

POST TITLE	PUPIL SUPPORT ASSISTANT
DIRECTORATE	CHILDREN, EDUCATION AND JUSTICE SERVICES
SERVICE	SCHOOLS AND LIFELONG LEARNING
RESPONSIBLE TO	HEADTEACHER/DEPUTE HEADTEACHER/BUSINESS MANAGER
NUMBER OF POST HOLDERS	
ACTING UP/ SECONDMENT	

PURPOSE OF JOB

Working collaboratively as a member of a team within all education establishments. Support pupils with additional support needs to access education and have their care and wellbeing needs met. To be flexible and provide support and assistance in the day-to-day operation of the school, as directed by the school leadership team.

The support needs of children or young people may include social, emotional and behavioural needs requiring provision of support for dysregulated behaviour.

THE WHAT - MAJOR TASKS/JOB ACTIVITIES

- Working as part of the school team to ensure the ongoing health, safety and welfare of pupils, bringing any child protection matters to the attention of teaching staff, in line with relevant procedures.
- Work 1-1 and assist pupils with additional support needs to organise their day and follow instructions.
- Provide personal care to children with additional support needs e.g. feeding, toileting, changing, dressing whilst encouraging independence and ensuring their safety and comfort.
- Administering medication and completing related paperwork in line with agreed training procedures e.g. prescribed medication such as pain relief, antibiotics, asthma relief and diabetes support.
- Support pupil and child mobility as defined by moving and handling training.
- Provide comfort and care for minor accidents, upsets or ailments e.g. cuts and bruises, reporting these to teaching colleagues, in line with first aid procedures.
- Following standard procedures for risk assessment when required.
- Assist teachers and pupils in all aspects of learning and development by: supporting creativity and skills for life and learning: supporting planned group and individual programmes e.g. reading interventions, one-to-one learning activities and learning opportunities in the local community.
- Support strengths-based, solution-focussed individual planning and review by: assisting in record keeping; contributing towards the individual pupils' learning profile; providing relevant recorded information for, and attending, appropriate meetings, as designated by the school leadership team; and contributing to the ongoing review of pupil support programmes.
- Carry out support strategies as advised by senior staff and visiting support specialists e.g. speech and language, inclusion and wellbeing support staff, Occupational Therapy.
- Support the development of positive relationships and emotional wellbeing of children and young people using evidence-based interventions with individual learners and groups e.g. Circle, SCERTS & Trauma informed practice
- Support delivery of whole school and individual plans e.g. positive relationships, rights respecting, building resilience with the involvement of all key partners including parents, carers and school partners.
- Assist in transition programmes for pupils moving schools e.g. supervising and escorting pupils to the receiving school; assisting with allocated tasks; and encouraging pupils to participate in group activities.
- Supervising pupils and supporting play in the playground.

- Participating in professional development opportunities, in-service and refresher training, as deemed appropriate.

THE HOW - KNOWLEDGE AND SKILLS (E.G. CREATIVITY & INNOVATION, CONTACTS & RELATIONSHIPS, DECISION MAKING)

- Good Basic education and standard of Maths and English to SQA National 4 or equivalent, or previous relevant experience.
- Must have knowledge of children's rights in a learning environment and have a demonstrable desire to support and work with children and young people.
- Ability to work flexibly and adapt to busy and changing circumstances.
- Demonstrating creativity by playing an active role in setting up and supervising a range of activities aimed at supporting pupil learning, development and play, amongst other tasks.
- Demonstrate ability to problem solve and make decisions by taking responsibility and using their initiative to respond to the care and support needs of children and young people, amongst other situations.
- Good verbal communication skills are needed, as the post-holder will give instruction to individual and groups of pupils, as well as contributing to planning discussions about children, amongst other activities.
- The post-holder will be required to complete routine documentation such as daily diaries or routine care information i.e. what the child has eaten
- Ability and willingness to work as part of a team, take instruction and contribute own ideas.
- Demonstrate empathy and nurturing skills when providing emotional support and reassurance to pupils, mentoring them to interact appropriately and confidently with teaching staff and peers.
- The post-holder will have regular contact with children and young people, school colleagues, partner services, and parents and carers.
- The post-holder will demonstrate an openness to learning and a commitment to their own professional development.

ENVIRONMENT (WORK DEMANDS, PHYSICAL DEMANDS, WORKING CONDITIONS, WORK CONTEXT)

- The post holder will work with pupils, both individually and in groups, with a minimum of 15% of time spent outside participating in games and outdoor activities, in all weathers. They may sometimes accompany children and young people to attend activities in their local community or on school trips and outings.
- This is a dynamic working environment and postholders will be expected to occasionally take on additional duties to cover staff absences. This may include short-term cover for elements of the Pupil Support Worker job description.
- The postholder will support the daily setting up of equipment and or resources in classrooms and outside areas, as well as putting them away at the end of the day.
- The post-holder will spend up a minimum of 20% of their time in bending, twisting, stooping, kneeling, sitting on the floor and participating in games and outdoor activities.
- Working in accordance with risk management procedures, the post holder may work on a group or 1 to 1 basis with children and young people with a range of social, emotional and care needs, some of whom may exhibit distressed and dysregulated behaviours for periods of time and require support with self or co-regulation. Training, support and advice will be provided from inclusion and wellbeing support staff.
- The post may involve pushing manual wheelchairs for activities and outings or around the school and assisting with the transfer of pupils into seats in school transport in confined spaces, following appropriate training, ensuring pupils are secure.
- The postholder will spend a minimum of 15% of their time carrying out routine personal care of pupils, including toileting and changing of soiled clothing and supervising or manually supporting the pupil to eat and drink.

SUPERVISION AND MANAGEMENT OF PEOPLE (NUMBERS AND TYPE OF STAFF): NONE

RESOURCES: NONE

HEALTH AND SAFETY (DO NOT ALTER THE WORDING OF THIS SECTION)

Protecting the health and safety and welfare of our employees, and our third parties including members of the public, contractors, service users and pupils, is the starting point for a forward-thinking Council.

All employees are responsible for:

- Taking care of their own health and safety and welfare, and that of others who may be affected by their actions or omissions;
- Co-operating with management and following instructions, safe systems and procedures;
- Reporting any hazards, damage or defects immediately to their line manager; and
- Reporting any personal injury and work-related ill health, and accident or incident (including 'near misses') immediately to their line manager, and assist with any subsequent investigation, including co-operating fully with the provision of witness statements and any other evidence that may be required.

Line managers have additional responsibilities for ensuring all health and safety risks under their management are identified, assessed and controlled, with specialist input from H&S Advisers and others including Occupational Health where required. Where the risks cannot be adequately controlled the activity should not proceed.

Additional information can be found in the [Council Health and Safety Policy](#).