

<b>POST TITLE</b>	<b>Pupil Support Worker</b>
<b>DIRECTORATE</b>	<b>CHILDREN, EDUCATION AND JUSTICE SERVICES</b>
<b>SERVICE</b>	<b>SCHOOLS AND LIFELONG LEARNING</b>
<b>RESPONSIBLE TO</b>	<b>HEADTEACHER/DEPUTE HEADTEACHER/BUSINESS MANAGER/SENIOR PUPIL SUPPORT OFFICER</b>
<b>NUMBER OF POST HOLDERS</b>	
<b>ACTING UP/ SECONDMENT</b>	

#### **PURPOSE OF JOB**

Working collaboratively as a member of the team within all education establishments, help all pupils meet their educational, care and welfare needs, ensuring those with intensive and complex needs can effectively access the curriculum, working flexibly and providing support and assistance in the day-to-day operation of the school, as directed by the school leadership team.

At this level, it is likely that the focus of the post will be providing support to pupils with significant social, emotional and behavioural needs and post-holders will be required to provide a high level of support for dysregulated behaviour, where that is required.

#### **THE WHAT - MAJOR TASKS/JOB ACTIVITIES**

- Working as part of the school team, ensure the ongoing health, safety and welfare of pupils, bringing any child protection matters to the attention of teaching staff, in line with school procedures.
- Assist pupils with severe and complex needs to organise their day and follow instructions.
- Provide personal care to pupils with complex additional support needs e.g. feeding, toileting, changing, dressing whilst encouraging independence and ensuring their safety and comfort. This may include gastronomy/peg-feeding, catheterisation, tracheostomy (all once relevant training has been undertaken).
- Administering medication in line with Council 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.
- Complete and share routine documentation related to pupil welfare requirements e.g. medication.
- 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.
- Follow 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 groups.
- Support strengths-based, solution-focussed individual planning and review by: assisting 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; contributing to the ongoing review of pupil support programmes.
- Carry out and contribute to support strategies as advised by senior staff and visiting support specialists e.g. speech and language, inclusion and wellbeing support staff, Occupational Therapy.

- Support and contribute to 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. behaviour, rights respecting, building resilience with the involvement of all key partners including parents, carers and school partners.
- Supervising pupils and supporting play in the playground.
- Leading and supporting individuals and groups of pupils in the community.
- Assisting 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.
- Occasionally accompanying teaching and professional staff on home visits.
- 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 5 or equivalent, or previous relevant experience plus a Child Protection Level 2 qualification.
- Previous experience of supporting and/or working with children and young people and an understanding of, and a commitment to, promoting Children's Rights.
- Ability to work flexibly and adapt to busy and changing classroom circumstances, including being asked to stand in for other PSWs and PSOs at short notice and responding quickly to pupils who need extra support.
- Demonstrating creativity by playing an active role in planning, setting up and supervising a range of activities aimed at supporting pupil learning and development, amongst other tasks.
- Demonstrating ability to problem solve and make decisions by taking responsibility and using initiative to respond to children and young people with complex needs, 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
- Written communication skills sufficient for completing routine documentation.
- 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 and the ability to mentor them to interact appropriately and confidently with teaching staff and peers.
- This post holder will have regular contact with children and young people, other colleagues in school, partner services, parents and carers.
- Build relationships with families to help them engage with their children's learning by: helping them participate in evidence-based parenting groups and support their attendance at relevant meetings.
- 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, in a busy school environment, with a minimum of 15% of time spent outside participating in games and outdoor activities, in all weathers, and may sometimes accompany children and young people to attend activities in their local community venues 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 Assistant and Pupil Support Officer job descriptions.
- The postholder will support the daily setting up of equipment and 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 by 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 using tube feeding and administering medication.

**SUPERVISION AND MANAGEMENT OF PEOPLE (NUMBERS AND TYPE OF STAFF):** None

**RESOURCES:** The post will hold some responsibilities for monitoring and replenish learning resources. This post has no budgetary responsibility.

**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](#).