, training for and completion of an adventurous journey in the UK or abroad.
- At Gold level, participants must do an additional fifth **Residential** section, which involves staying and working away from home for five days, doing a shared activity.

To achieve an award, the participant must work on each section for a minimum period of time, and must be monitored and assessed by someone with knowledge of the chosen activities. Each progressive level demands more time and commitment from participants: Bronze 3–6 months; Silver: 6–9 months; Gold: 12–18 months. Participants are required to show regular activity and commitment to the award for the duration of their DofE programme, which is usually at least one hour per week.

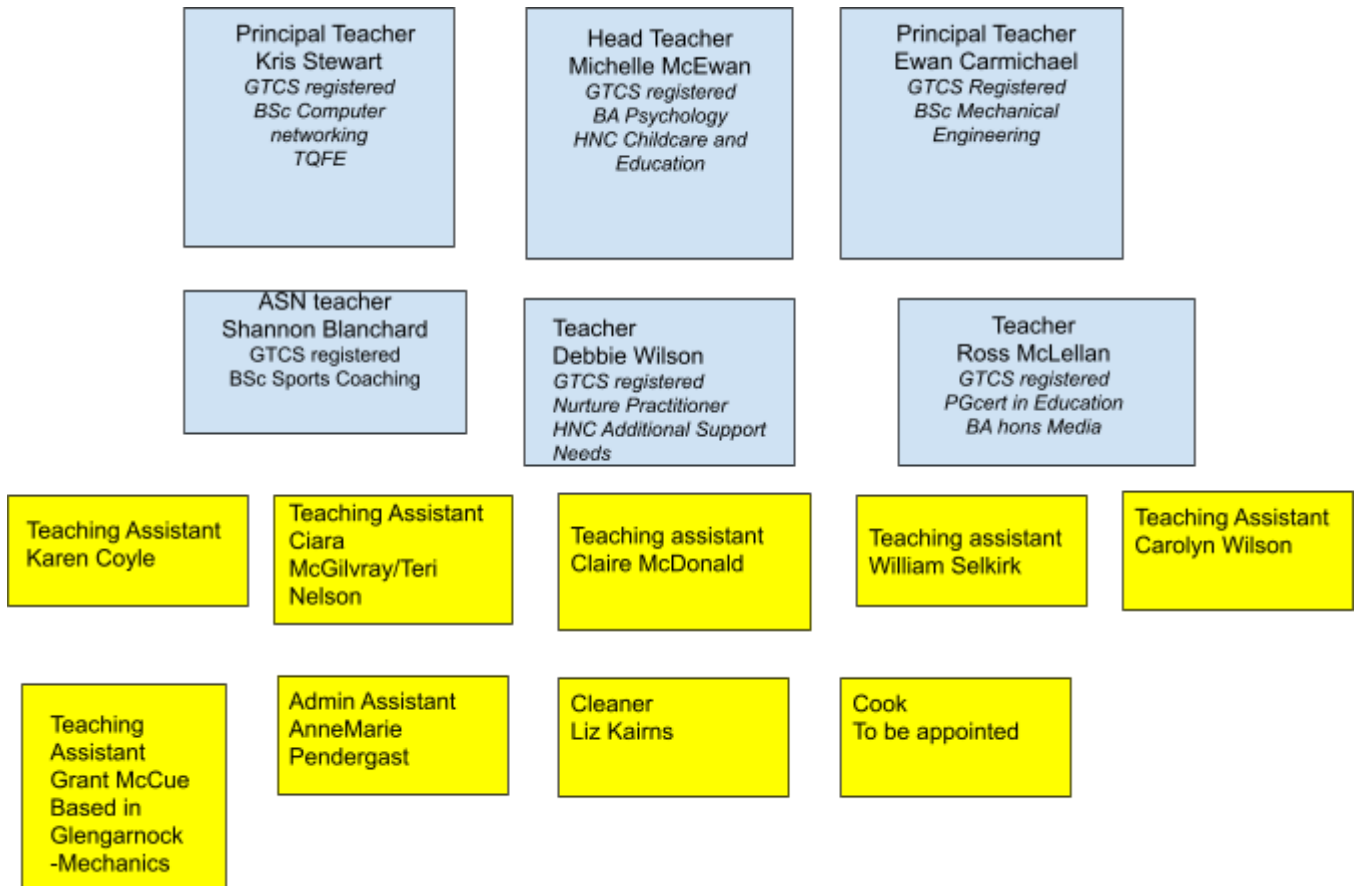
Complaints and Suggestions

We are always looking for ways to improve the experience of pupils and parents/carers in Skypoint school. We would hope that any worries or concerns can be addressed with school and management staff. But in the unfortunate event that this is not the case, Spark of Genius has a specific complaints procedure that can be followed. A copy of this policy can be sent on request and more information can be found on the Spark of Genius or Caretech websites.

APPENDIX 1



Skypoint Staff Structure



APPENDIX 2

Staff Biographies

Michelle McEwan (Head Teacher)

Hi my name is Michelle. I have over twenty years experience in working with children and young people from 3 - 18 years, in various settings, including nursery and after school care.

I joined Spark of Genius in 2006 as class teacher in Dunoon Learning Centre. I then moved to Caledonian Secondary school before being promoted to Head Teacher in 2015 whilst working in Caledonian Primary school. From 2017 to now I have been Head Teacher in Skypoint school.

Kris Stewart (Principal Teacher)

My name is Kris Stewart, I am Principal Teacher at Skypoint School. I have worked with Spark of Genius for 20 years, starting my career as a teaching assistant.

Throughout my 20 year journey, I have gained lots of experience working across different Spark of Genius provisions before taking on the role of Manager, Teacher then Principal teacher. My background is in Computing and I have also gained various qualifications whilst in Spark of Genius including becoming a Therapeutic Crisis Intervention trainer three years ago.

Ewan Carmichael (Principal Teacher)

My name is Ewan Carmichael, I have been Principal at Skypoint School since 2017. Prior to this I qualified as a Mathematics teacher in 2006. I worked in various mainstream schools before starting work with Spark of Genius 2008.

Throughout my career with Spark of Genius I have enhanced my knowledge on working with young people with various additional support needs and diagnosis including ADHD, autism and trauma.

I have experience of teaching in other capacities - being a snowboard instructor for several years before completing my teaching qualifications

Ross McLellan (Teacher)

Hi, I'm Ross McLellan and I teach a variety of Senior subjects in Skypoint School. I am a registered English and Media teacher, having studied Media at university. After several years as a youth worker, I have now been with Skypoint School for the past eleven years, initially working as a Teaching Assistant.

I have now been teaching for four years, having completed my Postgraduate Studies in Education.

Debbie Wilson (Teacher)

Hi, My name is Debbie Wilson and I teach the Skye Class in Skypoint School.

Previously, I worked in the early years sector for seven years before joining Spark of Genius as a Care and Education practitioner. I then joined the Skypoint school team full time as a Teaching Assistant before working my way to Classroom Teacher in 2020.

Shannon Blanchard (Teacher)

Hi my name is Shannon Blanchard, I started three years ago as Teaching Assistant in Spark of Genius and more recently qualified as Class Teacher. I have been working with children and young people over the past eight years. My experience started with taking pupils for lunchtime and after school clubs.

Shortly after this, I completed my College and University course which provided me with experience of taking children for PE classes, working with professionals from other schools and working with young adults with learning needs.

Claire McDonald - (Teaching Assistant)

My name is Claire McDonald and I have worked with Spark of Genius for three years now. I am a Teaching Assistant within Skypoint school and more recently, I have undertaken the necessary training to become Mental Health Champion.

Before moving to Skypoint school, I worked within the residential houses for two years.

Since before I had my own family, I have wanted to work with children and young people and I feel that working in Spark of Genius has allowed me to help make a difference to their lives.

Carolyn Wilson (Teaching Assistant)

My Name is Carolyn, I have worked for Spark of Genius as a Teaching Assistant for one year.

Prior to that I worked in childcare for ten years as a regulated qualified Childminder. Before I had my own now teenage family I worked in banking as an Offshore Operations Manager.

William Selkirk (Teaching Assistant)

My name is William, I started working at Spark of Genius almost two years ago.

Before starting at Skypoint School I had graduated from the University of Glasgow. I have previous experience working with young people in various settings including after school clubs.

Teri Nelson (Teaching Assistant)

Hi my name is Teri Nelson, I have worked with Spark of Genius for just over a year and a half. Until recently I worked across various residential houses.

Within my time at Skypoint school, I have gained experience in supporting pupils with various needs. My passion has always been working with Children and, coming to work, knowing I am contributing to making a difference in their lives makes it all worthwhile.

Before joining Spark of Genius I gained my SVQ 2 in Social Care and I have since gained my SVQ 3 and an HNC in Social Services.

