

Pupil Wellbeing Worker (Secondary) Practice Guidance

Overview

Pupil Wellbeing Workers (Secondary) provide quality support to young people in relation to; Mental Health & Wellbeing, Bereavement & Loss, Social, Emotional & Behavioural needs, LGBT+ and Personal Safety.

The Pupil Wellbeing Worker (Secondary) post is Grade I on the Local Government Employee PayScale.

Pupil Wellbeing Worker (Secondary) Role

- Liaise with teaching colleagues concerning the health & wellbeing of individual pupils and contribute to the development and implementation of individualised support programmes in accordance with the school's pupil planning processes
- Identify, develop and support pupils to implement self-help support strategies based on their own individual needs
- Provide a listening service for pupils where this is deemed as appropriate by the "Team around the Child"
- Deliver evidence-based interventions to individual and groups of pupils in accordance with Aberdeenshire's Framework of Interventions
- Collaborate with the "Team around the Child" as required and under the direction and supervision of school Senior Leaders
- Plan and deliver Cluster P7-S1 transition work with pupils as required
- Evaluate work completed with individuals/groups of pupils and provide written reports where required by the school senior leadership team
- Undertake professional learning as detailed in Aberdeenshire's Professional Learning Framework for Pupil Wellbeing Workers (Secondary), and as required based on the needs of the individual school and cluster

Line Management

Pupil Wellbeing Workers (Secondary) are specifically funded to support Secondary Schools. As such, they are line managed by the Secondary Depute Head Teacher with a Pupil Support remit.

Arrangements for the induction of newly appointed Pupil Wellbeing Worker (Secondary) will be made by their line manager. An induction checklist is available for this post.

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



Child Protection, Confidentiality and Information Sharing

Pupil Wellbeing Workers 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 website](#). Child Protection must always be a priority and will overtake any information sharing and confidentiality agreements.

Prior to the commencement of any involvement with a young person, the Pupil Wellbeing Worker must explain to the young person that although they can talk to them confidentially and without fear that this will be discussed openly with others, if they or someone around them are at risk of harm the Pupil Wellbeing Worker must pass this information to the school’s Child Protection Coordinator.

The following should be used as a ‘script’ for the Pupil Wellbeing Worker when meeting with a young person for the first time when they are explaining the confidential nature of their service.

“The information you share with me is confidential and it will not be discussed openly with others. However, if what you share leads me to believe that you or someone around you is at risk of harm then I must pass this onto *****add CPC name*****, who is the school’s Child Protection Coordinator.

After I have met with you, I will add a very brief note onto our SEEMIS system to say that we have met and the area of discussion, e.g. “Discussed friendship issues and have agreed that I will speak to their Guidance Teacher about this”. Your Guidance Teacher and the Depute Head Teachers will have access to these notes.

I will keep more detailed confidential notes from our discussions which only I will access, however *****add name of DHT Pupil Support***** may access these notes should there be a serious safety or wellbeing concern now or in the future.”

Referral Process

Staged intervention is key to assessing learners’ additional support needs. Pupils who are to be considered for the support of a Pupil Wellbeing Worker should (Secondary) have been identified through a single or multi-agency Child’s Plan process.

It is the responsibility of the Principal Teacher of Guidance of the pupil who has been identified as requiring support, to complete the “Referral” section of the “Referral and Evaluation Form”. Where the request is for a Primary pupil in relation to Transition, then the Primary Head Teacher is responsible for the completion of this section of the form.

Referrals for the Pupil Wellbeing Worker (Secondary) should be made to the Depute Head Teacher with a Pupil Support remit, to ensure equity of access across the school using the “Pupil Wellbeing Referral and Evaluation Form”.

Where any other service or agency requests the involvement of the Pupil Wellbeing Worker (Secondary), this referral must be made to the Pupil Wellbeing Worker’s line manager (DHT, Pupil Support), who will consider this referral and discuss it with the Pupil Wellbeing Worker (Secondary) prior to agreeing their involvement.



Monitoring, Evaluation and Closure

The impact of the Pupil Wellbeing Worker (Secondary) Intervention should be monitored and reviewed during the agreed period of intervention and as part of the single or multi-agency Child's Plan process. Continued support and tracking of the learner's progress will be the responsibility of the Pupil Wellbeing Worker (Secondary) and the relevant Principal Teacher of Guidance or where this is a Primary pupil who is being supported during Transition, the Primary Head Teacher, and other members of the "Team around the Child" in accordance with their role.

An exit strategy and timeline for the Pupil Wellbeing Worker (Secondary) Intervention should be discussed and agreed prior to the work starting. Generally, the Intervention will run for 6-8 weeks, however this should be reviewed during this time period and can be extended or reduced where appropriate and necessary. The "Evaluation/Closure" section of the "Pupil Wellbeing Worker (Secondary) Referral and Evaluation Form" should be completed when "closing" the case or when a decision has been taken to extend the intervention.

As this short-term intervention provided by the Pupil Wellbeing Worker (Secondary) is coming to an end, the school may need to consider how the young person develops other strong, consistent relationships with adults in school.

Deployment

A flexible approach needs to be taken regarding the deployment of Pupil Wellbeing Workers. Allocation of time should be needs led, based on identified and agreed priorities. The number of pupils supported by a Pupil Wellbeing Worker 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 young people and group work.

Consultation time with each pupil's Principal Teacher of Guidance needs to be planned and taken into account when a timetable of support is being developed.

Consideration should also be given to ensure Pupil Wellbeing Workers have adequate breaks and lunch times.

SEEMIS Access

Pupil Wellbeing Workers (Secondary) should have access to SEEMIS which enables them to do the following:

- Add summary notes to Latest Pastoral Notes following a session with a young person
- Locate a pupil by accessing their school timetable
- Access tracking data for the young person they are working with



Communication

It is the responsibility of the relevant Principal Teacher of Guidance or where appropriate the Primary Head Teacher, to:

- Provide key information to the Pupil Wellbeing Worker (Secondary) about the pupil which will be relevant to the intervention they will be providing – this should be provided via the relevant section/s in the “Referral and Evaluation Form”
- Provide any relevant updates to the Pupil Wellbeing Worker (Secondary) during the time they are providing the Intervention
- Be the contact for parents/carers and to communicate any relevant information to the Pupil Wellbeing Worker (Secondary) in relation to this correspondence

It is the responsibility of the Pupil Wellbeing Worker (Secondary) to:

- Update the pupil’s Latest Pastoral Notes with a brief summary following each session and highlight this to the relevant Principal Teacher of Guidance by using a method agreed by the school, e.g. using Latest Pastoral Notes “Alert” system. Updates should be as factual as possible
- Update the Primary Head Teacher via email, with a brief summary following each session with a Primary pupil being supported during Transition
- Complete the “Evaluation/Closure” section within the “Referral and Evaluation Form”
- Communicate with young people they are working with during their working hours only and through agreed school systems, i.e. via face to face meetings, email, Google or Teams ‘Meets’. Text messages may be used to confirm/remind a young person of their forthcoming appointment. No personal device/s should be used for this correspondence. Where text messages are used, it is not appropriate to use emojis.

Pupil Wellbeing Workers (Secondary) should not communicate with pupils outside their working hours or when they no longer have the child/young person on their caseload.

Drop-in sessions to support children and young people, should be planned to run during social times. It is acceptable for children/young people who are not on the Pupil Wellbeing Worker’s caseload to attend these sessions. Close monitoring should take place of who is attending drop-in sessions to support the identification of children/young people that may benefit from a more formalised intervention by the Pupil Wellbeing Worker (Secondary).



Support Mechanisms

In school Support

It is very important that a Pupil Wellbeing Worker (Secondary) seeks regular support from their line manager to ensure that there is always a focus on the best interests of that pupil. Building a positive relationship is a key aspect of ensuring a positive impact of any intervention for a pupil. However, when the relationship with the pupil becomes the intervention itself, it is necessary for the Pupil Wellbeing Worker (Secondary) to seek support from their line manager to explore the best way forward.

Below are some further examples of when a Pupil Wellbeing Worker (Secondary) should seek support from their line manager in relation to supporting a pupil:

- When they feel 'stuck'
- When they are not seeing an impact of their work on the wellbeing of the pupil
- When they find they are worrying about a pupil between meetings
- When a pupil expresses any suicidal ideation

To provide this support, the Pupil Wellbeing Worker's line manager should plan fortnightly "check-in" meetings. More formalised, caseload discussion meetings should be planned every 4-6 weeks.

Pupil Wellbeing Worker (Secondary) Professional Support Group (PSG)

The Pupil Wellbeing Worker (Secondary), Professional Support Group (PSG), takes place on a termly basis. The Chair of the PSG will ask for agenda items two weeks prior to the agreed meeting date. These meetings provide opportunities to network, share good practice and receive informal support from colleagues. Dates will be agreed at the start of each session for these meetings.

Career Long Professional Learning (CLPL)

Pupil Wellbeing Workers (Secondary) 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 Wellbeing Workers (Secondary) includes "core" training for Pupil Wellbeing Workers (Secondary) and details the Knowledge and Skills which are developed from this training. Pupil Wellbeing workers (Secondary) 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 identified by the Pupil Wellbeing Worker (Secondary) or by the school, will be funded by the school.



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

Budget and Resources

All centrally funded Pupil Wellbeing Workers (secondary) 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 Wellbeing Workers (Secondary) should be coded to the **SFL Cluster budget**, using the **Subjective 012**.

There is no specific Pupil Wellbeing Worker (Secondary) budget for resources. Where a resource is agreed to be appropriate for all Pupil Wellbeing Workers 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.

When Pupil Wellbeing Workers (Secondary) are working within Cluster Primary Schools, travel claim forms can be submitted via their self-service portal within iTrent. Guidance on how to claim can be found [here](#).