



From mountain to sea

Pupil Support Assistants (PSA)

Guidance

December 2017



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Date	Version	Status	Reason
September 2016		Guidance	Update
December 2017	2.0	Guidance	Update to hyperlinks

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1 WORKING PRACTICES

Pupil Support Assistant (PSA) posts are appointed to each cluster. Allocation and deployment of Pupil Support Assistants within the cluster is the responsibility of the Local Management Group (LMG). As Pupil Support Assistant posts are appointed to each cluster, Pupil Support Assistants should be made aware of all the schools within each cluster as they could be deployed to any school within the cluster. Day to day line management of the PSA is the responsibility of the Head Teacher or designated member of SMT of the school where they are working; within a secondary school pupil support assistants are usually line managed by the PT ASL.

Job Purpose

- Assist teachers in promoting achievement and raising the standards of pupil attainment and provide general support in relation to the needs of the class and individuals' care, health and wellbeing and safety
- Ensure a secure and safe environment.
- There is a requirement to be flexible in school location within the cluster, according to individual circumstances and work with a range of pupils from P1 – S6
- There is a responsibility for the post holder to demonstrate a commitment to quality service delivery through continuous improvement for the benefit of the Service and the organisation

1.1 Council Policies

Pupil Support Assistants will have access to appropriate council policies and staff circulars via their line manager. Council policies can be found on Arcadia.

1.2 Guidelines on Positive Relationships Policy (Positive Behaviour Policy)

Pupil Support Assistants should be provided with a copy of the school's Positive Relationships policy by the Head Teacher and adhere to such. The class teacher is ultimately responsible for the management of the class and Pupil Support Assistants should liaise with, and be guided by, the class teacher on all aspects of pupil behaviour, including the application of any sanction, when supporting in the classroom. It is recognised that Pupil Support Assistants support pupils out with the classroom e.g. interval, lunchtime and at such times Pupil Support Assistants will be guided by the school's Positive Relationships policy e.g. de-escalating situations, school procedures pertaining to interval and lunchtime etc. (This may include the application of sanctions). Links to relevant policies and resources are available on page 13.

1.3 Health and Safety

Pupil Support Assistants should work in accordance with the health and safety policy of their school, and should have access to the written policy available via the line manager.

1.4 Induction, Training and Employee Annual Review

Arrangements will be made for the induction of newly appointed Pupil Support Assistants by their line manager; this could include job shadowing of an existing Pupil Support Assistant. Pupil Support Assistants should be given a copy of the school staff induction pack. Senior Managers should ensure that all Pupil Support Assistants are familiar with Child Protection Guidance (this is usually disseminated to staff on the first day of each new session); if Pupil Support Assistants are not present at this session then alternative arrangements should be made.

Pupil Support Assistants should have time allocated to become familiar with pupils plans; Coordinated Support Plan (CSP), Individual Education Plan (IEP), CALM Plan, Multi Agency Action Plan (MAAP), Managing Accessibility Plan (MAP), risk assessments, medical care plans etc. All staff within schools should be aware of the confidential nature of these pupil plans and accompanying information. It may be that due to the highly confidential nature of some pupil information that staff including Pupil Support Assistants have restricted access to parts of these documents.

An on-going programme of support and staff development will be planned on school in-service closure days. Full-time Pupil Support Assistants are expected to attend in-service closure days. Pupil Support Assistants employed on a part-time basis have a pro-rata entitlement. Professional development for Pupil Support Assistants is available in a number of ways including.

- School based training and in service opportunities
- An e-learning training package has been developed for Pupil Support Assistants by the educational psychology Service and is available on line via Aberdeenshire Learning Development Online (ALDO).
- Corporate training courses e.g. First Aid, Manual Handling and Food Hygiene.

At the beginning of 2016 each cluster received a devolved budget to fund an additional ten hours training pro rata for each PSA. This will increase the ability of each cluster to plan strategically for the individual professional learning needs of their PSAs and to fulfil the improvement planning needs within their schools. It will also provide more opportunity to share and embed existing good practice within clusters and throughout Aberdeenshire.

First Aid Training is available to all pupil support assistants.

All Pupil Support Assistants will participate in Aberdeenshire's Employee Annual Review (EAR) programme.

Employee Annual Review

The EAR is intended to be a meaningful, job focused conversation between an employee and their manager or supervisor to:

- Review work performance over the last year
- Recognise and celebrate achievements
- Agree the work priorities for the coming year and plan how to achieve these
- Identify the knowledge, skills and behaviours needed to do the job effectively.

1.5 Leave of Absence – Special Leave

All requests by staff for special leave must be made through the line manager giving as much notice as possible. Paid leave (LvAp1) and unpaid leave (LvAp2) forms are available in all schools.

1.6 Mileage

It is likely that most Pupil Support Assistants will be deployed in one school for a full working day and are not entitled to travelling expenses between their home and place of work. If the working day is split between two schools staff are entitled to claim mileage between the two establishments. If possible having Pupil Support Assistants travel during the school day from one school to another as the norm should be avoided if at all possible. It is recognised that some clusters cover a larger geographical area than others and so the distance involved between schools should be taken into account. If a Pupil Support Assistant is asked at short notice to travel between schools then travelling time will be taken from either the morning or afternoon session by agreement with the Head Teachers. The Pupil Support Assistant should not drive during his/her break and under no circumstances should lunch be taken whilst driving to the next school.

Travel expenses incurred through normal timetabled duties are claimed on form TRAV 01 (white). A list of dates is given for submission on TRAV 01. These forms must be completed and submitted timeously month by month to the line manager.

1.7 Occasional Days

Pupil Support Assistants will take occasional days chosen by their base school. Part-time Pupil Support Assistants will be entitled to occasional days on a pro-rata basis, agreed at the beginning of the session with their line manager/s (if the Pupil Support Assistant is deployed in more than one school)

1.8 Sick Leave

In the event of illness or any other absence, the Pupil Support Assistant or their representative must notify the school/s concerned as soon as practicable.

For an absence of 4-7 days a self-certification form (S/69) must be completed and submitted to the school administrator on return to work. For absences exceeding

seven days, a medical certificate is required (on 8th calendar day) and should be sent to the school administrator with the self-certification form to cover the first seven days of absence. LMGs should develop procedures locally for Pupil Support Assistants who work in more than one school e.g. the base school administrator receives the self-certification form (S/69) and thereafter a medical certificate.

1.9 The Working Week, Lunch Break and Travel Time

A full time working week is 27.5 hours and this would most likely be taken within a working pattern of 5.5 hours per day (some secondary schools have an asymmetric week and this would be taken into account). Staff working 6 or more hours per day are entitled to an unpaid break of 30 minutes, usually taken at lunchtime. Pupil Support Assistants do not have a contractual entitlement to a paid tea break but it is good practice for staff to have a short break which is taken **within** the working day.

2 ROLES AND RESPONSIBILITIES

2.1 Roles and Responsibilities of the Pupil Support Assistant (PSA)

The role of the PSA covers a range of tasks which can be summarised under these headings

- Care, Health, Wellbeing and Safety of Pupils
- Support for Learning and Teaching Activities
- Promotion of Positive Behaviour
- Assist Organisation, Preparation and Use of resources

It is recognised that Pupil Support Assistants work in a variety of settings; mainstream schools (primary and secondary), enhanced provision, community resource hubs and special schools. The range of duties carried out may vary within each setting and this will be dependent upon the needs of the children and young people within each setting. The age range of the children and young people with additional support needs will also influence the range of support activities required. The aim of additional **targeted** support is to ensure that the educational objectives outlined in planning documents such as IEPs, CSPs, MAPs and MAAPs are supported to enable the development of skills and independence. For some children and young people, medical and health care needs, personal care and ensuring safety are targeted support priorities.

As part of the induction process, Pupil Support Assistants will have opportunity to become familiar with the range of additional support needs and support strategies for meeting the needs of the children and young people.

CORE RESPONSIBILITIES / DUTIES

Activities listed are all part of the range of tasks detailed in Section Three of the Pupil Support Assistant Job Profile (May 2016). Activities listed are all part of the range of

tasks expected of this post but it is not envisaged that each Pupil Support Assistant will do all of the tasks all of the time.

- Supervise pupils whilst in attendance in learning environments, and assist in providing a healthy, safe and hygienic environment
- Encourage pupil independence, and with appropriate training, assist with personal care, and support physical needs
- Provide individual support, where required over the course of the day
- Assist pupils with practical input and support in specific subject or work areas
- Maintain learning resources under the guidance of a teacher
- Assist the teacher, as part of a team, in the planning, delivery and review of activities
- Encourage an inclusive environment in line with authority and school policies and adhere to child protection and all relevant legislation
- Implement school policies on promoting positive relationships
- With appropriate training attend to basic first aid requirements

The following duty is performed on a voluntary basis:

- Attend to individual healthcare or medical needs, including the administration of medicines

2.2 Roles and Responsibilities of the Class Teacher

Guidance regarding Effective Partnership (Roles and Responsibilities) can be found in the Support Manual Part 2 Section 11

<http://asn-aberdeenshire.org/policies-and-guidance/>

- To work collaboratively and effectively with Pupil Support Assistants to ensure that children and young people have appropriate support in order to progress in their learning.
- To liaise with Pupil Support Assistants regarding the needs of individual pupils.
- To ensure Pupil Support Assistants are involved in and understands the planning in place for pupils. Pupil Support Assistants should be informed and be clear about their role and responsibility in the delivery of high quality support strategies to enhance pupil learning experiences.

2.3 Roles and Responsibilities of the Head Teacher, Principal Teacher Support for Learning (PT ASL) and Promoted Staff in the schools in which Pupil Support Assistants are deployed

Managers e.g. Head Teachers (HTs), Depute Head Teachers (DHTs), Principal Teachers (PTs), should ensure that all staff are aware of the role of the Pupil Support Assistant.

Guidance regarding Effective Partnership (Roles and Responsibilities) can be found in the Support Manual Part 2 Section 11. Within a secondary school the PT ASL is the

Pupil Support Assistants line manager; within a primary school it will be either the Head Teacher or, Depute Head Teacher and the Pupil Support Assistants should be advised who their line manager is.

Managers should ensure that the allocation is used appropriately, effectively and flexibly (see 2.3.1 below).

Senior Staff should ensure that Pupil Support Assistants have regular, timetabled staff meetings within their working hours. Guidance regarding Effective Partnership (Communication) can be found in the Support Manual Part 2 Section 12.

If a Pupil Support Assistant is deployed in more than one school, it is important that staff in all schools include them in planning for pupils and ensuring an inclusive ethos within school.

The senior manager eg HT/DHT/PT ASL will contact the designated person within the LMG in the event of unexpected pupil need arising which cannot be met from within the existing school PSA allocation or where an excess of Pupil Support Assistant hours becomes apparent. This will ensure that Pupil Support assistants are always deployed effectively, efficiently and fairly. (Refer to 2.4 for further guidance)

2.3.1 Advice to senior staff on deployment of support staff within school

Within the context of the job profile of the Pupil Support Assistant (PSA) post, senior managers should plan deployment of Pupil Support Assistants to ensure pupils are safe, specific pupil care needs, promoting achievement and raising the standard of pupil attainment through the provision of high quality experiences

When timetabling Pupil Support Assistants senior staff should prioritise any necessary support for specific pupils remaining mindful this should be in ways which are enabling and foster independence.

2.3.2 Care Health Wellbeing & Safety of Pupils

Safety – this is a priority for all pupils. Staff are likely to be required to supervise pupils in the playground as well as the school building. It may be necessary to stagger interval and lunch breaks for Pupil Support Assistants. The working pattern of Pupil Support Assistants should be configured to ensure adequate numbers of staff are available at critical points in the school day eg lunch time, transition times.

Some pupils may have additional needs which require adult support and intervention or supervision. This is likely to be recorded in a Coordinated Support Plan (CSP), Individual Education Plan (IEP), CALM Plan, Multi Agency Action Plan (MAAP) or Managing Accessibility Plan (MAP). Some pupils may also have a risk assessment. If training is required senior staff must ensure a pool of staff have access to this professional development to allow for flexibility in day to day deployment and also to provide for absence or emergency cover.

Personal care, individual care - some pupils may need support with personal care including intimate care which may require lifting, use of hoists etc. Some pupils may

also require support with eating or accessibility. Again a number of staff should have access to appropriate training to allow for flexibility in day to day deployment and to provide for absence or emergency cover. For short periods of time e.g. intimate care (use of hoists etc.) two members of staff may be required and this should be factored into timetables.

If pupils have individual care plans, Managing Accessibility Plans detailing procedures for intimate care/support with eating etc. then staff supporting these pupils should be familiar with the procedures for each individual pupil.

Supporting pupils with medical needs – some pupils have medical conditions that if not properly managed could limit their access to education. Such pupils are regarded as having **medical needs**. Most children with medical needs are able to attend school regularly and, with some support from the school, can take part in most school activities. However, school staff may need to take extra care in supervising some activities to make sure that these pupils, and others, are not put at risk. An individual health care plan can help schools to identify the necessary safety measures to support pupils with medical needs and ensure that they and others are not put at risk.

Staff who provide support for pupils with medical needs, or who volunteer to administer medication, need support from the head teacher and parents, access to information and training, and reassurance about their legal liability.

(Supporting Pupils with Medical Needs; sections 4, 5 & 8)

Grampian NHS Health is a partner agency and Aberdeenshire Education and Children's Services has a partner agreement with Grampian NHS. Under this partnership agreement Grampian NHS delivers training and support to enable school, staff to competencies and skills to support children and young people with medical needs.

Grampian NHS provides physiotherapy, occupational therapy and speech and language therapy. These health professionals work in partnership with school staff.

Supporting programmes set by other professionals – Pupil Support Assistants may support individual programmes set within the context of a CSP or IEP, working under the direction and guidance of another agency such as a speech and language therapist, occupational therapist or physiotherapist. These programmes are usually set for time limited periods and again sufficient staff should be trained to undertake this work. . Guidance regarding Effective Partnership (Roles and Responsibilities) can be found in the Support Manual Part 2 Section 11.

Out of school/ escorting pupils -Pupil Support Assistants will not be expected to take pupils out of school unless under supervision of a teacher. This will follow, and comply with, appropriate school processes, procedures and risk assessments. If a Pupil Support Assistant is acting as escort for pupils, going from one supervised location to another supervised location, then this is seen as a lower graded post and subsumed within the requirements of a Pupil Support Assistant e.g. taking pupils to other area, event, work experience, college. If a Pupil Support Assistant is involved in taking pupils away on trips there should always be a teacher in attendance. Pupil Support Assistants should not take pupils off the school campus by themselves. If a Pupil Support Assistant is involved in taking pupils around town, to local points of interest or other events (not organised as a school trip) then a teacher should always be present.

Support for Learning and Teaching activities -Pupil Support Assistants will support children and young people in a number of ways to enable children and young people to access an appropriate curriculum. For pupils at Staged Intervention Level 2 or 3 this is likely to be recorded as targets within an IEP. Additional support can be provided in short periods of targeted support, small group support or shared support provided to the whole class, under the direction of the class teacher. The class teacher should plan activities within the school day taking into account periods when support staff are available.

Promotion of Positive Behaviour -The majority of children and young people will respond positively to the school Promoting Positive Relationships policy. However for a number of children and young people additional support and intervention will be required. This may include alternative strategies to de-escalate emotion or behaviour; de-escalation techniques used on a regular basis; access to quiet area; physical intervention; significant use of quiet area; de-escalation followed by access to named staff.

Assist Organisation, Preparation and Use of Resources- This could involve supporting pupils who use equipment from ASPECTS or other ICT equipment. The need for specific dexterity in using keyboards and similar equipment will not be required. The responsibility is to assist pupils in their operation of keyboards and not for the Pupil Support Assistants to carry out the task themselves. Other tasks could include adaptations to materials; use of visual supports (timetables, Board Maker).

Cash handling

Any cash handling included in the Pupil Support Assistant role is to assist pupils when carrying out financial transactions e.g. when pupils are purchasing items to ensure that the pupil hands over correct money and receives and checks correct change.

Covering absence – if an adequate number of staff have been trained to support pupils with specific needs it should be possible to cover short term, emergency absence within existing resources.

Senior staff should consider colour coding support staff timetables to make this a quick and effective process if the need arises e.g.

- Red coding- means essential support (e.g. intimate care/support with eating/support at transition times /therapeutic programmes)
- Amber coding – means support can be reduced or shared
- Green coding- means staff can be released to cover elsewhere.

2.4 Roles and Responsibilities of the Local Management Group (LMG)

An allocation of Pupil Support Assistant hours for establishments is calculated centrally. This is based on a formula of 40% pupil need, 40% school roll, and 20% deprivation factor. The LMG is responsible for the allocation of staff within the cluster.

It is anticipated that over the course of a session needs within an establishment may change and flexibility to manage this is devolved to establishments and networks. The LMG will consider request for changes to allocation additional/change in need if this arises throughout the session. The LMG has a responsibility to ensure that Pupil Support Assistant hours are effectively deployed in order to support pupil needs. During the allocation process the LMG should carefully examine the placement of Pupil Support Assistants and take into consideration the following factors; time spent in individual establishments, travel time between establishments and the number of schools to which Pupil Support Assistants have been allocated. (Refer to 1.6 & 1.9 for further guidance)

Each LMG should develop local procedures to ensure effective communication. A moderation toolkit has been developed for use.

The LMG has a role in ensuring a spread of skills among Pupil Support Assistants across a network. This should be addressed through EAR, improvement planning process which identifies pupil needs and in-set /CPD activities. Movement of staff between schools may be required to ensure this development of expertise and the placement of the most appropriate support in the right location.

Circumstances for redeployment within the school year

These could include:

- Unexpected enrolment of pupil with ASN
- Pupil needs change; this could be for a number of reasons including medical/health needs necessitating the administration of medication, intimate care, support with eating and/or support with therapeutic programmes.
- PSA unable to carry out PSA activities due to own health needs e.g. return to work after illness (advice should be sought from Occupational Health).

2.5 Relief Pupil Support Assistants (PSA) Information

The majority of the PSA budget – 99% - has been devolved to clusters so that the resource can be where it is needed most. The remaining 1% is built into the same budget to provide relief PSA cover for illness etc. There is no separate PSA Relief Budget and an overview of relief PSA hours worked has to be kept centrally.

PSA Relief Protocol

The Guidance for Pupil Support Relief Staff, states there is no relief cover available for absences of less than 7 days i.e. hospital appointments, short term illness, funerals etc A risk assessment should be in place to cover such instances. It may be that PSAs are asked to work a different work pattern, interval/lunchtimes staggered, (which they may or may not be able to do) etc.

In exceptional circumstances it is advised that contact is made with the PSA team for advice.

Cover for absent PSAs

Head Teachers should look to re-organise the deployment of staff within the school. If the need for Relief PSA is critical (i.e. medical/personal care is need for a child who has a care plan or similar) then please contact the PSA Relief Team to request authorisation for relief.

Once authorisation has been given then you will then be advised:

1. Ask for someone in your school to work additional hours, provided this does not take the PSA over 27.5 hours.
2. Ask if someone in your cluster is willing to work additional hours, again, provided this does not take the PSA over 27.5 hours.
3. Relief Staff will be sought via the PSA Relief Team.

If the absence is to last for longer than 12 weeks it should covered by a Fixed Term post.

Training for Relief PSAs

If a relief PSA has been working at your school on an ongoing basis, then it is appropriate to include them in any training which is being undertaken by permanent PSAs.

ALDO - There are modules that should be completed.

Corporate Induction
Data Protection Act Awareness Course
Equalities: - What does it mean for me?
Respecting Diversity

Recruitment to the Relief PSA list

We have a centrally held Relief PSA list. As part of the recruitment process schools can select good, but unsuccessful candidates to go onto the Relief PSA list themselves; there is an option on the recruitment system to do this which the Recruitment Team can assist with. Please advise the PSA Relief Team. It is best to discuss this opportunity with all applicants at interview and ascertain whether or not they are happy for their name to be included should they be unsuccessful.

Line Management of Relief PSAs

In primary schools Relief PSAs are line managed by the Head Teacher (in the same way that supply teachers are managed by the head teacher). In secondary schools Relief PSAs are line managed by the PT Additional Support for Learning.

The Relief PSA Team does not line manage relief PSAs and should not be contacted re questions of training, expenses etc.

It is not appropriate to request or turn down specific PSAs from the relief database. If there are issues with particular relief PSAs, please make the Relief PSA Team aware.

Completion of Timesheets

All timesheets must be forwarded by 6th of the month to the Resourcing Officer: Support Staff (Education & Children's Service, Aberdeenshire Council, Woodhill House, Westburn Road, Aberdeen AB16 5GB) as they are coded centrally. Please note the following information

- Timesheets should be authorised to confirm that the hours have been worked
- Timesheets must be signed by the PSA and Head Teacher/ Principal Teacher Additional Support for Learning
- Photocopies of timesheets are not acceptable for Payroll
- Timesheets should not be completed in advance of hours worked
- Please clearly indicate the reason for the cover at the top of the sheet
- If unauthorised timesheets are received then they will be charged to the individual school's devolved budget.
- Timesheets should only have the hours for one month per timesheet

Externally Funded PSA Support

Should a pupil be receiving dedicated PSA support but is funded externally, i.e. not from the central PSA budget, then please advise the Resourcing Officer (Support Staff). These externally funded PSA hours should be covered by a Fixed Term Post. If requesting any Relief Cover for these hours please ensure that you highlight on the PSA Relief Request Form that these hours are externally funded. Please note that we must provide written confirmation of any agreed funding to Finance, so please ensure that you request this.

Links to relevant documents:

Links to relevant Authority policies and resources can be found below

<https://www.aberdeenshire.gov.uk/parents/carers/additional/PromotingPositiveRelationships.pdf>

<https://aberdeenshire.gov.uk/parents/carers/additional/documents/Riskassessmentguidance.doc>

LNCT/07/01 Promoting Positive relationships <http://www.snct.org.uk/library/1760/LNCT%2007-01%20Promoting%20Positive%20Relationships.pdf>

LNCT/08/14 Physical Intervention Policy <http://www.snct.org.uk/library/704/Physical%20Intervention%20Policy.pdf>

APPENDIX 1: Job Profile

April 2016

1. JOB IDENTITY

Post Title: Pupil Support Assistant **Service:** Education and Children's Services

Section: Education **Grade:** Care Worker D

Reports to: Principal Teacher SFL, Depute Head Teacher, Head Teacher

2. JOB PURPOSE

Assist teachers in promoting achievement and raising the standards of pupil attainment and provide general support in relation to the needs of the class and individuals' care, health and wellbeing and safety; to ensure a secure and safe environment

There is a requirement to be flexible in school location within the cluster, according to individual circumstances and work with a range of pupils from P1 – S6

There is a responsibility for the post holder to demonstrate a commitment to quality service delivery through continuous improvement for the benefit of the Service and the organisation

3. CORE RESPONSIBILITIES / DUTIES

- Supervise pupils whilst in attendance in learning environments, and assist in providing a healthy, safe and hygienic environment
- Encourage pupil independence, and with appropriate training, assist with personal care, and support physical needs
- Provide individual support, where required over the course of the day
- Assist pupils with practical input and support in specific subject or work areas
- Maintain learning resources under the guidance of a teacher
- Assist the teacher, as part of a team, in the planning, delivery and review of activities
- Encourage an inclusive environment in line with authority and school policies and adhere to child protection and all relevant legislation
- Implement school policies on promoting positive relationships
- With appropriate training attend to basic first aid requirements

The following duty is performed on a voluntary basis:

- Attend to individual healthcare or medical needs, including the administration of medicines

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4. QUALIFICATIONS AND TRAINING

Essential:

- Academic achievement to Scottish National Level 4 or 5, Standard Grades or equivalent transferable experience and skills
-

- Attendance at appropriate in-service sessions / training such as child protection, support needs and equalities

Desirable:

- Qualification in Child Care and Education
- First Aid Qualification
- Food Hygiene Certificate
- Child protection training
- Additional support needs training

5. EXPERIENCE

Essential:

- Knowledge and experience of engagement with children and young people

Desirable:

- Previous experience of working with children of school age e.g. as a parent helper, SFL, Auxiliary, Classroom Assistant, Volunteer

6. KNOWLEDGE AND SKILLS

Essential:

- A keen interest in child development
- Display ability and commitment to undertake initial training and subsequent staff development as required
- Good interpersonal and organisational skills and able to work as part of a team or work on own initiative
- Good communication skills
- Flexible and adaptable approach and have a patient, fair, courteous and non-confrontational manner in dealing with children and young people
- Ability to demonstrate empathy and tolerance and to respond positively to circumstances of a variety of additional support needs
- Ability to respect confidentiality
- Able to adopt a mature approach to emotionally demanding work

Desirable:

- Working knowledge of child development
- ICT skills

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7. ADDITIONAL REQUIREMENTS

Criminal Records Checks for Employment

This post requires one of the following checks:

PVG Children and / or Protected Adults

This post is regulated work with children and/or protected adults under the Protection of Vulnerable Groups (Scotland) Act 2007. The preferred candidate will be required to join the PVG Scheme or undergo a PVG Scheme update check. Where applicable,

this post also requires an Overseas Criminal Record Check. A confirmed offer of employment and commencement in the post will be subject to the outcome of both these pre-employment checks being deemed satisfactory.

Driving Compliance - Not applicable to this Post

Politically Restricted - Not applicable to this Post

Work Smart - This position is designated as a '**Fixed/Mobile**' post as detailed on the

Worksmart website - <http://worksmart.aberdeenshire.gov.uk/>

APPENDIX 2: REQUEST FOR RELIEF PSA COVER

Date Sent	
Name of School	
Name and designation of person logging request along with <u>contact telephone number</u>	
Reason for Relief PSA Cover <i>(Give full details of reason Sickness/ vacancy/ unpaid leave/ other)</i>	Details:
Days and Times cover is requested <i>Please include start and finish date and details of duty days/times involved Please be clear with these dates/times</i>	
PSA staff already contacted	
Approved	Yes / No

Codes			
Sickness	Vacancy	Unpaid Leave	Other
1	2	3	4

APPENDIX 3: FAQs PSA Relief – Schools

When can I request cover?

You may request immediate cover for

- a vacancy
- when the Relief PSA is required to help a child with medical needs/a care plan in place
- health & safety
- when a PSA is out of school for Dlite training.

You may request cover after a PSA has been absent for 7 days because of

- sickness
- agreed absence

For the first 7 days, the school should reorganise existing PSA cover, prioritising where the support is most required.

We recommend you submit your request as early as possible, to ensure the best chance at obtaining an available Relief PSA.

How can we provide our own cover?

If your PSA is sick or absent, and was not covering a child with medical/personal needs, the school must cover the first 7 days of that absence themselves. You should have a risk assessment in place to cover such instances. For example, it may be that playtimes are staggered, or that PSAs are asked to follow a different work pattern. If you have requested a Relief PSA for a child with medical needs/a care plan in place, but there is none available, you can offer the hours to other PSAs who work in the school, or phone around other schools in your cluster to see if they can spare a PSA.

How do I request cover?

To request cover, please fill in a Request Form (attached) and email it to psareliefrequest@aberdeenshire.gov.uk

The form should be as detailed as possible. Please do not miss out any of the sections. Please remember to include the position and telephone number of the person making the request. We prefer that you specify which hours of cover you require (e.g. 'Mon – Wed 0900 – 1500'). Where we receive an unspecific form (e.g. '20 hours per week, flexible') we will endeavour to split the hours evenly between 5 days and from the start of the day. So, '20 hours per week, flexible' would translate as Mon – Fri 0900 – 1300.

Can I request a specific Relief PSA?

Yes. If you have a specific person in mind for cover, please indicate this on your request form, and they will be contacted first by the Relief Team. We cannot guarantee the availability of a specific Relief PSA, but will endeavour to facilitate strong working relationships between schools and Relief staff.

Can I contact Relief PSAs directly to arrange cover?

No. All requests for cover should be made to the Relief Team at Woodhill House, who will then liaise with the available Relief PSAs in your cluster. Once cover has been secured for you, you will receive a confirmation email including the Relief PSA's name and contact information.

Can I request one Relief PSA to provide all of the cover I need?

If you would prefer to have a single PSA in school for the duration of your cover, please indicate this on your form. We will endeavour to provide this, but cannot guarantee that one PSA will be available for all of the hours you require. Cover is normally granted to Relief PSAs on a 'first come, first serve' basis, so cover by more than one Relief PSA is the norm, and is often the best option.

How long can I request relief for?

Relief PSAs can provide cover for up to 12 weeks. If cover exceeds 12 weeks, the Relief PSA will need to be recruited into a Fixed Term Post, which can be extended as required. To do this, please contact the Recruitment Team at Woodhill House, and allow at least 1 week for this process to take place. It is your responsibility to ensure that you do not request cover which will exceed your PSA hours allocation.

What should I do when a Relief PSA arrives at the school?

When a Relief PSA arrives at the school, they should sign in at Reception. They should be provided with a visitor's badge, as Relief staff are not provided with ID badges. Where required, the school should provide the Relief PSA with a High Visibility jacket, as they do not have their own.

Who should sign timesheets for Relief PSAs?

Timesheets require two signatures – the Relief PSA's own signature and an authorising signature. The authorising signature can be provided by the Head Teacher, PT SFL or CSN Coordinator. If the authorising signature is not readable, please include a compliments slip or piece of paper stating the name and position of the person providing authorisation. If you submit a timesheet without an authorising signature, it will be returned, which may delay payment to the Relief PSA.

Where do I send timesheets?

Timesheets should be sent by post to Heather McInnes-Raffan at Woodhill House. Please do not submit timesheets directly to Payroll.

Do I need to code the timesheets for Relief PSAs?

No. We will code timesheets when we receive them, before sending them on to Payroll.

Can I add a name to the Relief List?

If you have an existing PSA who wishes to stay in their current post and join the Relief List, please contact the Recruitment Team when there is a Relief Post advert open. The Recruitment Team can then rapidly recruit them into this post. If you have an existing PSA who wishes to leave their current post and join the Relief List, please get in touch with the Relief Team. External applicants must reply directly to a Relief

Post advert on Myjobscotland. If you are interviewing for a PSA post, you can forward suitable unsuccessful candidates on to the Relief List via TalentLink.

If the answer to your question is not provided above, please do not hesitate to contact Andrea Buchan on 01224 664073.

Kind Regards,

PSA Relief Team.

APPENDIX 4: Pupil Support Assistants Role in the Classroom

Supporting pupils' needs requires a diversity of approaches as needs are varied and can be complex. PSAs are employed to support pupils with Additional Support Needs (ASN). SfL is a large department with staff working in different roles within it. PSAs supporting pupils with ASN should

- ❖ Support individual pupils in classrooms by helping them stay on task
- ❖ Keep notes of difficulties including behaviour difficulties and pass these to the class teacher and PT SfL
- ❖ Record and give positive feedback to pupils if they have done/approached a task particularly well. Inform the class teacher of this also
- ❖ Help pupils to collect equipment and set up practical work
- ❖ Assist pupils with tasks requiring more complex manipulation
- ❖ Remind pupils of instructions (written & oral), with re-phrasing and breaking down into shorter steps if needed
- ❖ Only in very special circumstances scribe for the pupil in class and record responses given by the pupil. If the pupil is not engaging with the task, then this should be reported to the class teacher as the pupil has ownership and responsibility for the work in hand.
- ❖ Specific support for some pupils may involve promoting positive behaviour; identified pupils may have specific targets. This would be identified in the pupil profile.

Good Practice

- ❖ PSAs should introduce themselves if working with a class teacher for the first time – explain their role within the class and indicate which pupils they are working with and difficulties these pupils have.
 - ❖ Should consult with the class teacher re work being done and should work at their direction
 - ❖ Should inform the class teacher in advance if possible if they are not going to be in class
 - ❖ Should help with organisation at the beginning of and tidying up at the close of the lesson, leaving with the class unless escorting a pupil
 - ❖ Should support individual pupils, small groups and the class teacher as requested but should not be left with whole class groups for more than a few minutes
 - ❖ Should adapt a subtle approach to identifying small transgressions within class (eg chewing, jacket left on), quietly alerting the class teacher if the pupil does not conform so that escalation of the incident can be avoided
 - ❖ If a pupil is absent and the PSA is not required for individual support, then the PSA should stay in class to work with others
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Additional Guidelines for Practical Subjects

- ❖ Encourage safe working and safety rules (by wearing goggles/standing/removing or tying back loose clothing etc... whatever the teacher instructs class and/or does themselves) (Science, Technical, Home Economics)
 - ❖ Should change footwear (P.E.)
 - ❖ Wear appropriate dress for outdoors (P.E.)
 - ❖ Break down practical instructions in Technical, working interactively with the pupil and acting as a second pair of hands when the pupil is encountering difficulty with a task.
 - ❖ Support pupils with learning during practical activities
 - ❖ Support pupils with organisation/tidying up of equipment/tools.
 - ❖ Report any safety issues to the class teacher
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