



**City of Edinburgh Council
Job Profile**

DEPARTMENT: Children and Families
SECTION: Schools and Community Services
POST: Pupil Support Assistant (Primary/Secondary and Early Stages)
RESPONSIBLE TO: Business Manager/Head Teacher

Purpose of Job

To work collaboratively as a member of the school or early stages team assisting in meeting the educational, care and welfare needs of all pupils ensuring those with additional support needs who are able to attend a mainstream school, can effectively access the curriculum. To be flexible and assist in carrying out general clerical duties as and when required in support of pupil learning. To provide support and assistance in the day-to-day operations of the school or early stages as directed by the Head Teacher or nominated staff.

Major Tasks

Under the direction and supervision of teaching or nominated staff, the post holder will be required to support pupils in the classroom and throughout the school learning environment through organised activities, providing support, assistance and encouragement to help each individual child achieve the best learning outcomes possible. Accordingly, a range of tasks may be delegated to Pupil Support Assistants. It is not intended as a complete list of tasks that a Pupil Support Assistant could perform, nor is it intended that a single Pupil Support Assistant would be able to take on all these tasks.

Job Activities

Support for Effective Learning and Teaching

- developing good teamwork with teaching and other staff who are supporting pupils;
- providing support to teachers and pupils in classroom learning/work as planned as part of the teacher's programme; e.g. supporting language, maths, health and well being and general class activities;
- assisting in supporting pupil's attainment through practical help (e.g. reading and basic scribing) and through implementation of planned programmes;

- supervising and supporting groups in follow-up tasks set by the teacher, to allow the teacher quality teaching time with other pupils;
- supporting pupils working together to encourage teamwork and co-operation e.g. playing games which have practice skills, encouraging sharing, turn taking and co-operation;
- assisting in the use of play and craft activities;
- encouraging pupil's oral language development through play, books, stories and personal interaction;
- providing help to pupils in organising their work and to follow instructions;
- helping with tasks where there are physical difficulties, whilst encouraging independence and ensuring safety and comfort;
- supervising and escorting pupils within and out with the premises as part of their learning activities e.g. between classrooms, play activities, on educational/shopping trips, swimming lessons, sports events and also to home or hospital;
- assisting pupils with computer software and equipment;
- assisting in providing relevant information through record keeping, attendance at appropriate meetings as designated by the head teacher as nominated staff member and contributing to the on going review of pupil programmes;
- supporting the class teacher in utilising the strategies required;
- assisting in supporting record keeping by e.g. completing checklists of tasks diaries with individual pupils;
- noting behavioural and health and welfare needs of pupils and bringing them to the attention of the class teacher;

Secondary only

- Assisting in supporting pupil's attainment through practical help e.g. reading and scribing tests, prelims, and exams including all SQA qualifications for pupils with special assessment arrangements

Care and Welfare of Pupils

- within an agreed framework, assisting in implementing the school's or early years improving relationships and behaviour management policy;
- working as part of the school staff, ensuring the ongoing health, safety and welfare of the pupils including liaising with parents, professional agencies and individuals and bringing any matters concerning child protection to the attention of the teaching staff in accordance with school procedures and guidelines;
- supporting positive behaviour and encouraging acceptable choices;

- assisting the teacher in provision of a high level of individual and personal care to pupils with additional support needs e.g. feeding, toileting, changing, dressing, walking pupils, applying medical aids, assisting pupils with specialist apparatus by means of an agreed individualised school care plan;
- administrative elements of pupil welfare requirements, including supporting with routine documentation and information dispersal, providing comfort and care for minor accidents, upsets or ailments e.g. cuts and bruises (reporting to teaching staff if considered serious);
- assisting in the supervision of pupils on arrival and departure from school and during break times and lunch periods, returning children home on occasion;
- supervising pupils in non-teaching areas e.g. corridors, cloakrooms, tuck shops, dining rooms, playgrounds;
- following standard procedures for risk assessment within and out with the classroom environment when required for e.g. games, sport, gardening and out-of-school activities and escalate any concerns to teaching staff;

Meeting Learning Needs (inclusion)

- Assisting in programmes for pupils moving into mainstream schools and other specialist provision e.g. supervising and escorting the pupil to the receiving school, assisting with allocated tasks, encouraging the pupil to participate in group activities.
- Participating in appropriate professional staff development opportunities, in service, refresher training as deemed appropriate.

Supervision and Management of People

None

Creativity and Innovation

Using knowledge of the curriculum, work under the guidance of teaching staff to identify learning problems in individual pupils and the development of strategies and solution.

When required providing one to one support to a pupil who has fallen behind with class work or requires support to remain focussed and engaged or is not able to integrate in the class for a specific topic.

Organising and gathering related materials for individual and group learning and teaching opportunities. Preparing areas where learning will be taking place.

Explaining to pupils using a method they can understand the purpose of the session and what activity will take place e.g. reading a book together,

encouraging communication and encouraging pupil participation and motivation e.g. by offering a sticker when an aspect of the work is completed.

Inputting when required knowledge of individual pupils classes and risk assessment issues into the routine planning by teachers of educational programmes and timetables, individualised plans including learning, health, behaviour and care as part of the school's overall service delivery.

Playing an active role across a wide range of activities throughout the school year in helping to set up and supervise activities e.g. in pupil support, encouraging self organisation by pupils and providing assistance when necessary.

Sharing creative solutions through liaising with colleagues, sharing skills, past work experience and sources of information to enhance pupil learning

Providing emotional support and reassurance and assisting pupils in developing their social skills with teaching staff and peers to encourage interaction, trust and self confidence in the school environment

Assisting teaching staff in observing and monitoring pupil behaviour supportively to encourage self reliance, positive behaviour and resolution of their own difficulties with others, devising intervention methods if necessary which are fair and appropriate in with school guidance.

Contacts and Relationships

Liaising with a number of different people, e.g. health care workers, outside organisations and sporting organisations as directed.

Pupils – Day to day provision of support for learning and care for pupils with a range and complexity of additional support needs to help each child reach their potential throughout their school career as relevant.

Other school staff – working with e.g. teachers, business managers, sharing information and working practices; highlighting problems/progress of pupils and bringing to the attention of the class teacher to ensure consistent and appropriate provision of education and care which meets individual pupil's need.

Parents – Sharing information provided by parent about pupil needs and home life with relevant school staff and providing feedback on a pupil's day at school where appropriate in line with school guidance.

Other professional organisations and individuals – e.g. speech and language therapy/occupational health/physiotherapy – by bringing pupil needs to the attention of the teaching staff in order to inform the appropriate therapist as necessary; assist the teacher with the day to day implementation of any individual child's plan.

Decisions (Discretion)

In collaboration with teaching staff and in accordance with the school's improving relationships and behaviour policy and staff training, supporting the teaching decision made when an individual pupil needs to be removed from the body of the class and spend 'time out' in order to de-escalate unacceptable behaviour and what follow up action is necessary.

Using observations skills and knowledge of individual pupils, make decisions and carry out the required actions in accordance with school policies, procedures and the individualised planning in place about pupil care and provision throughout the school day e.g. toileting or changing whilst adhering to preference of pupils regarding their routines.

Using knowledge of pupils and their educational achievement targets; discuss with class teachers strategies for improving pupil concentration and engagement e.g. recommending a pupil stops worksheets and transfers to hands on practical activities.

Following the approved course of action to raise concerns regarding information from individual pupils or their families or through self-observation of a child's circumstances, behaviour or well being with the class teacher/head teacher for taking the matter forward e.g. with social workers or police.

Informing teaching staff of any relevant factors in order that a decision can be made regarding sending a child home due to illness/injury.

Follow guidance from teaching staff regarding rewards for children progressing well or demonstrating positive behaviours (e.g. caring for another child). Rewards could be given in the form of "house points", badges and "golden time".

In accordance with school policy, responding appropriately to playground situations e.g. reporting dangerous activities; bullying to teaching staff.

Decisions (Consequences)

Ensuring own actions comply with care and learning plans and other school policies so that pupils are encouraged and supported to reach their maximum potential and participate positively in school and in nursery.

Contributing own knowledge of e.g. pupil's behaviour and coping mechanisms or circumstances from conversations with parents and colleagues to the planning of support for learning impacts positively on the tailoring by the Head Teacher and other professional agencies of plans to meet the needs of individual pupils.

Budgets

None

Environment - Work Demands

Pupil Support Assistants may be allocated particular pupils or groups of pupils and/or specific classrooms/subject areas to work in for specified period e.g. on a term by term basis.

Work is planned within the classroom by the teacher according to the pupil's individual needs and learning outcomes to be achieved and Pupil Support assistants are responsible for ensuring their own actions comply with the school's and pupils objectives to be achieved.

There may from time to time be variations to tasks allocated to individual Pupil Support Assistants depending on changing school, resources or pupil circumstances.

Coping with interruptions from pupils and overseeing the activities of several children in a class in conjunction with the teacher.

Environmental - Physical

Occasionally using wheelchairs and other mobility equipment or assisting directly pupils with mobility needs e.g. transferring from chair to toilets etc.

Occasionally pushing manual wheelchairs for PE and dance activities and outings /around the school and assisting with the transfer of pupils into seats in school transport in confined spaces, ensuring pupil secure.

'Hand over hand' activities e.g. to assisting with handwriting involves stretching over pupil's arm and hand and drawing letter/holding pen.

Occasionally pupils with additional support needs may need to be changed from soiled to clean clothing in changing areas within the school. Pupils may need assistance to change in changing areas for swimming lessons.

Moving classrooms when required e.g. once per year in conjunction with teacher and other school staff. e.g. contents of teacher's cupboard, workbooks, play resources, display materials.

Lifting boxes of copy paper, laptops, and text books from store to class rooms and within class rooms.

Standing or sitting on stools in e.g. science classes (secondary) for prolonged periods of time and bending down/stretching up to reach equipment in storage

Walking long distances around the school and up and down stairs during the school day.

Assisting pupils at their desks by leaning, standing or kneeling for prolonged periods of time.

Scribing for pupils during exams involves turning head to listen to pupil and sitting in awkward positions to be close to pupil.

Environment – Working conditions

Working in a classroom - sitting on and standing up from very small chairs, bending over to be at child height for younger pupils and working at low level sinks e.g. washing paint pots.

Occasionally dealing with bodily fluids /changing and cleaning pupils with additional support needs as required.

Helping Children at swimming activities to change in the heat and humidity of changing areas; supervising entry to and exit from the pool.

Occasionally taking part in outdoor education/activities in all weather e.g. games; physical education, skiing on outdoor artificial slopes; canoeing and sailing.

Supervising the playground in all weathers and standing for long periods.

Level of noise from pupils can be high and constant particularly during break times and going to and from lessons.

Environment – Work Context

Working, solely or with colleagues, with an individual or a small number of allocated pupils with additional support needs during the school day.

Supporting teachers in the organisation, integration and handling of pupils with additional support needs within a classroom setting.

Occasionally dealing and intervening when appropriate with challenging behaviour and/or physical or verbal threats or challenge.

Protecting self when dealing with bodily fluids and soiled clothing for pupils with additional support needs.

Secondary only

Potential contact with open flames, chemicals and cultures/bacteria and glass equipment: ensuring health and safety whilst assisting with experiments.

Practical lessons, preparing food, using tools and machinery in craft design and technology, sewing classes: ensuring health and safety of self and pupils/other staff.

Knowledge and Skills

Essential:

Good basic education and standard of Maths and English to SQA standard grade level or equivalent, or previous relevant experience

Good communication skills – verbal and written.

Be child focussed and have ability to acquire and apply the necessary knowledge within the school context about the learning and care needs of pupil's with additional support needs.

Ability and willingness to undertake basic care needs including changing; toileting; feeding; lifting.

Ability to understand and apply effectively educational; learning and care techniques in the day-to-day support of pupils.

Good planning and organisational skills and the ability to persuade and influence pupils in required outcomes and behaviour

Desirable:

Computer literacy

Word processing and spreadsheets experience/knowledge

Awareness of health and safety regulations; child protection policies is desirable.

Early Stages Only

All Pupil Support Assistants in Early Stages Establishments, including Nursery Classes, are required to be registered with the appropriate body by June 2014 e.g. the SSSC, GTC etc.

ADDITIONAL INFO:

This post is considered Regulated Work with Vulnerable Children and/or Protected Adults, under the Protection of Vulnerable Groups (Scotland) Act 2007. Preferred candidates will be required to join the PVG Scheme or undergo a PVG scheme update check prior to a formal offer of employment being made by the City of Edinburgh Council.

EMPLOYEE SPECIFICATION:

Council Core Competencies

These Council Core Competencies apply to all positions: Being Customer/Client Focused Working Effectively with Others Managing Change Taking Ownership and Responsibility Communicating Effectively Planning and Decision Making		
These Council Core Competencies apply to positions with responsibility for managing people or resources: Leading Others Managing Performance and Developing others Political Sensitivity		
Pupil Support Assistant	Essential	Desirable
Experience	Previous general office experience involving record keeping Experience of working with children	Experience of duplicating, collating, stocktaking and record keeping
Knowledge, Skills and Understanding	Must be able to communicate effectively Able to work co-operatively Able to prioritise workload and make appropriate decisions	Able to demonstrate initiative
Qualifications and Training	Good basic general education and be literate and numerate	A first aid certificate
Job Specific Requirements	Able to carry through tasks with groups of children as directed by the Teacher	Able to handle problems arising with pupils, staff and parents

	Understanding the needs of children and the ability to respond appropriately Able to maintain filing and record systems Able to operate video/recording equipment and photocopier Able to form effective relationships with pupils, staff and parents	Able to make and repair a variety of teaching aids
Applicants should always check the Job Vacancy Summary for any specific Employee Specification Requirements for the advertised vacancy.		