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| **POST TITLE** | **Pupil Support Officer** |
| **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 the team within all education establishments, help pupils meet their educational, care and welfare needs, ensuring those with intensive and complex and/or a high level of language support needs can effectively access the curriculum. Support the development and delivery of individual, group and whole school approaches and programmes in one or more specialist areas, including, but not restricted to; Bilingual Support, Attendance, Care Experienced, De-escalation, Neurodiversity. To be flexible and provide support and assistance in the day-to-day operations of the school as directed by the school leadership team.

The support needs of the child or young person may include significant social, emotional and behavioural needs requiring provision of a high level of support for dysregulated behaviour.

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

- Working as part of the school team, ensure the ongoing health, safety and welfare of the pupils and bringing any child protection matters to the attention of the teaching staff in accordance with school procedures.
- Work directly with parents of pupils with intensive and complex needs to provide advice and give feedback on matters relating to their child.
- Provide targeted support to pupils with intensive and complex needs.
- Complete and share routine documentation related to pupil welfare requirements e.g. medication.
- Providing comfort and care for minor accidents, upsets, or ailments e.g. cuts and bruises; and reporting these to teaching colleagues.
- 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).
- Supervising and mentoring Pupil Support Assistants and Pupil Support Workers in all learning environments.
- 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 interventions, one-to-one learning activities and learning opportunities in the local community.
- Apply specialist knowledge to plan, implement and review group and individual programmes.
- Co-ordinate strengths-based, solution-focussed individual planning and review through record keeping for individual pupil learning profiles, providing records at appropriate meetings and attending these, as required.
- Develop positive relationships and the emotional wellbeing of children and young people using evidence--based interventions related to the post-holder's area of specialist knowledge.

- Support planning and delivery of whole-school and individual plans in area of specialist knowledge, with the involvement of all key partners including parents, carers and multi-agency partners.
- Assist in building capacity of learning and teaching staff and other professionals by providing advice on specialist area and supporting the development and delivery of professional learning.
- 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; helping them participate in evidence-based parenting groups; support their attendance at relevant meetings.
- Support the development of parenting capacity and family wellbeing using evidence-based interventions with individual and groups of parents and carers.
- 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; and 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 deemed appropriate.

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

- Educated to National Certificate Level 6/SVQ3 level or equivalent plus experience. Alternatively, professional learning to an equivalent level (Nat C6/SVQ3) in at least one of the relevant specialist subject areas noted in the purpose of the role.
- Previous experience of working with children and young people and their families and a demonstrable knowledge of Children's Rights.
- Ability to work flexibly and adapt to busy and changing classroom circumstances, including being asked to substitute for other support staff at short notice and responding quickly to pupils who need extra support.
- Ability to take a lead role in planning and implementing activities aimed at supporting pupil learning and development, amongst other tasks.
- Ability to be solution focussed when dealing with issues that may arise when working with partners, colleagues and stakeholders e.g. negotiating flexibility and adaptability to individual pupils' needs.
- Working knowledge and experience of child planning processes, GIRFEC and associated record keeping
- 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 other support workers, demonstrating appropriate interactions and responses to others.
- The post holder will demonstrate an openness to learning and a commitment to own professional development.

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

- The post holder will have a varied caseload, working in a busy school 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.
- 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 Worker job descriptions.
- The post holder will 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 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 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.
- 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, ensuring pupils are secure.

- 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 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): NO**

**RESOURCES:** Some responsibility for maintaining learning resources but 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.

**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**