

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

PURPOSE OF JOB

Working collaboratively as a member of the team within all educational establishments, take a lead role in meeting the educational, care and welfare needs of all pupils, ensuring those with intensive and complex and/or high level of language support needs can effectively access the curriculum. Take a lead role in the development and delivery of individual, group and whole school approaches and programmes in specialist areas, including, but not restricted to: maximising attendance, bilingual support, neurodiversity, speech, language and communication, de-escalation.

To be flexible and provide guidance in the day-to-day operations of the school, as directed by school leadership team.

THE WHAT - MAJOR TASKS/JOB ACTIVITIES

- Working as part of the school team, ensuring the ongoing health, safety and welfare of the pupils, bringing any child protection matters to the attention of the teaching staff, in accordance with school procedure.
- Help pupils with intensive and complex needs to organise their day and follow instructions.
- Coordination of procedures for risk assessment within and outwith the school environment when required.
- Advising teaching staff and pupils, and supervising and mentoring PSAs, PSWs and PSOs, in all learning environments and in all aspects of learning and development, assisting in supporting creativity and skills for life and learning through planned group and individual programmes in specialist areas.
- Advise on, coordinate and support strengths--based, solution -focussed individual planning and review through record keeping for pupil learning profiles, provide records for, and attending, appropriate meetings, as required.
- Apply knowledge and skills in one or more specialist areas to develop and deliver whole school and individual plans involving all key partners including school staff. parents, carers and multi-agency partners.
- Build capacity of learning and teaching staff and other professionals by providing advice and developing and delivering professional learning in specialist area(s).
- Build relationships with families to help them engage with their children's learning by: removing barriers to their and their children's involvement in school life.
- Effectively link families with, and support their attendance at, local authority evidence-based parenting groups.
- Develop parenting capacity and family wellbeing by coordinating and delivering evidence-based interventions with individual and groups of parents and carers.
- Make links with relevant organisations in the community to develop networks of support and the opportunity to complement school-based and partner services' support.
- Leading and supporting individuals and groups of pupils in the community.
- Coordinate transition programmes for pupils moving schools e.g. supervising and escorting pupils to the receiving school, assisting with allocated tasks, encouraging pupils to participate in group activities.
- Carrying out home visits individually or jointly with other professional staff.
- Participating in professional development opportunities, in--service and refresher training as appropriate.

- Work flexibly to provide short-term cover for PSA, PSW or PSO duties.

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

- Educated to National Certificate Level 7/SVQ3 or equivalent experience. Alternatively, professional learning at an equivalent level (Nat C 7/SVQ3) in a relevant subject as noted above in the purpose of the role.
- Previous experience of working with a large and diverse caseload of children, young people and their families and a demonstrable knowledge of Children's Rights.
- Ability to work flexibly and adapt to busy and changing circumstances, including being asked to substitute for other support staff at short notice and responding quickly to pupils who need extra support.
- A broad understanding of current priorities and drivers in inclusive education and learning generally and in specialist areas.
- Ability to be solution focussed and communicate professional judgement persuasively when dealing with issues that may arise when working with partners, colleagues and stakeholders e.g. negotiating flexibility when meeting individual needs of pupils.
- Working knowledge and experience of planning process, GIRFEC and associated record keeping
- Demonstrate empathy and nurturing skills when providing emotional support and reassurance to pupils and other support workers, demonstrating appropriate interactions and responses to others.
- Ability and willingness to work as part of a team, give and take instruction and contribute own ideas.
- The post holder will demonstrate an openness to learning and a commitment to their professional development.

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

- The post holder will manage a significant and diverse caseload of children and young people, supervise or mentor a group of PSAs and PSWs and colleagues, working in a busy learning environment, in family homes and other community venues. Time spent on tasks will be defined by the needs of the school and depending on the demands of their caseload and supervisory tasks.
- Support induction.
- Staff may spend a minimum of 20% of their time involved in bending, twisting, stooping, kneeling and sitting on the floor.
- Working in accordance with risk management procedures, the post holder will 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 have associated 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.
- This post holder will have regular contact with children and young people, other colleagues in school and from partner services, parents, and carers. At times this may be confrontational with the postholder taking an opposing view.
- The post may involve pushing manual wheelchairs for activities and outings or around the school, as well as assisting with the transfer of pupils into seats in school transport in confined spaces, ensuring pupils are secure.
- The postholder may spend a minimum of 10% 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)

- This post will not have formal line management responsibilities but will act in a support and supervision role with a team of up to 15 PSA and PSW or other colleagues. This will include mentoring, providing expert advice, allocating tasks and evaluating performance, reporting back to line management.

RESOURCES - This role may hold some responsibility for budgets for resources.

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](#).

NB: The total length of the JD should be 2 pages. It is therefore important to be concise when summarising the duties and requirements of the post