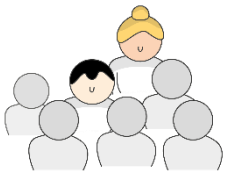
children's hearings scotland

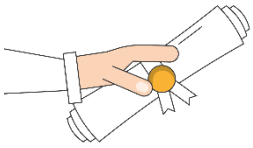
APPLICATION PACK

Training Delivery Partner
(Fixed-term until April 2027)

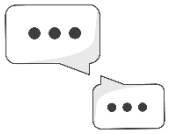
Recruiting



Training



Supporting



Improving outcomes for children and young people

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INTRODUCTION FROM THE NATIONAL CONVENER



Dear applicant,

Thank you for expressing an interest in working with Children's Hearings Scotland.

As an organisation that works within the Children's Hearings System, we are passionate about making a positive contribution to improving the outcomes of Scotland's children and young people.

Our vision is of a hearings system where everyone works together. This makes sure that all children and young people are loved, cared for and protected and that their views are heard, respected and valued. We are currently rolling out a range of projects that will see us transform the way we work, helping us to achieve our vision. It is a truly exciting time to join Children's Hearings Scotland.

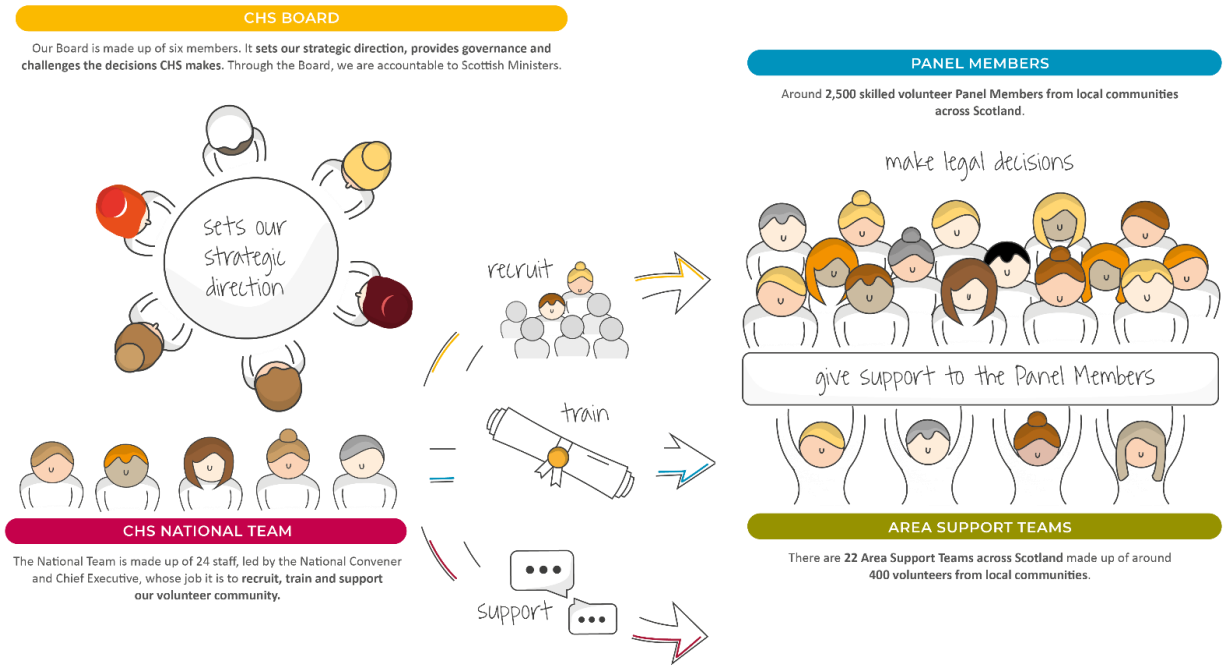
It is an enormous privilege to lead this organisation and we are committed to shaping a modern Children's Hearings System that meets the needs of Scotland's children and young people.

Good luck with your application.

Elliot Jackson
National Convener and Chief Executive Officer

ABOUT US

Children's Hearings Scotland recruits, trains and supports around 2,500 skilled volunteer Panel Members who sit on children's hearings and make decisions with and for vulnerable children and young people across Scotland.



OUR VISION

Our vision is of a Children's Hearings System where everyone works together, making sure that all children and young people are loved, cared for and protected and their views are heard, respected and valued.

OUR VALUES

Our values sit alongside our vision and mission and are threaded throughout everything we do.



COMPLETING YOUR APPLICATION

Thank you for your interest in joining our team at Children's Hearings Scotland. We are also known as CHS.

This application form has been designed to ensure compliance with legislation and best practice. The processing of all information will be in accordance with the requirement of the Data Protection Act 2018. The information you provide on your application form will only be used as part of the selection procedure and for any subsequent employment administration if your application is successful.

For further details on how your information will be handled please refer to our privacy statement. If any part of the form is unclear, please contact us at jobs@chs.gov.scot.

We are striving to be an equal opportunities employer with a diverse workforce which is representative of the population we serve. We are committed to embedding a culture of equality and diversity into our organisation and ensuring that all job applicants and employees are treated fairly, without discrimination because of age, disability, gender reassignment, marriage or civil partnership status, pregnancy and maternity, race, religion or belief, sex, sexual orientation or any other factor.

At the end of the application form you will find our Equal Opportunities Monitoring Survey which is intended to assist CHS in maintaining equal opportunities best practice and in identifying equality barriers for job applicants. We would be grateful if you would complete it.

Employees of CHS are required to adhere to a detailed Staff Code of Conduct. Key principles in this are that staff:

- act in the best interests of CHS
- are honest
- are selfless
- have integrity and respect

Prior to employment, all applicants will undergo pre-employment background checks in line with the Scottish Government's Baseline Personnel Security Standards.

We may contact previous employers, educational providers, fraud prevention bodies, local authorities and government agencies as part of this process. We may also use background screening companies.

Guidance on filling in the online application form

The form has been designed to help both the applicants and our resourcing team process applications quickly, efficiently and on a variety of devices. This application can be accessed on any device.

The application sections are detailed below. We advise you to read over them and have your information prepared on separate document you can cut and paste from, such as your CV or covering letter. Once you start the application, you will not be able to save it and return to complete it at a later stage.

CHS does not accept CVs. Please ensure you include all relevant information on this form.

Section 1

- **Personal Information:** Please note that only your surname is required in full. Give only the initials of your first name(s).

Section 2

- **Education and Training:** This section asks about your education and job-related training. Please give us enough details to assess your attainments in relation to the post for which you are applying.

- Continue on a separate sheet if necessary. We need a minimum of three years' job-related or education history.

Section 3 to 7

- **Work Experience:** This section asks about your work experience with a separate section for each relevant role. We have supplied space for your most recent post as well as four previous roles.

- Please give as much detail as you feel, giving us an accurate picture, both about the type of work you are/were doing and the responsibilities you have or have had. Please start with the most recent and share dates where possible.

Section 8

- **Supplementary Information**: Please detail any further experience or information relevant to the post for which you are applying, considering the information you have been given about the post, for example the job description or person specification. Try to ensure you are clear about how you meet the essential criteria listed.

Section 9

- **General Information**: You are asked to tell us if you are related to any member of CHS's staff or Board. This is to ensure compliance with CHS's Code of Conduct Policy.

- You are asked to tell us if you are currently eligible for employment in the UK. This is so that we can ensure compliance with the Immigration Act 2014, Asylum and Immigration Act 1996 and Immigration, Asylum and Nationality Act 2006 which requires organisations to ensure individuals to whom they are offering employment have permission to work in the UK. Please visit www.gov.uk/check-uk-visa if you are unsure of your status.

- If you are invited to interview, you will be required to produce such evidence.

- CHS works with vulnerable persons under the age of 18 and we are required by The Protection of Vulnerable Groups (Scotland) Act 2007 to ensure that all staff that we employ are suitable to work with persons under 18 or with their data. CHS is also an exempted body for the purposes of the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975.

- CHS is required to take into account, prior to offering employment, any information of any spent and unspent convictions that may be relevant to the post for which you are applying. No unconditional offer of employment will be made until a satisfactory Protecting Vulnerable Groups (PVG) clearance has been received.

- If you are the successful candidate for the post, you will be asked to complete a pre-employment health questionnaire. This questionnaire will be screened by CHS' Occupational Health Provider, who may ask you to attend for consultation.

- Formal offers of employment will be made once CHS' Occupational Health Provider has assessed the individual as "Fit to work" and where appropriate any reasonable adjustments have been implemented.

Section 10

- **References**: We request three professional references. References will only be taken up if you are shortlisted. Please indicate if you do not wish your referee(s) to be contacted at this stage.

- Please note that no unconditional offer of employment will be made until satisfactory references have been received.

Section 11

- **Declaration**: You are asked to declare the information you provided is true to the best of your knowledge. If you have any questions or concerns, please contact us at

jobs@chs.gov.scot.

Section 12

- **Equality Monitoring**: The information in this survey will be used for monitoring purposes only. Your responses are voluntary but the more information you supply, the more effective our monitoring of responses will be.

- This information will only be viewed by the CHS Resourcing Team and is not connected to your application form and will not be used to identify you. It will not be seen by anyone involved in interviewing or shortlisting and will be stored securely in line with the principles of the Data Protection Act 2018.

- Monitoring will help to improve our recruitment processes and enable us to be as inclusive an employer as possible.

- Please select the most applicable option in the questions and complete the open boxes where relevant. We would be grateful if you would fill in this survey.

APPLICATION FORM

Training Delivery Partner, Fixed-Term

JOB DESCRIPTION

Reports to:	L&D Manager (Tribunals)
Direct Reports	None
JD Last Updated	October 2025, April 2025
Role Last Evaluated	October 2025

OVERVIEW OF ROLE

The Training Delivery Partner will be responsible for delivering face-to-face training to the CHS volunteer community to build their knowledge and skills aligned to the mandatory learning requirements. You will provide a wide range of associated services including, but not limited to, marking, providing learner feedback, additional learner coaching, facilitating online sessions, supporting learners in overcoming barriers to learning and creating a supportive environment conducive to successful learning outcomes.

As a Training Delivery Partner, you will effectively and expediently respond to the needs of our communities, drive learner engagement, reward, and in turn improve performance, outcomes and standards.

Reporting to the L&D Manager (Tribunals), you will play a pivotal role in identifying skills gaps and learning requirements, providing comprehensive insights and feedback to inform the ongoing development of a relevant, consistent, and high-quality learning programme that is aligned with organisational objectives. You will support learning programme evaluation exercises and the continuous improvement of our learning offer, leading on the design of new learning solutions and initiatives on a project-by-project basis.

MANAGEMENT ACCOUNTABILITIES

- Be a role model for effective Learning & Development which is outcomes driven and future oriented

OPERATIONAL MANAGEMENT ACCOUNTABILITIES

- Support the effective development, delivery, and implementation of the L&D Strategy.
- Play an active role in the creation and delivery of learning implementation plans, ensuring progress is monitored and outcomes are reported as required.
- Foster a culture of continuous improvement by championing reflective practice, cultivating solutions-focused approaches, and empowering volunteers to implement and sustain effective best practices that support the achievement of positive outcomes for Scotland's children and young people.

CORE ACTIVITIES

- Delivery of in-person and virtual learning solutions for the CHS volunteer community, including pre-service training, continuous learning opportunities, and individual learner support.
- Close partnership with Tribunal Delivery Managers (TDMs) and their teams (including the deployment of Learning Academy Facilitators (LAFs) during pre-service and their ongoing supervision) to ensure the delivery of cohesive, consistent and impactful learning solutions that meet the needs of local areas while maintaining alignment with organisational objectives.
- Management of learner pathways, monitoring and tracking progression, and reporting completion metrics to relevant managers to support compliance against mandatory learning requirements and national standards.
- Cultivate meaningful and supportive relationships with our volunteer community and regional Area Support Teams to develop a thorough understanding of learning needs and experiences. Leverage these insights to effectively and efficiently address community requirements and provide robust learner support.
- Foster a learning culture across CHS that promotes continuous improvement and development, encourages active learner engagement, and supports both individual and organisational growth.
- Lead the design and delivery of innovative learning initiatives on a project-by-project basis, to continually enhance the national curriculum and learning offer.
- Identify skills gaps and learning requirements and report back findings to support the ongoing development of a relevant, consistent, and high-quality learning programme that is aligned with organisational objectives.
- Support the continuous development of volunteers, empowering them to realise their potential and enhance their knowledge and skills to support the sustained delivery of high-quality tribunals.
- Work closely with Tribunal Delivery Managers (TDMs) and their teams to coordinate and support Local Learning initiatives.
- Conduct periodic evaluations of learning programmes and modules to maintain high-quality, relevant content and drive continuous improvement.

PERSON SPECIFICATION

PERSONAL EFFECTIVENESS COMPETENCIES

COMPETENCY AREA	KEY SKILLS
Teamwork and Collaboration	• Effectively initiates dialogue across teams, levels, departments recognising that we have a shared responsibility to provide the best experience for our colleagues and wider stakeholders; • Recognises the value of every contribution and area of expertise within the organisation. This includes building links and networks across teams (internally and externally); • Creates a supportive team environment by listening and responding to others and creating opportunities for innovation and generation of ideas and actions. • Consistently delivers high-quality work on time, demonstrating dependability and accountability.
Project Management	• Ability to plan, execute, and deliver projects/assignments effectively to achieve defined objectives within required timeframes. • Effectively prioritises tasks, manages resources, and coordinates with stakeholders to ensure successful project delivery. • Adapts to changing circumstances, managing risks and challenges proactively. • Maintains clear communication throughout project phases, ensuring transparency and alignment among team members and stakeholders. • Reviews and evaluates completed projects to identify lessons learned and drive continuous improvement.
Communication	• Good written and verbal communication skills. • Ability to communicate effectively in one to one and group settings. • Ability to adjust communication skills to meet the needs of the recipient.
Personal Integrity	• Encourages and supports open two-way communication to build trust and collaboration. • Driven by strong values and a focus on delivery results effectively. • Shows resilience that enables the team to perform to the highest standards.

	• Proactively addresses obstacles with a solutions-focused mindset, identifying and advancing opportunities to achieve effective outcomes. • Upholds the highest standards of ethics, honesty, and transparency, while demonstrating accountability, respecting confidentiality, and fostering reliability through consistent alignment of words and actions.

FUNCTIONAL/TECHNICAL COMPETENCIES

COMPETENCY AREA	KEY SKILLS
Computer literacy	• Good level of proficiency with Microsoft office (Outlook, Microsoft Teams, Microsoft Planner, Word, Excel, and PowerPoint) • Ability to manage and optimise Learning Management Systems (LMS) to support effective learning delivery, drive learner engagement and support progression • Basic understanding of digital learning design software and content creation tools.

TRACK RECORD/EXPERIENCE
• Practical understanding of instructional design and adult learning theory with proven experience in developing and delivering a diverse range of L&D solutions, including large scale learning programmes and tailored skills-based initiatives designed to enhance learner's knowledge, skills, and behaviours to drive success in their specific roles. • Experience of implementing blended learning approaches, leveraging digital technologies and/or virtual learning environments (VLE) to create engaging and effective learning experiences. • Expertise in learning delivery including the facilitation of group discussions, interactive activities, and experiential learning opportunities, with the ability to adapt delivery style to diverse learner needs and effectively manage virtual and in-person learning environments. • Demonstrated experience in supporting organisational learning needs analysis and driving the continuous development and enhancement of learning programmes aligned with organisational goals and priorities. • Demonstrable ability to build strong working relationships and to use influence with a wide range of stakeholders. • A strong communicator, both in writing and verbal communications. • Articulate and confident in delivering training and presentations to a range of audiences. • Working in a national organisation is desirable.

- Working in the public or third/voluntary sector is desirable.
- Working in an NDPB is desirable.
- Volunteering for a national organisation is desirable.

EDUCATIONAL ATTAINMENT/ QUALIFICATIONS
• Qualified to degree level in a relevant discipline (e.g., Human Resources, Adult Education & Training, Organisational Development, Psychology, Sociology) or equivalent experience • CIPD Level 5 Associate Diploma in Organisational Learning & Development (or equivalent experience). • Teaching Qualification in Further Education (TQFE) is desirable.

PROFESSIONAL BODY MEMBERSHIP
N/A

OTHER REQUIREMENTS FOR THE ROLE
Evidence of continuing professional development. Frequent travel throughout Scotland to deliver training and attend meetings. Overnight stays may be necessary. Frequent evening and weekend working will be required.

Thank you for your interest in this position.