

Pupil Support Worker (Complex Needs) Practice Guidance

Overview

Pupil Support Workers (Complex Needs) support individuals with significant and complex learning needs within the Primary and Secondary Complex Needs Provisions by promoting positive engagement in learning opportunities and delivering high quality support that is tailored to pupils' specific needs. The post is split 0.5 FTE across the Primary and Secondary Complex Needs Provisions.

The Pupil Support Worker (Complex Needs) post is Grade I on the Local Government Employee PayScale.

Pupil Support Worker (Complex Needs) Role

- Undertake duties commensurate with the role, under the direction of senior leaders within the Primary and Secondary Complex Needs Provisions, dividing time equally between the two provisions
- Liaise with teaching staff concerning the health and wellbeing of individual pupils and contribute to the development and implementation of individual support programmes for pupils with significant and complex learning needs, both in school and the community, and in accordance with the school's planning processes
- Attend to medical and personal care needs of pupils, as determined by care plan protocols
- Identify and evaluate resources applicable to individual pupils' needs
- Identify and develop pupil support strategies, taking account of the needs of individual pupils
- Deliver evidence-based interventions to individuals and groups of pupils in accordance with Aberdeenshire's Framework of Interventions
- Evaluate work completed with individuals/ groups of pupils and provide written reports, as requested, by the school leadership teams
- Collaborate with the 'Team Around the Child', as required, and under the direction and supervision of senior school leaders
- Plan and facilitate effective transition programmes for pupils with significant and complex learning needs
- Undertake professional learning as detailed in Aberdeenshire's Professional Learning Framework for Pupil Support Workers (Complex Needs), and, in accordance with the needs of the individual Complex Needs Provision schools



Line Management

Pupil Support Workers (Complex Needs) are line managed by the Principal Teacher Additional Support for Learning (PT ASL) of the integrated Complex Needs Secondary Provision. This line management will involve collaboration with the Head Teacher of the integrated Complex Needs Primary Provision to initially establish the timetable of the PSW (Complex Needs) which is to be split equally across both settings. The Personal Performance Plan (PPP) will be completed by the PT ASL, with input from the Head Teacher of the integrated Complex Needs Primary Provision. Training will be mutually agreed between both schools. Over the academic year the commitment to attend training by the PSW (Complex Needs) will be divided equally between the schools and will be funded from the Cluster ASL budget.

Arrangements for the overall induction of newly appointed Pupil Support Worker (Complex Needs) will be made by their line manager. It is the responsibility of each setting to ensure the PSW (Complex Needs) is inducted to their specific policies, procedures and practices. An induction checklist is available for this post.

Strategic management of the Pupil Support Worker (Complex Needs) role is the responsibility of the Principal Educational Psychologist / Service Manager (Inclusion, Equity & Wellbeing).

Child Protection, Confidentiality and Information Sharing

Pupil Support Workers (Complex Needs) must undertake Child Protection training as per the “Skilled Level” of Aberdeenshire’s Child Protection in Education Professional Learning Framework, which can be found on the [Inclusion, Equity and Wellbeing Child Protection Tile](#). Child Protection must always be a priority and will overtake any information sharing and confidentiality agreements. If the Pupil Support Worker (Complex Needs) identifies that someone is at risk of harm the Pupil Support Worker (Complex Needs) must pass this information to the schools’ Child Protection Coordinator.

Identification of Pupils to be Supported by Pupil Support Worker (Complex Needs)

Staged intervention is key to assessing learners’ additional support needs. Pupils who are to be considered for the support of a Pupil Support Worker (Complex Needs) should have been identified through a multi-agency Child’s Planning process. Any intervention can then be recorded through the Child’s Planning Processes.

Monitoring, Evaluation and Closure

The impact of the Pupil Support Worker (Complex Needs) Intervention should be monitored and reviewed during the agreed period of intervention and as part of the pupil’s Individualised Educational Programme. Continued support and tracking of the learner’s progress will be the responsibility of the Principal Teacher ASL or the Primary Head Teacher, and other members of the “Team around the Child” in accordance with their role.



Successful strategies and techniques that are identified by the Pupil Support Worker (Complex Needs) as benefiting the child / young person need to be shared with the Team Around the Child; to ensure the child / young person's needs are met and there is a consistency of approach.

If the period of intervention being provided by the Pupil Support Worker (Complex Needs) is to end, the school may need to consider how the child/ young person develops other strong, consistent relationships with adults in school.

Deployment

A flexible approach needs to be taken regarding the deployment of Pupil Support Workers (Complex Needs). Allocation of time should be needs led, based on identified and agreed priorities. The number of pupils supported by a Pupil Support Worker (Complex Needs) at any one time must be carefully considered and frequently reviewed to ensure that the caseload is manageable and sustainable. Consideration will also need to be given to the balance of work with individual children / young people and group work.

Consultation time with the Principal Teacher of ASL integrated Complex Needs Secondary and the Head Teacher of the integrated Complex Needs Provision Primary needs to be planned, and taken into account ,when a timetable of support is being developed.

Consideration should also be given to ensure Pupil Support Workers (Complex Needs) have adequate breaks and lunch times.

SEEMIS Access

Pupil Support Workers (Complex Needs) should have access to SEEMIS which enables them to do the following:

- Access to Latest Pastoral Notes as detailed in the 'Latest Pastoral Notes Access Guidance'

Communication

It is the responsibility of the Principal Teacher ASL and the Primary Head Teacher, to:

- Provide key information to the Pupil Support Worker (Complex Needs) about the child / young person which will be relevant to the intervention they will be providing
- Provide any relevant updates to the Pupil Support Worker (Complex Needs) during the time they are providing the intervention



- Be the contact for parents/carers and to communicate any relevant information to the Pupil Support Worker (Complex Needs) in relation to this correspondence
- Ensure the Pupil Support Worker (Complex Needs) undertakes any relevant training / refresher training to support specific health care needs

It is the responsibility of the Pupil Support Worker (Complex Needs) to:

- Collaborate with the 'Team Around the Child' as required and provide written reports when required to inform the Child's Planning processes.
- Update the Primary Head Teacher and PT ASL via email and / or meeting with a brief summary of the intervention being carried out and its impact.
- Collaborate with Primary Head Teacher and PT ASL to plan effective transition programmes to support the needs of individuals. Other members of the Team Around the Child may be required as part of this planning process e.g. NHS Grampian. Any correspondence between the Pupils Support Worker (Complex Needs) and NHS Grampian will be done under the direction and supervision of school leaders

Support Mechanisms

In school Support

It is very important that a Pupil Support Worker (Complex Needs) seeks regular support from their line manager and the Head Teacher of the integrated Complex Needs Provision Primary to ensure that there is always a focus on the best interests of the children and young people they are working with. Building a positive relationship is a key aspect of ensuring a positive impact of any intervention for a child / young person.

Below are some further examples of when a Pupil Support Worker (Complex Needs) should seek support from their line manager, or Head Teacher of the integrated Complex Needs Provision Primary, in relation to supporting a child / young person:

- When they feel 'stuck'
- When they are not seeing an impact of their work on the wellbeing of the child / young person
- When they find they are worrying about a young person
- When they require advice from members of the Team around the Child e.g. NHS Grampian

To provide this support, the Pupil Support Worker's (Complex Needs) line manager and the Head Teacher of the integrated Complex Needs Provision Primary should plan regular "check-in" meetings minimum every three weeks. More formalised, caseload discussion meetings should be planned every term.



Career Long Professional Learning (CLPL)

Pupil Support Workers (Complex Needs) have access to CLPL in line with existing procedures and HR Policies. The PPP or Personal Performance Plan approach is in place across Aberdeenshire Council. The use of PPPs supports the maintenance of good communication and provides the opportunity to have regular high-quality conversations that support the needs and aspirations of each individual. Further information can be found [here](#)

The Professional Learning Framework for Pupil Support Workers (Complex Needs) includes “core” training for Pupil Support Workers (Complex Needs) and details the Knowledge and Skills which are developed from this training. Pupil Support Workers (Complex Needs) must be provided opportunities and supported to attend this “core” training. This “core” training will be funded centrally by the Local Authority. Any additional training (needs led) identified by the Pupil Support Worker (Complex Needs), or by the school, will be funded by the Custer ASL budget.

It is recognised that Pupil Support Workers (Complex Needs) may undertake different CLPL opportunities in accordance with their interests and future career goals. Any Pupil Support Worker (Complex Needs) who is privately undertaking training to become a counsellor or therapist **should not** undertake therapeutic work with the children / young people they are working with in their role as a Pupil Support Worker (Complex Needs). Therapeutic clients must be identified through a different avenue in order to avoid role ambiguity.

Budget and Resources

All centrally funded Pupil Support Workers (Complex Needs) should be employed for 35hrs per week (pro-rata) on a term-time and in-service day contract (45.04 or 46.06 wk/yr depending on their length of service).

Centrally funded Pupil Support Workers (Complex Needs) should be coded to the **SFL Cluster budget**, using the **Subjective 012**.

There is no specific Pupil Support Worker (Complex Needs) budget for resources. Where a resource is agreed to be appropriate for all Pupil Support Workers (Complex Needs) and is a “core” resource, this will be funded centrally by the Local Authority. Any additional resource that the school feels would be appropriate, will be funded by the school.

Pupil Support Workers (Complex Needs) can claim travel expenses when commuting between the integrated Complex Needs Provision Primary and Integrated Complex Needs Provision Secondary as part of their intervention to support children and young people e.g. transition, community based learning experiences. Travel claim forms can be submitted via their self-service portal within iTrent. Guidance on how to claim can be found [here](#).