



Pupil Support Staff Engagement Programme Evaluation Report

July 2023

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Introduction



[Programme Logo Image: Alternative text](#)

The Pupil Support Staff Engagement Programme aims to explore new approaches to empower and assist Pupil Support Staff across Scotland in meeting the needs of the children and young people they support. This report provides an overview of the programme background and content and responses. Although we cannot include every response, this report aims to honestly reflect the range of views and the strong consensus shared by participants. The engagement programme was successful in reaching Pupil Support Staff across Scotland and received 2500 formal responses.

The dedication and commitment to supporting children and young people by participants throughout all the engagement activities was clearly evident and their time taken to provide feedback is greatly appreciated.

The term “Pupil Support Staff” is generally applied to all staff in school settings who support the learning and teaching process and the well-being of children and young people. Across Scotland’s 32 local authorities there are a wide variation of role titles which are used for Pupil Support Staff, these include, Pupil Support Assistants (PSA), Learning Support Assistants (LSA), Additional Needs Assistants (ANA) and Pupil Support Officers (PSO).

Pupil Support Staff (PSS) are key members of the school team, who play a vital role in supporting the wellbeing and development of children and young people. They perform a wide variety of functions which contribute both directly and indirectly to positive learning and wellbeing outcomes for children and young people. Many play a vital role in supporting children and young people who require additional support. Pupil Support Staff should be supported in maintaining and further developing their professional practice and career in order to further improve outcomes for young people.

Due to the variety of roles and working patterns, support available to and for Pupil Support Staff has developed over time and in line with local authority arrangements. A high percentage of Pupil Support Staff work part-time or have hours which follow the pupil day, which can bring additional challenges to accessing development opportunities. Local Authorities are responsible for Pupil Support Staff contractual agreements and deployment.

The 2020 Independent Review 'Support for Learning: All our Children and All their Potential' by Angela Morgan highlighted:

'Pupil Support Assistants (PSAs) are highly regarded for the key role they play in supporting children and young people. Contributors to the Review have expressed this very strongly. However, the overall view from PSAs themselves is that they don't feel recognised or respected within the system for the role that they play. This was described, for example, both in terms of involvement in communications and remuneration. Also the evidence overall confirms that they appear to be the least supported and invested in, in relation to learning and development.

[Review of additional support for learning implementation: report - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/consultations-petitions/consultations/pupilsupportassistants/)

The 2023 Independent National Discussion was a generational opportunity for children, young people, and those who support them to have their voices heard concerning the future direction of Scottish education. The final report also includes a focus on Pupil Support staff.

[All Learners in Scotland Matter - national discussion on education: final report - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/consultations-petitions/consultations/all-learners-in-scotland-matter/)

Work was underway prior to the recommendations from the Angela Morgan review and the National Discussion to identify and explore future support for the Pupil Support Staff workforce. The Pupil Support Staff Working Group¹ (PSSWG) was established in 2019 as part of the wider education empowerment reforms. Membership of the working group and details of their work is available on the Scottish Government²

¹ [Pupil Support Staff Working Group - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/consultations-petitions/consultations/pupilsupportassistants/)

² <https://www.gov.scot/groups/pupil-support-staff-working-group/>

The Pupil Support Staff working group focus includes:

- Collaborative approaches between members to support this workforce
- The implementation of the [2020 Additional Support for Learning Review](#)³ and [Additional Support for Learning \(ASL\) Action Plans](#)⁴
- Development of [Draft National Guidance for Empowering Support Staff](#) in 2020 under the partnership approach between the Scottish Government, local government and Education Scotland⁵
- Development and publication of a free national professional learning framework for Pupil Support Staff in August 2021.
- The Pupil Support Staff Engagement Programme to hear the views and suggestions from staff, pupils, parents/carers and others in the system, and explore new approaches to empower and assist Pupil Support Staff across Scotland in meeting the needs of the children and young people they support.

Supporting Pupil Support Staff through an empowered system

In an empowered system, every effort should be made to ensure that all staff are recognised for the role they play and have equal access to information and development opportunities. Pupil Support Staff are key participants in this system, as shown in Figure 1.

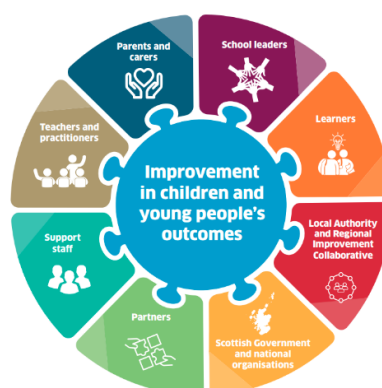


Figure 1: Empowered System

[Figure 1: Empowered System Alternative Text](#)

³ [Review of additional support for learning implementation: report - gov.scot \(www.gov.scot\)](#)

⁴ [Additional Support for Learning review: action plan - November 2022 update - gov.scot \(www.gov.scot\)](#)

⁵ [An Empowered System | Learning resources | National Improvement Hub \(education.gov.scot\)](#)



[Pupil Support Staff Logo Image: Alternative text](#)

The Empowering Support Staff Guidance⁶ considers the contribution of support staff in an empowered system. It states that in an empowered system, Pupil Support Staff, as appropriate:

- Are actively and meaningfully involved in school improvement planning
- Are actively involved in review processes relating to additional support needs and support for the children and young people they support
- Are involved in joint career long professional learning with teaching staff in areas such as: developing positive relationships and behaviour, child protection, nurture and additional support needs
- Have well-planned and purposeful professional learning linked to their individual needs and the needs of the school, particularly on in-service days
- Have clearly defined roles and opportunities for career progression
- Have access to professional development leading to qualifications and accreditation
- Are included and involved in staff meetings and all relevant staff communications, especially those which relate to the welfare of children and young people with whom they work
- Meet regularly, individually or as a group, with a senior member of staff to review and plan their deployment.

In 2022 the Pupil Support Staff Working Group and commissioned Education Scotland to lead engagement work on the first Scotland wide discussion with the Pupil Support Staff workforce. The live engagement aspect of the programme took place between the 24th October 2022 and 10th March 2023.

During the engagement programme all participants were asked if they were aware of the National Guidance for Empowering Support Staff. Their feedback was very clear, almost all had not been made aware of the national aims to recognise and support their meaningful involvement and collaboration to improve the outcomes of children

⁶ [An Empowered System - Guidance for support staff \(education.gov.scot\)](#)

and young people who they support. A link to the national guidance for empowering Pupil Support Staff was shared with all who attended events in person or watched the webinars and recordings.

91% No

6% Yes but haven't read

3% Yes – have read.

Programme Overview (with Methodology and Data)

Engagement Programme Aims

- To provide children and young people across Scotland who are supported by Pupil Support Staff with opportunities to share their views and inform future Pupil Support Staff workforce support
- Provide flexible and accessible opportunities for Pupil Support Staff and Senior Leaders to share their views and suggestions on their workforce. The programme activities focused on five key areas:
 - Children and young people perspectives
 - Vision and values
 - Professional learning framework
 - Skills framework
 - Potential qualification and registration body
- Contribute to the implementation of the Additional Support For learning Action Plan⁷.
- Contribute to a commitment in the 2021 Bute House Agreement⁸ which explores options for an accredited qualification and registration for Pupil Support Staff.

Programme Development and Methodology

Scottish education is set within an inclusive and rights based legislative and policy framework which places the child and young person at the centre. Therefore, the participation and views of young people were essential to inform the development of this engagement programme. This parallels the approach taken by the National Discussion - All Learners in Scotland Matter.⁹

⁷ [ASL Action Plan](#)

⁸ [Scottish Government and Scottish Green Party: draft shared policy programme - gov.scot \(www.gov.scot\)](#)

⁹ [All Learners in Scotland Matter - national discussion on education: final report - gov.scot \(www.gov.scot\)](#)

Children in Scotland¹⁰ were commissioned to engage with, and gather the views of children and young people about the staff who support them. This took place in May and June 2022. Two [podcasts](#), (episodes 16 and 17) were also made by young people explaining why Pupil Support Staff are so important to them. Education Scotland worked closely with Children in Scotland to ensure the views of children and young people were central to the Pupil Support Staff Engagement Programme. Children in Scotland published a [report](#)¹¹ of their findings in October 2022.

The engagement programme was collaboratively developed through the national Pupil Support Staff Working Group and all 32 local authorities through the Additional Support for Learning Officers (ASLO) network between June and October 2022.

Engagement Programme Promotion

To reach as many Pupil Support Staff as possible in all education sectors, several approaches were developed to promote the programme to them directly so they could share their views and suggestions.

- A dedicated rolling website banner with the programme logo and details was placed on the landing page of the Education Scotland National Improvement Hub website between October 22 – March 23.
- Programme information and registration details and links were available on a dedicated page within the National Improvement Hub¹² which enabled access without password requirements. To provide flexible and accessible options and to encourage participation, pre-recorded presentations and registration to live the webinars were available on this page. Bespoke sessions for example on in-service days and sessions in-person and virtual were also available.
- Pupil Support Staff Working Group members promoted the programme to the organisations and networks they represent.

¹⁰ Children in Scotland is an organisation which manages a range of services that help young people and families with additional support for learning

¹¹ [Children in Scotland](#)

¹² <https://education.gov.scot/improvement/research/pupil-support-staff-engagement-programme-2022-2023/>

- Every local authority Inclusion/ASN Officers were contacted individually and requested to share the programme information, webinar registration links and pre-recorded presentations with their Pupil Support Staff and Senior Leaders across all establishments. Specific sessions for in-service days were also offered. Information was shared by Education Scotland Senior Regional Advisors to Directors of Education.
- Programme Officers attended the Education Scotland Scottish Learning Festival's satellite events across Scotland in August 2022 to provide information and share promotional material.
- Education Scotland Social media accounts
- Scotland Learns publications¹³ – a resource which complements the delivery of teaching and learning by schools and settings, local authorities and Regional Improvement Collaboratives in Scotland.
- A short 51 second animation, voiced by a young person provided the programme trailer to encourage interest and registration and was available on the National Improvement Hub and promoted on social media. Twitter, Facebook and Scotland Learns. It has received over 1000 views.



[Screen Shot Decorative Image: Alternative text](#)

¹³ [National e-Learning Offer | Resources | National Improvement Hub \(education.gov.scot\)](#)

Participant Engagement

Figure 2 provides an overview of participants and engagement formats.

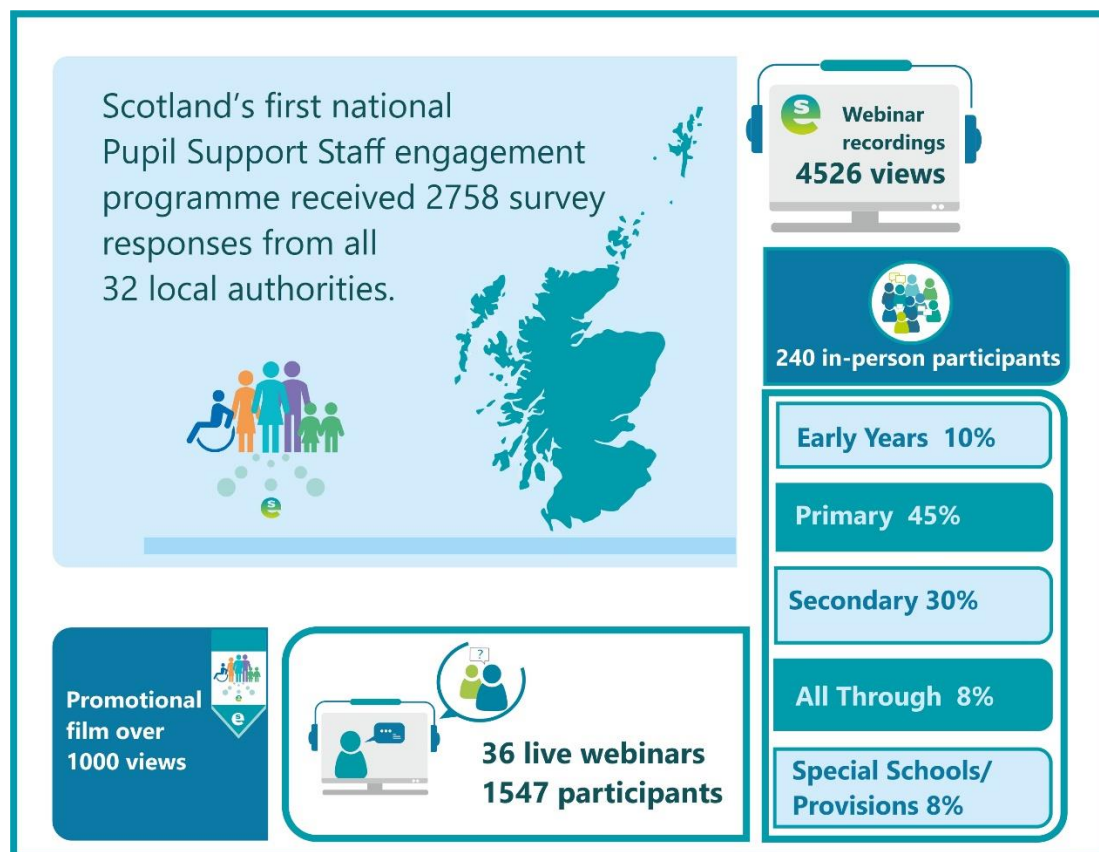


Figure 2: Programme Participation

[Figure 2: Programme Participation Alternative Text](#)

Sector participation – (not all participants identified their sector)

- Early years 10%
- Primary 45%
- Secondary 30%
- All through 8%
- Special school/provision 8%

The two in person events involved one with pupil support staff from all sectors and one with pupils support staff from the special school sector. Pupil Support Staff in all sectors support children and young people with a wide range of need including those with complex and profound needs.

Surveys

Two surveys were developed to capture participant feedback, views and suggestions. 2758 survey responses were received. 227 did not give permission to share info so those surveys were terminated leaving a total of **2531** viable survey returns.

- The Pupil Support Staff Survey received **2588 responses** from 32 local authorities.
- The Senior Leaders Survey (school management and local authority officers) received **170 responses** from 27 local authorities.

Live webinars held on Microsoft Teams.



[Participation Decorative Image: Alternative text](#)

36 sessions for Pupil Support Staff- 1547 attendees.

Held during the school day, twilights and in-service days. Actual participation numbers will be higher as many attended in groups using 1 device.

5 sessions for Senior Leaders - breakfast and twilight - 152 attendees

Senior leader participant roles

Principal teacher	20
Facility head	1
Deputy head teacher	34
Head teacher	66
Local authority officer	20
Other	11

Anytime access

The National Improvement Hub Pupil Support Staff Engagement Programme information page received **4526** views. To provide convenient access to the programme information and survey links, 2 recorded short, narrated presentations were available which in total received 4526 views.

- Pupil Support Staff presentation received **3753 views**
- Senior Leadership presentation received **773 views**

In person Sessions - 2 sessions - 240 attendees

Programme extension

The programme was originally due to close on 28 February 2023, however following a number of requests from local authorities it was extended to the 10th March 2023 to encourage further participation. However, despite the regular and range of promotional approaches used to raise awareness of the programme, concerns were highlighted by many participants regarding the lack of direct communication with them about the programme from their local authority and that they were not made aware of the programme sooner.

Throughout the engagement programme participants shared their thoughts on the programme in general and also the work of the National Pupil Support Staff Working Group. The majority were very positive and felt that both could support their workforce. A selection of comments highlights the feedback.

Pupil Support Staff

“Enjoyed the session, it was the first time I’d heard of the working group. I really hope it moves things forward, it’s encouraging to know that we are valued and things might change for the better for the children in our care.”

“It’s been amazing to find that Education Scotland and Unions are trying to give PSS a better support. Thank you for listening to our feedback”

“It was very interesting to see the differences in the post all over Scotland. Glad to be informed about the Professional Learning Framework or the PSS Working group.”

“This was very interesting as I had never heard of the National guidance for Empowering Support Staff before I have found this very valuable because at times I feel very isolated from managers and only have my team of support workers”

“Good info without too much management speak / waffle. Well done, and thanks for putting up all the links up”

“Session was great and I really enjoyed. I’m sure information I gained today help me better understand children needs and find perfect solution how to cope with everyday routine.”

“My colleagues and I were interested to see that the situations we find ourselves in are being replicated across the country from the polls conducted during the webinar. Delighted to have attended the webinar today as prior to this we had no clue that this work was being undertaken. I look forward to seeing how this all progresses and hope that implementation enhances the outcomes of our young people.”

Senior Leaders

"I found this session extremely useful, and I've taken several ideas for how to take things forward in my own school, even before the drafts reports are finalised."

"Brilliant timing at 8.00am until 8.30am :)"

"Knowledgeable presenter, clear information"

"The session was well designed, interesting and helpful."

Recorded session - "Good quality/succinct and not too long so staff can access easily/informative/good links"

"Thanks for beginning to change this - change is needed to get the best outcome for our young people."

Comments regarding programme communication

Pupil Support Staff

"Good presentation but possibly should have been done sooner to allow feedback to be acted on before the consultation ends."

"Communication. Unfortunately, did not hear from this from my setting but independently."

"I've never heard of The Professional Learning Framework until today and was told not to bother with watching video I don't feel I can add or recommend anything."

Senior Leaders

"I would have liked more notice, but that might have been just the way it was passed on to me. The timing was difficult to let support staff away to attend the session - I really feel I would like them to be involved in this programme"

"This was only shared two days before the deadline during a strike day for feedback"



[Reflective Question Decorative Image: Alternative text](#)

Reflections – Programme methodology and promotion

- Future engagement and information sharing with Pupil Support Staff will benefit from a collaborative and robust strategic comms plan developed with, and supported by stakeholders.
- Feedback during the live webinars and surveys highlight the mixed experience of participants across the 32 local authorities in terms of:
 - IT platforms and access to Teams.
 - How the programme was prioritised in their settings and local authorities.
- Was this programme valued equally by all local authorities, settings and staff?
- This programme was planned in advance of the National Discussion; however both were live at the same time, and this was only one of several asks of the system. Despite the large-scale focus on the National Discussion this engagement programme received 2758 formal responses compared to 5671 formal responses for the National Discussion.

Engagement with Children and Young People



Film Screen Shot Decorative Image : Alternative text

Each webinar or recording began with sharing the views and suggestions from children and young people. This included an edited 2-minute film developed by Young Ambassadors for Inclusion and also key highlights from the Children in Scotland Engagement Report.

The full 8-minute film can be accessed using the link below.

<https://education.gov.scot/improvement/self-evaluation/young-ambassadors-for-inclusion/>

During the live webinars an anonymous poll was available for participants to express how they felt after watching the film. Figure 3 shows the top 50 words. The size of the words represents how many times they were used.



Figure 3: Young Ambassadors inclusion film: Top 50 Word feedback

[Figure 3: Young Ambassadors inclusion film: Top 50 Word feedback Alternative Text](#)

Children in Scotland worked with children and young people to find out what they liked and disliked about having a Pupil Support Staff member supporting them. They focused specifically on the vision and values that children and young people said were important to them and what they each mean. The six key areas identified by the children and young people were shared with participants. These were:

Nurturing approaches

- Patience and empathy
- Being kind, welcoming and respectful

Relationships and knowing people as individuals

- Ask about life outside of school
- People feel more confident that they will get the right support

Knowledge of support and school

- Need to know people as individuals and the support **they** need
- Need to know about school subjects and have training in additional support more broadly

Communication

- Need to share information in a rights respecting way – young people want to be involved and not feel like they are being spoken about
- Don't shout!

Dealing with challenges

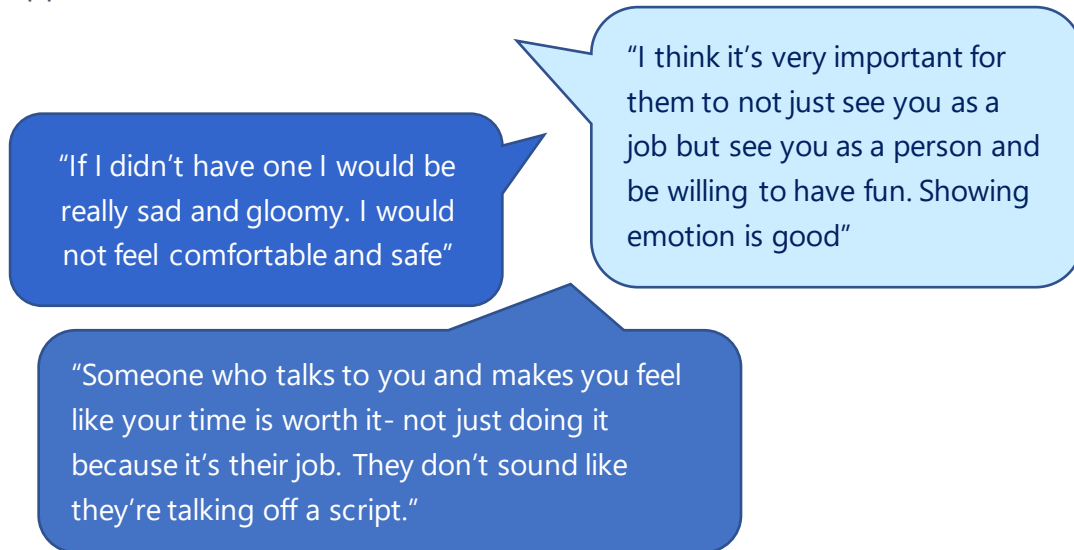
- Children and young people want to feel like support staff have control over situations

Improvements to additional support

- Children and young people felt it is important that pupil support staff receive appropriate opportunities for continuing professional development.

The report was clear that children and young people who require additional support want staff who display nurturing qualities and a desire for relationship-based practice. The children and young people also recognised the need for their support staff to access appropriate professional learning. Feedback in this engagement

reflects responses from previous Children in Scotland's research to support the part of the 2021 General Teaching Council for Scotland (GTCS) refresh of the Professional Standards for Teaching and also their work with the [Inclusion Ambassadors](#). The children and young people were clear about the impact of a good member of support staff.



Quotes Alternative Text

Pupil Support Staff responses to the children and young people's views.

"Extremely informative and helpful. Also hearing the child's views very insightful"

"I like the kids got a say on what they want and we should be able to come to their needs"

"very informative regarding the Podcasts available to us and the Children in Scotland report findings."

"We had no knowledge of any framework or that Education Scotland had been conducting any feedback about our roles and how the children feel about our roles. I feel we have been there forgotten part of Education and aren't considered as equally important in a child's education and wellbeing."

Vision and Values

Pupil Support Staff do not currently have a national vision and values framework for their workforce similar to those developed for teachers, early years practitioners and community learning and development practitioners. To establish if this would be welcomed, a draft vision and values statement for the Pupil Support Staff workforce was shared with participants for their feedback and suggestions. This draft was developed by the national Pupil Support Staff Working Group which considered a range of existing workforce professional standards. This included the General Teaching Council for Scotland (GTCS), Scottish Social Services Council (SSSC), Community Learning and Development (CLD) and the Children's Workforce in Scotland Common Core.

The aim of a vision and values statement is to articulate the overarching values shared by all support staff who provide support to learning and teaching and to the wellbeing of children and young people in local authority provided early years settings and schools. Its purpose is to provide a framework against which Pupil Support Staff, colleagues, children, young people and families can:

- Reflect on the values and behaviours that are most important to ensuring effective, pupil-centred Pupil Support Staff practice.
- Know what is expected of Pupils Support Staff
- Ensure Pupil Support Staff receive the correct training and support required in their day-to-day work.

Draft Vision Statement

In providing a range of support to children and young people, Pupil Support Staff take a positive, responsive and collaborative approach centred around the needs of each pupil, where:

- Pupils are treated as individuals regarding the school and classroom support that works best for them
- Pupil Support Staff work collaboratively with teachers and school leaders in responding to pupil support needs
- Pupil Support Staff are valued and supported as integral members of school learning and support teams, as set out in [National Guidance for Empowering Support Staff](#).

Draft Pupil Support Staff Values

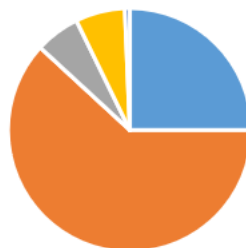
The following have been suggested by Pupil Support Staff as central values:

- Social justice
- Child centred
- Trust, respect and integrity
- Collaborative
- Personal and Professional

Participants were asked:

- If they thought the statements were appropriate, realistic and achievable
- If they felt the draft vision and values captured those which should be shared by all Pupil Support Staff
- What should be retained or changed
- What support would be required to realise the draft vision and values.

82% of Pupil Support Staff and 85% of Senior Leaders agreed the draft statements were realistic and achievable.



[Pie Chart Image: Alternative text](#)

Pupil Support Staff

• Strongly Agree	21%
• Agree	61%
• Neither Agree / Disagree	13%
• Disagree	5%
• Strongly Disagree	1%

Senior Leaders

• Strongly Agree	25%
• Agree	62%
• Neither Agree / Disagree	6%
• Disagree	7%
• Strongly Disagree	1%

93% of Pupil Support Staff and 99% of Senior Leaders thought the Vision and Values Statements capture the approach and values which should be shared by all Pupil Support Staff.



[Pie Chart Image: Alternative text](#)

Pupil Support Staff

- Strongly Agree 44%
- Agree 49%
- Neither Agree / Disagree 5%
- Disagree 1%
- Strongly Disagree 1%

Senior Leaders

- Strongly Agree 60%
- Agree 39%
- Neither Agree / Disagree 1%
- Disagree 0%
- Strongly Disagree 0%

Comments and suggestions are below.

Pupil Support Staff

“I believe that the vision statement is a positive approach to all pupils and staff, if it was followed through and everyone worked together, collaborative and valued approach.”

“It would be good to have something that reflected the Welfare and Care of PSA staff in the role also. Considering the welfare of the staff, carrying out the role will have a big impact on being able to achieve the values and aims. I would hope that social justice is embedded in society without having to make it an aim.”

“PSS are not responsible for pupils learning. We are support. So the link between a pupils teacher and PSS needs to be clear and strong “

“I don't believe any of the vision statements should be changed, i believe the way support staff are treated should change. i would love to be able to come to work and really believe in the vision and values statement and feel that it was being met.”

“PSS are valued and supported as integral members of school learning and support teams - I particularly like this statement. It makes a big difference to PSS moral and job satisfaction.”

“The vision statement is a tad long - but the ethos is there.”

“I think this is brilliant and overdue.”

“It resonates closely with the GTCS Standards for all teachers. As a school, it reflects our aim for all staff and the experiences/environment we desire for our learners.”

“The Vision and Values statement can only be achieved within a whole school culture of inclusion and respect.”

Senior Leaders

“Not all PSS work in schools and classrooms so this needs to be revised.”

“Support often goes well beyond the classroom and school.”

“Very helpful to have shared vision and values across Scotland.”

“Important that the values are embedded within an empowerment model and commitment. Might be valuable to include something around PSS as leaders.”

“The vision and values are great; they need to be shared with the parents also and Pupil Support Staff need to be recognised for their skills and dedication more.”

“I felt the vision/ value statement embrace those of effective PSS already”

“Many PSS evidence these values on a daily basis without any formal training but some training around the vision and values would help PSS to see how valuable they are within the school environment and the difference their approaches to support make for young people.”

“I think it does its job of making PSS feel valued and have a sense of belonging. It would work in my setting.”

How valued do Pupil Support Staff feel?

The 2023 Independent National Discussion on Education Final Report highlights

'learning assistants or support assistants play a pivotal role in learning, particularly but not exclusively, by offering children or young people with additional learning needs the support they need to navigate their way through schooling and to learn successfully. We heard that all these professional groups need more recognition for the expertise that they bring and for the work they do across the Scottish Education system'. Pg 58

[All Learners in Scotland Matter - national discussion on education: final report - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/consultations-published/all-learners-in-scotland-matter-national-discussion-on-education-final-report-2023/)

Throughout the programme and particularly in the exploration of the draft vision and values section, Pupil Support Staff participants expressed how valued, or undervalued they feel their role is within their settings. There was a consensus that the Pupil Support Staff Visions and Values statements would be helpful if implemented and embedded appropriately. However, the overwhelming majority of Pupil Support staff participants do not feel valued in their role, irrespective of the sector they worked in.

Pupil Support Staff

"While I strongly agree with the vision, I feel there needs to be more standardisation of the role. Each school uses their support staff differently. Support staff need to be included and consulted in all aspects relating to pupil support. We are often an afterthought. Our experiences and opinions are often not asked for or given any value. Obviously regular meetings would provide a forum for this, however meetings never or very, very rarely occur."

"We are not valued at all."

"Within our school we are valued but sure this isn't the case in all establishments."

"Personally I have worked for over 10 years in this role because of the children I have had the pleasure to work with. My confidence and skills developed over the years but there has been no recognition or progression or financial rewards over that time. I even have studied to MSc level for my own self-worth and to forge a career in play therapy without any financial assistance, support or encouragement from the council. It's as if I don't exist and I'm just a number. "

“As a psa I often feel undervalued, because I don't have a special qualification I often feel like I am viewed as "lesser" yet I have 38 years of experience of supporting people with additional support needs”

“I don't feel myself as support for learning in early years, I am not treated as part of the team, my views aren't taken into consideration by management, and I'm not included in meetings or information as am mainly used for lunches and Nappy changing”

“Pupil Support Staff need to be recognised as valuable members of the school team and views taken into consideration as a whole school approach.”

Senior Leaders

“PSS need to know and feel that they are valued and that local authorities see them as that and are willing to invest in them.”

“Support staff are a highly valued resource and we want to meet with our support team to ensure they are heard and are supported to meet the needs of our learners. We do this without taking them "off the floor" meaning we have to pay back time in other ways. To demonstrate we do value our support staff and want to collaborate alongside them, additional time in their working week allocated to collegiate time would really help.”

“In my experience these staff members are generally undervalued. We need to change this - training may be a way forward to change attitudes.”

“Good quality support staff who are empowered, supported and valued is the missing key component to success in Scottish schools.”

Participants were asked what should be retained and/or changed in this Vision and Values Statement and a number of suggestions were made to improve them. Some key suggestions are highlighted below. These responses also resonate with the professional learning section below:

- Reference to a child centred approach should be first
- Change the word 'Social Justice' – (many were not familiar with this term)
- Add dignity and respect
- Add nurture and trauma
- Add inclusion and equality
- Add relationships
- Reference to training and wellbeing should be included.
- Participants discussed and questioned how the vision and values statements would be implemented and how they would be measured.

Participants were asked about what additional support would Pupil Support Staff benefit from to help realise the Vision and Values Statement.

To be noted: Although each session provided clear information that pay and contracts were not within the scope of this engagement programme because these issues are the responsibility of individual local authorities, this was a consistent area raised throughout the programme. Comments on this area have been included in this report to respect the participants contributions and to maintain transparency in reporting.

1567 comments and suggestions from Pupil Support Staff and Senior Leaders for this question were received. Key focus areas are below along with a selection of quotes reflecting consistent feedback.

1. Requirement for a standardised national Pupil Support Staff induction programme
2. Role standardisation across local authorities
3. Improved respect and understanding of the pupil support role
4. Access to appropriate and specialised training
5. Appropriate deployment and management support
6. Improved opportunities for collaboration with teachers, multi-agency partners and families
7. Access to technology
8. Staffing levels / pay / contracts

1. Requirement for a standardised national Pupil Support Staff induction programme

Pupil Support Staff

“It is vital. I have had 40 hours training to drive a car. I had 2 weeks training to work in a shop, and 2 days training to work at McDonalds. I filled in a few bits of paperwork and started work immediately as a PSA with training being fitted in along the way as an afterthought. We are not babysitters, we are there to support the pupils.”

“An induction training programme when they start to ensure they are equipped to best support our young people and to ensure consistency across support staff.”

“There would be a benefit to having some sort of standard induction to the role to fully understand the role, expectations as well as learning resources available and systems used.”

“Having a Mentor for new PSAs”

Senior Leaders

“Induction training before support staff start in post to give them an understanding of what the aim is”

2. Role standardisation and career progression across local authorities

Pupil Support Staff

“There should be a career progression to encourage people to stay as we lose good people because they cannot advance their careers within PSS”

“I feel it is so important to ensure you get the right people into the role and they are rewarded and valued to get the best from them. Our children need people who know what they are doing and care.”

Senior leaders

“It would really help to make these staff feel valued and an acknowledgment of how important they are”.

“I feel this would be warmly welcomed by all. It would also be welcomed by parents and carers, who also often have questions about how their child is being supported and what experience the pupil support staff have (especially if the young person in question is being supported in a mainstream subject class as opposed to within a support for learning class or base)”

3. Respect and understanding of the Pupil Support Staff role

Pupil Support Staff

“I feel I am listened to by my PT of ASN. Would be nice to be included further around the school in general.”

“Listening to the voices of young people in the Pupil Support Staff Engagement Programme reiterated to me the importance of PSA's being allowed the time to engage in current learning and development practices to meet the individual needs of pupils with Additional

Support Needs.

At present any further development outwith in-service days tends to take place after the school day which means we have to give our own time to meet individuals pupils needs

“Regular (annual) revisits to look at the vision and values statement. Discussions with all staff at start of session to make everyone aware of this would also include the National Guidance for Empowering Support Staff. Good communication is always key!”

“Each classroom should have a seat available for the PSS to prevent sore backs or sitting on floor all the time.”

“Respect, inclusion in decision making and support from teachers, head, deputy head, senior managers within education (QIO, ESO etc) as well as being valued for the work we all do in very challenging situations. Also respect and appreciation from families. Being listened to. When a pupil is violent or aggressive towards PSS it’s never taken as seriously as when displayed to a teacher.

We all work very closely with pupils but are not listened to or included in decision making but left to deal with consequences of these sometime poor decisions”

“PSS staff are more valuable than some teachers realise. We work with children in different subjects (high schools) and often know more about the capabilities of them in these subjects. Teachers should speak with us more and treat us with more respect.”

Working with teachers to understand how our role is important “

Senior Leaders

“Firstly Pupil Support Staff would need to discuss exactly what these values look like in their everyday role. Some further professional learning - example the PL Framework. Great for new staff and existing staff who have many years of experience.”

4. Access to appropriate and specialised training

Pupil Support Staff

“I'd like more training for Pupil Support Staff in early years. As most seems to focus on primary and secondary schools.”

“Talk to PSS about what they can offer what have they trained in possibly have training in something schools do not offer.”

“I have worked as a support assistant in class for over 15 years, the work has changed immensely but training is sporadic and not always suitable/available when needed. A recognised framework for learning and the time to actually train would be helpful for classroom based staff.”

“Regular training and a whole school approach where staff utilise and value support staff and understand how to do this.”

Senior Leaders

“Access to high quality training and support.”

“Training and accreditation. On-line training is very useful as it's outwith our budget to allow staff time during the working day to attend training. As a specifically resourced school with additional support classrooms and mainstream provision, we have a large Pupil Support Staff who have different working patterns and their own commitments at the end of the day. Pupil Support Staff are needed to directly support children and young people at each point of the day and are very tightly timetabled as a result.”

“Additional training. Our local authority are currently providing training for support staff on Inservice days. It is important that staff have a consistent message about their role in supporting pupils. Opportunity to engage in training across authorities. Teachers can work collaboratively through West Partnership something similar for support staff would be beneficial.”

“Quality national training for Inservice Days and opportunities to collaborate with other staff at a local level.”

5. Appropriate deployment and management support

Pupil Support Staff

“Time to develop better relationships with the children they support.”

“Having more chats and meeting from children themselves telling us what we can improve on.”

“Input into the support required for specific pupils you work with. At the moment, we turn up, do what we're told, and go home again. We have no input into pupils' educational needs. We voice an opinion but seldom listen to!”

‘Regular meetings with line managers where we, as Pupil Support Staff, can brainstorm, share concerns or worries, share and celebrate good practice and have those concerns dealt with, not just listened to and then ignored’.

“The children are the most important thing to me, and I feel that I could be helping them a whole lot more if resources were made available. Also, I would prefer to be working on things to help children on in-service days rather than cleaning out cupboards and rooms.”

Senior Leaders

“Getting time to get to know their pupils before starting to work with them, not just being given notes to read about certain pupils.”

“Ensuring that Support Staff are included in TATC* processes in order for true collaboration to take place.” (*Team Around the Child)

Commitment to realising the vision and values statement needs to come from systemic change in multiple aspects such as: schools, school environments, curriculum, training, recruitment, resourcing, assessment pathways, genuine inclusive education policy, and so on.

“Have witnessed first-hand the impact of modelling and coaching, particularly successful when delivered by peers, fellow Classroom Assistants”

6. Improve opportunities for collaboration with management, teachers, partners and families

Pupil Support Staff

“To be part of DM’s. In my school we are communicated to through a WhatsApp group I don’t feel supported or part of pupil support department”

“More respect from teaching staff and SLT in regards to our skills and involvement in strategy meetings”

“Important that we are involved also with parents. Meetings/discussions where necessary”

“Being more valued, included and listened in the wider staff team and by management.”

“I think this is great, it's important this is communicated across all levels and staff in schools so that everyone has a good understanding of the support staff roles and what support they can offer in the classroom.”

Senior Leaders

“Making time to collaborate with other staff both teachers and support staff is a big issue. Contracts don't generally allow for hand over time between support staff or time to liaise with teaching staff about individual pupils, this means it can be challenging to have everyone up to date and informed in order to provide consistent and appropriate support.”

“A better understanding of the Pupil Support Role and what the staff can offer and support with. What are staff responsibilities etc.”

7. Access to technology

Pupil Support Staff

“There needs to be thought given to Pupil Support Staff in schools when making decisions at a local authority level to ensure that they are able to access systems, equipment and resources that allow them to operate and deliver the vision and values above. For example my employer removed desktop computers and replaced them with laptops for teachers only. This has left us as a group of employees unable to access mandatory training courses from our employer, ability to access our online payslips, unable to use IT to support learning in the classroom as we have no access to a laptop, inability to print the resources we need and the list goes on.

“Access to **SEEMiS** for PSA'S purely to access information in relation to supporting individual pupils.

8. Staffing levels/Pay/Contracts

Pupil Support Staff

“Paid time to do CPD. Optional paid extra hour after school to participate in reviews, help set up for learning etc. Significant training opportunities to support how we work with our ASC children safely and effectively e.g. intensive interaction face to face, moving and handling, signalong, calm training. Some of our in-service training opportunities are too light touch, just telling us what training we need to have or suited more to teachers, ie sessions on which teaching tools to use in the classroom. Please speak to us to find out what is really needed! Please please please!”

“Time for training and research. All of my contracted hours are spent working with pupils so anything else is done in my own time, including checking work emails. This webinar is even done in my own time.”

“Personally in our school we do have a fantastic support from all staff. However, as with a lot of schools, time within the working day is a major issue so talking over any issues that have occurred throughout the day needs to be outwith working hours at the end of the day.”

In addition the pay deal which granted us an extra day leave has meant our employer has said that we have to take a day off work on an in-service day which is a day allocated for our professional training and development.”

“The kind of support which reflects our role in supporting the education of our young people. I am at the Coal Face 33 periods out of 33 periods per week. No time for reflection, planning, reading, opening an email. Nothing.”

Senior Leaders

“My experience shows that many Pupil Support Staff are given temp contract after temp contract. I have had great difficulty in securing PSAs in temp posts also. We need to make these posts more attractive to people. Pupil Support Staff need to feel valued in achieving these aims and the offering of continual temp contracts for such few hours a day really does not communicate to these valued staff members that they are valued in achieving the vision.”

“Training and contact time/pay that reflects the job we are asking them to do”

“Contracts that give them time to meet/train/collaborate. Contracts that are more consistent across the team.”

“In short, there is simply not enough high-quality resource to effectively meet the needs of learners. To begin to realise the vision, values and aims we need to honestly look at systematic changes to how we fund resources based on demand. Instead of giving schools fixed (and frequently reducing) resources, to try and meet the ever increasing levels of needs, which just spreads the resource so thin it barely meets anyone's needs, we need to look at systemic change’.

In terms of Pupil Support Staff, however, I think we need:

- more people to actually meet the increasing number of children requiring some personalised support
- Enhanced pay and conditions to attract the best candidates to these roles and to then retain them
- Contract conditions that create scope for greater collaboration and partnership working on personalised planning (unless support staff choose to give up their own time, or time supporting pupils, it is not easy to effectively liaise with the whole team around the child. They could be contracted beyond the contact time they have with children).
- Core, structured approach to initial career-long professional development with options to branch for specific areas of expertise”



[Reflective Question Decorative Image: Alternative text](#)

Reflections and areas for improvement - Vision and Values.

- Pupil Support Staff want opportunities to collaborate on final vision and values statements. – how can this be supported?
- A Pupil Support Staff vision and values framework must reflect the range of roles and settings.
- Consideration should be given to awareness raising and understanding of Pupil Support Staff roles, expertise required across the education community.
- Consideration given to ensuring all Pupil Support Staff and Senior Leaders are aware of and understand the national guidance for empowering support staff.
- Pupil Support Staff workforce wellbeing is an important aspect of a Pupil Support Staff vision and values framework.
- Consideration on how Pupil Support Staff vision and values could be effectively and meaningfully implemented.

Professional Learning Framework

Background.

Anecdotal evidence and discussion with Pupil Support staff and national groups prior to the engagement programme strongly indicated that access to high quality professional learning opportunities for Pupil Support Staff across Scotland is extremely variable and inequitable. The engagement programme responses have confirmed this.

To improve the support available for professional learning, the Pupil Support Staff Working Group commissioned Education Scotland to develop a Pupil Support Staff Professional Learning Framework. This was published in August 2021.

The professional learning framework has been collaboratively developed to help Pupil Support Staff identify and access learning opportunities which support their professional development and further strengthen the support they provide to children and young people.

The Framework is designed with 3 levels linked to the additional support for learning Staged Levels of Intervention – Universal and Targeted support. It includes a range of professional learning opportunities, activities and resources accessible in a range of formats. Individuals and local authorities can select which are most appropriate to their learning and development needs.

- **Informed** Universal (Key induction activities indicated)
- **Skilled** Universal – Additional
- **Enhanced** Targeted - specialised context specific

The Framework is available on the National Improvement Hub.

[Pupil Support Staff Framework | Professional Learning | Education Scotland](#)

The framework will continue to evolve and the feedback from the engagement programme is supporting further development.

There were 920 comments in the section from Pupil Support Staff. 120 mentioned concerns over time to complete training.

The programme feedback highlighted that while some Pupils Support Staff said they could access professional learning and felt supported, the majority:

- Did not feel supported
- Were not able to access appropriate professional learning .

- Were not provided with allocated time to engage with their professional learning
- Did not have regular meetings with their line manager.

There was a strong link with responses received for the Vision and Values section of the programme and responses that requested professional learning to support appropriate induction. Participants frequently reported they felt they experienced inadequate induction training and processes. Comparisons were made in relation to other roles within education services for example teachers and also wider local authority colleagues and industry.

Using anonymous polls during the live webinars we asked 'Are you allocated time for professional learning?'

Responses

- No 53%
- Once a week 3%
- Once a month 2%
- Inservice days 38%
- Other frequency 3%

'Do you have regular meetings with your manager?'

Responses

No	53%
Every month	12%
Every 2 months	5%
Every 6 months	7%
Other, includes annual and weekly	24%

Participants were asked if

"The Professional Learning Framework is a valuable addition that will help Pupil Support Staff in identifying and accessing relevant opportunities to support their professional development."



[Pie Chart Image: Alternative text](#)

Pupil Support Staff

• Strongly Agree	22%
• Agree	57%
• Neither Agree / Disagree	18%
• Disagree	2%
• Strongly Disagree	1%

Senior Leaders

• Strongly Agree	38%
• Agree	53%
• Neither Agree / Disagree	8%
• Disagree	1%
• Strongly Disagree	0%

Pupil Support Staff

“I was unaware that this was available to me, so now that I know it is there and have had a quick look at what is available then I think it is a fantastic place with lots of learning and information available. Looks very easy to use.”

“For me and my colleague, what you show as learning opportunities in the framework are great. If we got that it would certainly make us feel that we were valued, important members of staff, worth putting through training.”

“Good layout and clear design. I like the 3 levels”.

“I think the framework is amazing and has lots of great documents in it but it needs to be more user friendly/ accessible so we can find the bits we need. Can it be distilled into ilearn modules that we can complete, refer back to? I think if someone is interested they will search out the information but the document is a vast place to navigate round.”

“This is something I have never been made aware of in my post as a PSA in 2 different schools! It looks like it would be fantastically beneficial.”

“I was not aware of this framework, I am pleased to hear of this support as i do think that many PSS will benefit from such support.”

Senior Leaders

“None. This looks like a very comprehensive resource.”

“Continue to develop the resources. It is excellent.”

“We have used elements of this in our own framework- signposting to the national resource. What is still missing in some of the content of the national resource is ensuring that information is targeted for support staff and not too generic or focused on teaching staff. Our support staff highlight these aspects as off-putting. They need to be clear on their role and the information they need.”

Participants shared some of the barriers they experience in accessing professional learning.

- Not aware of the national Pupil Support Staff Professional Learning Framework
- No time to look at the framework . This was reported as a significant factor
- No time to access local authority training
- No or limited access to IT in general which will impact on accessing professional learning unless it is provided in person.
- Not accessing practical hands-on training – this was felt to be important
- Including Secondary subject area knowledge would be helpful, listed below as suggestions.
- Lack of local/national forum, network or support group.

Helpful suggestions and questions were made which will contribute to improving the Pupil Support Staff framework as it continues to be developed. Views were mixed, most participants were very positive about the current format and some participants felt that the current format does not encourage them to explore it. The newly refreshed [ES corporate website](#) is now live. The site includes all the resources that were previously available on the National Improvement Hub and all content from Parentzone Scotland and work is underway to improve the appearance and layout of the Pupil Support Staff framework

Participant’s suggestions to incorporate additional features and resources into the Pupil Support Staff framework:

- An induction pathway would be very beneficial
- Participants would like to be able to capture their learning - similar to the Education Scotland Open University suite of inclusion modules.

- Inclusion of Secondary subjects – developing subject specific knowledge would be helpful
- More videos requested
- Incorporate evidence of impact from the professional learning.
- More information and resources to help with “our own mental wellness.”

Pupil Support Staff

“Pre-learning questionnaire or something similar to help highlight where people should focus/start. Currently relies heavily on self-evaluation which not everyone is comfortable with. Otherwise relies on ASN supervisor roles to find time to observe/feedback which can be time consuming/not accurate due to changed dynamic with someone watching”

Senior Leaders

“Something that is app based. Easily accessible on mobile phones. Lack of access to IT in schools for support staff and lack of time makes it difficult for support staff to engage in PL.”

“Will this be the one and only framework as there are a high number of different Sways*/frameworks in place. Does this framework align with current formats for professional development or does it separately.”

(*A Sway is a presentation format.)

“It would be better as a separate website specifically for PSS where things could be made more visual and the layout progression clearer. It would be good if it could log what staff complete. This would be helpful for Appraisals and professional conversations. Having an online training programme would be helpful with a menu that staff could access depending on what the priority of need was in their setting. I think it needs to be made more structured and broken down with perhaps some quizzes and interaction. Perhaps also more accessible with some recorded sessions and accessibility tools.”

Participants were asked what areas of professional learning they feel is required to help them meet the needs of their learners and themselves as professionals. Key areas are identified below.

Pupil Support Staff

“Different types of play therapy.”

“I would like to see more opportunities for staff to do training for communication such as BSL and Makaton and non-verbal communication.”

“Relevant training aimed at high schools. Training on dyslexia, dyspraxia, autism, ADHD”

“Basic induction for all staff and this should include basic First Aid training.
Training which enables staff to keep themselves and pupils safe e.g. physical intervention training.

Course connected to Communication e.g. Makaton training ,BSL”

“I think all classrooms should be dyslexia friendly and staff should know what they can do to help make that happen.”

“I would feel far more empowered if I have access to training that will facilitate me to deal with situations that are physically challenging.”

“Extensive training in handling physically and verbally aggressive situations. Sometimes I do not feel safe at work or equipped to deal with certain behaviour but I don’t have a choice but to attempt to intervene.

“More specialised training for specific children, we're not doctors but quite often are dealing with children who have serious health issues!”

“Targeted training centred around the individual needs of the learners we are working with (e.g. Autism, Down’s Syndrome, anxiety disorders, etc). Often we are simply ‘left to it’ and have to use our own initiative and judgement. This is fine to a degree, but it doesn’t help your understanding of the child.”

“There should be more training given to staff relating to children with varying levels of support needed. As a mother with an Autistic child, and a Support for Learning Worker, I find it disgusting that support for Learning Workers, aren't educated enough to support the children that they work with. This is through no fault of their own.”

“The way that adults speak to children/staff and the language used.”

“How to bring things to senior members of staff when things aren't being done right.”

Senior Leaders

“Greater, quicker access to pragmatic specialist expertise, resources, research, best practice exemplars and training.”

“Training needs to be specific to the needs of the pupils in the school. This can change dramatically each session and can be very specific if the needs are medical etc.”

“Needs to be an ongoing commitment to high quality learning opportunities around Nurture Principles and Effective Communication. Also needs to be a clear support and supervision model developed which supports PSS to be the best that they can be on a day to day basis. It is a very demanding and niche role in modern education.”

“As a leader of teams who support children and young people with visual impairment and/or who are deaf, I would like to see more resources for these areas of ASN. However, I do feel that there is a lot of very valuable information and learning on a range of core skills and knowledge regarding ASN and there are various areas I will be asking colleagues to access for their personal development.”

Participants Identified Professional Learning Requirements

- Accessibility and Differentiation
- Additional Support for Learning (ASL) Scottish context and ASL process overview
- Additional support needs , including Neurodevelopmental differences
- Augmented Auxiliary Communication (AAC)
- Autism/ADHD/Tourette’s/FASD
- Child development
- Complex, profound needs - e.g. intellectual disabilities , physical disability
- Dignity and respect in dealing with personal needs and intimate care
- General training on teaching methods
- Inclusive practice
- Literacy and Numeracy
- Medication training - seizures, allergies, intra-venous medications, suction and feeding
- Moving and handling (slings/wheelchairs/lifting)
- Occupational Therapy awareness training – positional, postural and physical support
- Partnership working
- Physio training generic and specific
- Playground play
- Relational approaches including:
 - Bereavement
 - De-escalation
 - Effective communication approaches
 - Mental wellbeing – anxiety
 - Modelling and coaching opportunities
 - Nurture
 - Suicide
 - Trauma
- Sensory – deaf, blind, partially sighted
- Specific learning difficulties - e.g. dyslexia , dyscalculia
- Speech and language development
- Supporting Gaelic medium learners
- Sign-a-long (sign language) and Makaton

Some of these areas are already supported through the Pupil Support Staff Professional Learning Framework and a wide range of existing professional learning

opportunities provided by Education Scotland. These will be further supported through the development of a new national Inclusion Wellbeing and Equalities (IWE) professional learning framework. The new framework will be launched in September 2023. Both frameworks are led by Education Scotland Inclusion, Wellbeing and Equalities officers and will link together. Consideration will be given to overlap of the existing Pupil Support Staff Professional Learning framework skill areas, and the four themes in the new national IWE Professional Learning framework highlighted in Figure 4.

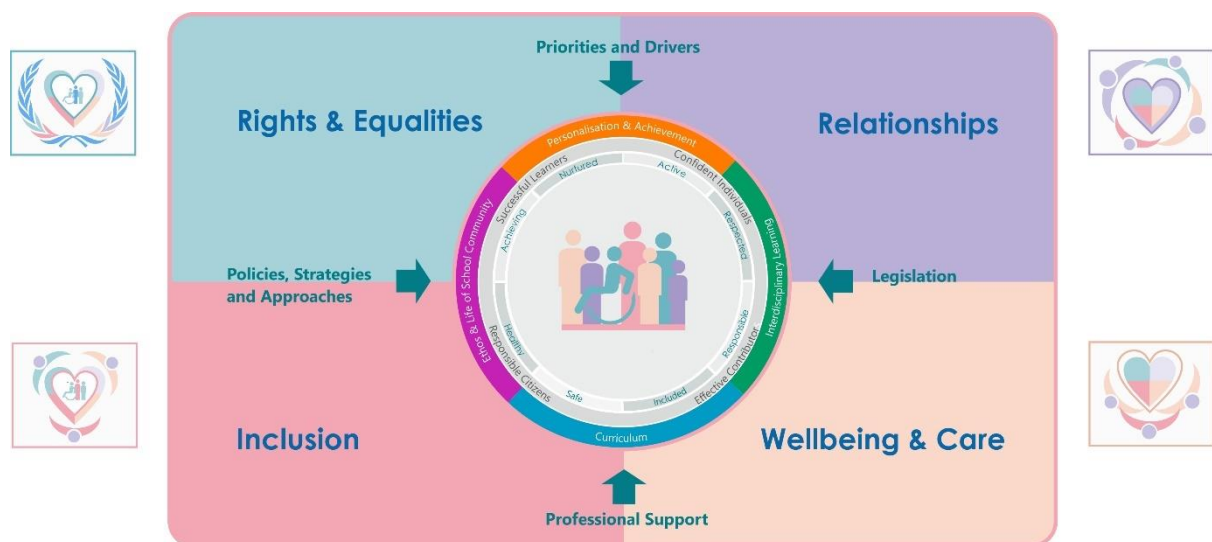


Figure 4: IWE Professional Learning framework – Four themes.

[Figure 4: IWE Professional Learning framework – Four themes Alternative Text](#)

Participants were asked if there are existing professional learning opportunities for Pupil Support Staff in their area which are not included in the framework?

Of the 891 Pupil Support Staff replies, 229 said no and 303 said they did not know, or they were not aware.

Many said they were not made aware of training and others mentioned finding their own via Open University, Unions or online.

Of the 94 Senior Leader replies, 10 said no and 7 said they didn't know or were not aware.

Pupil Support Staff

“Tourette’s Scotland offer a full learning package for PSS and teaching staff. LGBTQ Scotland offer full learning packages for PSS and teaching staff.”

“No. But I do know that the Scottish Sensory Centre is developing CPDs opportunities for supporting deaf pupils and pupils with visual impairments. This should be made available to all PSS, especially if they need to learn more about specific conditions.”

“We have training provided on inset days - sometimes by school staff such as the PT support or outside providers such as Call Scotland.”

“East Ayrshire provide a variety of coaching and mentoring inputs to upskill support staff across the authority in their working practice with support visits to individual establishments and through a TEAMS page created for support staff to access training inputs and use as a platform for advice and discussion. This was created by the East Ayrshire Scottish Attainment Challenge team and is continually being updated and added to. East Ayrshire also provides targeted intervention training from their East Ayrshire Support Team.”

“In my establishment I am included in all training and in-service day training. I have recently completed the early years online training modules, set out by the Glasgow psychological services. These modules covered Attachment, Nurture, Child development, Speech and language development, which have benefited me within my role. My head of establishment also puts me forward for any training which is relevant to my role.”

“I had to do the pda in pupil support assistance for sssc I completed this with Fife pedagogy team”

“Opportunities to learn the additional languages of the students we work with”

“Pupil Support Officers in Edinburgh get good training in wellbeing academy and LIAM - can this be rolled out across other regions?”

“As above, I have completed Manual Handling training & SALT for early years which was great, is this included?”

“There is not enough and no central place for opportunities. Often opportunities are aimed at teachers when PSS would find it useful”

Senior Leaders

“In person training for Pupil Support Staff is highly valued and should be a key element of any training programme.”

Many mentioned that training was available, however they also said:

- They were not given time to train
- Laptops or pcs were not available for them to use to access the training
- They required training to become more familiar and comfortable in using the IT if they could access it.

Positively, many were keen to highlight existing good practice and that this and successful approaches could and should be shared more widely to support build capacity and reduce duplication. There was a shared understanding and perspective that this was an aim of the Pupil Support Staff framework, and this was felt to be a practical and helpful strategic approach.

Pupil Support Staff

“I work in a wonderful school. Practice has been used as an exemplar for other schools in the authority at various points over the years. I am proud of my school and proud to be part of it.”

Senior Leaders

“We are currently trying to map the content over into the same template as your framework. We are then looking at developing a learning pathway for that staff group.

“It does seem inefficient for every local authority and lots of colleges to be developing these things when a lot of them are very similar.”

“The University of the Highland and Islands are providing a 2 year distanced learning course for support staff with a degree to obtain a teaching qualification.”

The responses from participants demonstrate a variation in experiences in their access to appropriate and relevant professional learning across the 32 local authorities.

Pupil Support Staff

“Feel we have ample training and head teacher would support us if required.”

“I’ve worked in an ASN school for 2 years and have never received any type of training whatsoever.”

“I have always been encouraged to further my development in my current setting and my SLT are very supportive.”

Senior Leaders

“Pupil support assistants are, in my experience, on small number of hours and on temporary basis. They have absolutely no time within their working day to look at professional learning. They parachute in to the settings and parachute out again. This is not good enough. There is no opportunity other than INSET for collegiate time which I believe they would benefit from. This must be outwith contact hours and would therefore impact on contracted hours.”



[Reflective Question Decorative Image: Alternative text](#)

Reflections and areas for improvement – Professional Learning

- There is significant variation across Scotland's 32 local authorities in the provisions of equitable induction training and continuing professional learning for Pupil Support Staff.
- Participants are clear in their request that they want the Pupil Support Professional Learning Framework further developed to support their skills and practice in the provision of Universal and Targeted support.
- Participants are clear in their request that they want the Pupil Support professional learning framework promoted to PSS workforce, managers and local authorities. Consideration on how to raise awareness of the national Pupil Support Staff Professional Learning framework to support a parity of access.
- Participants would like access to both in-person, any-time access and live online professional learning'.
- Participants are clear in their responses that they require time for training, networks, mentors, professional input, time to collaborate within their contracted hours and opportunities for career progression.
- Ongoing framework improvements are required to provide more effective and meaningful support, consideration of participants suggestions will be included. This work will support the implementation of the ASL Action plan recommendations. [Additional Support for Learning review: action plan - November 2022 update - gov.scot \(www.gov.scot\)](#)

Skills Framework

Pupil Support Staff do not have a national framework to support them in the professional development similar to those developed for teachers, early years practitioners and community learning and development practitioners. The Pupil Support Staff Working Group developed a draft Pupil Support Staff Skills and Knowledge Framework which seeks to identify the core skills and knowledge shared by the majority of Pupil Support Staff.

The purpose of this Skills and Knowledge Framework is to assist Pupil Support Staff in focussed discussions with their managers, employers and training providers on their learning and development needs. It aims to:

- Encourage and support Pupil Support Staff to reflect on their practice and learning needs, in order to support development discussions with employers and managers
- Strengthen the ways in which Pupil Support Staff are involved in school planning and decision making, to meet the needs of children and young people
- Support improved awareness of and access to Pupil Support Staff learning and development opportunities.

Developing a set of appropriate and meaningful skill areas, the national working group explored existing professional bodies skills framework and working with Pupil Support Staff co-created five main skill areas below. Each skill area has a number of sub skills.

1. Scottish educational context and knowledge
2. Communication and collaboration: Developing positive relationships
3. Child wellbeing and development
4. Personal and professional development
5. Wellbeing, organisation and creativity

Further information can be accessed on the introduction page of the Pupil Support Staff Professional Learning Framework.

[Introduction | Pupil Support Staff Framework | Professional Learning | Education Scotland](#)

Participants were asked if they felt a skills framework will help staff in identifying their learning needs and when having development discussions with managers and employers.



[Pie Chart Image: Alternative text](#)

Pupil Support Staff

• Strongly Agree	25%
• Agree	57%
• Neither Agree / Disagree	15%
• Disagree	3%
• Strongly Disagree	0%



Senior Leaders

• Strongly Agree	36%
• Agree	58%
• Neither Agree / Disagree	4%
• Disagree	2%
• Strongly Disagree	0%

Pupil Support Staff

“I am pleased it stresses the importance of communication, collaboration and positive relationships as they are crucial to support children.”

“I think it has detailed information regarding the skills and knowledge for PSS's, and also like how it has the links on the page to go to relevant training to assist.”

“Any skill framework must be wide enough to cover all range of YP we support. My sense currently it may be too focused on pre secondary.”

“It will help us track where we can go with our training but I can't see managers using it. I'm afraid that, when it comes to my PRD, I feel like it's just a tick box exercise as far as management are concerned. Not sure how interested they will be in it.”

Senior Leaders

“This actually makes me excited to see what the future can bring.”

“It needs to happen!!!” “This should be mandatory”

Participants were asked if they recommend any additions or changes to the design or proposed use of this framework?"

Pupil Support Staff

"Everyone needs to be included and see this as beneficial to both schools and individuals."

"The Framework appears to have a sound base of information for its purpose"

Senior Leaders

"The framework is not the issue. Time and contracted hours are the issue! All well and good having a fabulous framework but when will this get used?"

Some participants spoke about regular positive opportunities to meet with their line manager and this skills framework would further support those discussions. However many shared that they do not have opportunities to regularly meet with their managers. Therefore, some questioned the value a skills framework can have for them.

Pupil Support Staff

"In my school we have lots of opportunities to discuss our needs and how to support children. This should be made available for everyone."

"Been in Pupil Support for 9 years. Haven't had any Appraisal Meetings to discuss any learning and development."

"It would need to become mandatory. Despite spending lots of time preparing and planning my own training, in 7 years I have never had a meeting with a line manager come to fruition (many being cancelled)"

"I personally haven't had a reviews in 2 years so how can someone know my support needs"

"We do not have any discussions with managers or staff, there is never any time to discuss specific learning needs."

Senior Leaders

"I foresee the framework informing PRD conversations with Pupil Support Staff, ensuring needs identified are relevant at a personal level, and in line with pupil/school need."

Participants were asked to share their suggestions for improving the skills framework and identify any challenges.

Pupil Support Staff

“printable or tick box to show where you are at to help you to work out where you can improve (more interactive and personal)”

“A platform which allows management and SFLW to see the time and training that has been done, and comments that can be made on this.

Tracking this will allow staff to show what, if any, time they have had during working hours to engage in professional development.”

Senior Leaders

“Could they complete a questionnaire that helps focus them on where to start and possible links from course to course to get a broad general introduction. Could there be a way to log completed parts of the courses online like teachers have for PRD with mygtcs?”

“I feel one of the challenges would be how do we know who has engaged and what they have engaged in other than as part of their PRD this would need to be a local arrangement to monitor impact and be accurate when reporting.”

“Can the frameworks link up directly with a platform for recording professional development much like CPD manager and have a section which is compulsory and time sensitive?”

“I think this may put staff off as they will wonder how/when they will be able to access training to achieve it. It is a very positive ambition however.”

Participants were asked if additional skills or knowledge areas for Pupil Support Staff should be included in the skills framework.

848 Pupil Support Staff responded to this question, 67 replied no, a few gave reasons.

76 Senior Leaders responded to this question, 3 replied no.

The responses identified there was some confusion between this question which focused on the skills framework and Section 2 which focused on the professional learning framework. Many of the responses related to specific training areas already

highlighted in section 2 of this report. Some concerns were raised that a focus on the skills subsets can lead to difficulties in terms of:

- The time it could take for staff to participate in professional learning in all of the skill subsets
- How to capture the progression
- The time it will take to complete the skills framework.

Pupil Support Staff

“Yes i think there should be further skills and knowledge areas as many staff are supporting different children with different needs and levels”

“Specialist subsets like broad subject knowledge - this will be of help when supporting by reading or scribing.”

“I think role specific subsets can become difficult to co ordinate and lack flexibility when staffing an ever changing workplace with young people. But I do think further or specialist skills gained can be a real advantage depending on the support needs of the child.”

“I think role specific subsets can become difficult to co ordinate and lack flexibility when staffing an ever changing workplace with young people. But I do think further or specialist skills gained can be a real advantage depending on the support needs of the child.”

“Yes. Having role specific skills and knowledge would benefit me in delivering interventions. I am not teacher trained and yet I plan lessons, teach groups of 5 pupils, sometimes more, to develop social and life skills. I develop and deliver bespoke activities for students who struggle to engage in learning. I use my training and knowledge from previous employment roles as there is no training currently to assist me.”

Senior Leaders

“This would be difficult to capture and the roles/grades etc are different across the local authorities.”

“Specific subsets are essential if we are to meet diverse needs. Teaching children who are blind for example requires totally different knowledge and skills to teaching children with behavioural challenges or children who are deaf or autistic or dyslexic. And teaching children with significant and complex needs is a different art from entirely.

“Yes, often PSS are working with complex needs pupils, so training specific to the needs of the pupils they are working with would be beneficial.”

“Again, this needs to be specific to the pupils in the school and the specific staff working with them, e.g. peg feeding, resuscitation training, choking training etc. Not all staff in

school will need this, but those supporting the pupil regularly will need regular training updates.”

“There is a different skillset required for working in a specialist environment with children and young people with complex needs compared to a mainstream classroom and this should be acknowledged.”

“I’m worried this looks quite challenging and detailed for a job that requires no qualifications and pays a minimal wage. In the ideal world I’d love it as it will strengthen the service, however I’ve lost staff to other jobs as they feel they are not paid enough for the level of responsibility they have to take on within a primary school.”



[Reflective Question Decorative Image: Alternative text](#)

Reflection and areas for improvement – Skills Framework

- More engagement and co-creation is required to communicate the purpose of a skills framework
- Consideration given to exploring the links between the updated Common Core skills and the draft Pupil Support Staff core skills.

Future Support

Participants were asked what further activities and areas of focus the national Pupil Support Staff Working Group could undertake to support the empowerment of Pupil Support Staff.

Almost all of the participants who engaged with this programme were not previously aware of the national working group or its associated work to support the Pupil Support Staff workforce. Many expressed in the webinar chats that they were very pleased to know the group was working on their behalf and hoped that this would support future improvements. Others also expressed concern that they were not as optimistic about any potential future improvement and support – from any source.

Suggested focus areas

Work with local authorities to support:

- Increased communication about the working group
- Role clarification
- Consistency and equity in contracts*
- High quality Induction and training – including time within contracts
- Supporting Wellbeing specifically for Pupil Support Staff
- Awareness raising of the Pupil Support Staff profiles and role across the education sector
- Relationships
- Establishment of a network, annual conferences , local groups
- Participants shared suggestions for improvement and areas the National Pupil Support Staff working group can help with.

Pupil Support Staff

“The Support staff working group should be known, visible and accountable to support staff to gain their confidence and trust.”

“A Pupil Support magazine sent quarterly with a summary of learning opportunities, Summary of useful ideas across the whole spectrum of techniques and helpful ideas. Also updates on current thinking and a pupil input page. A feedback page with questions and answers from peers and guest experts in different fields could also be useful particularly for staff without a supportive network in their schools.”

“Working in an integrated way with local authorities, school and staff to develop the current support in place and develop new training regarding; bullying, trauma and health and wellbeing.”

“I feel that an appraisal system for support staff would be valuable, then we can learn what we are doing well or what we can improve on and this could be worked on through our CPD.”

Maybe face to face meeting. How do we access this working group?”

“sharing what they have done and resources available with the schools and staff”

“speak to support staff more, this is the first time I have heard of this. Managers may not be aware either and cannot support us fully in line with the frame work.”

“Raise our profile, let parents know what we actually do - if not for us lots of pupils would not access mainstream education and we are also instrumental in the day to day running and routines along with being the main care/nurture providers for all children.”

“Councils, education services and management need to be part of supporting Pupil Support Staff, be aware of their vision and values and job role”

“Annual conference to share good practice, directory of support contacts and links tool kit”

Senior Leaders

“Having this available to all authorities will help consistency - possibly PSS conferences planned for RICS on mutual development days? Online ?”

Section 1 highlighted that this engagement programme could not focus on pay, contracts and levels because this was an area which individual local authorities are responsible for. However, feedback has been included because of the significant number of responses received relating to this issue.

Senior Leaders

“Engage with LA's regarding scope to implement standardised job descriptions/remits for PSS roles. Challenging given a devolved matter to LA's and may impact on job sizing and cost/resource which will have significant implications but worth investigating.”

“Consideration given to supply support staff too - they would need paid for any additional training - budget considerations.”

Senior Leaders were specifically asked what barriers they experienced in supporting their Pupil Support Staff.

Out of the 133 replies, 120 reported time was the biggest barrier. This included time for:

- Pupil Support Staff to access professional learning
- Senior Leaders to hold meetings with Pupil Support Staff
- Pupil Support Staff to be included in meetings about children and young people
- Pupil Support Staff to collaborate with teachers
- Senior Leaders to upskill Pupil Support Staff.

Staffing levels, recruitment, contracts, pay and retention were also significant factors which are contributing barriers.

Senior Leaders

“Finding time to meet, chat, feedback. To do this I can only withdraw support from the pupils. If there has been an escalation and a member of staff has been hurt/upset I want to give them time out to recover and also to fill in any paperwork required by the council. But this then leaves a tricky area understaffed.”

“Many are working one to one with pupils. There’s no additional cover for them. It becomes so difficult to find time and opportunity for training and discussion. They need joint planning time with class teachers but work different start/finishing times. The job isn’t attractive due to pay scales”

Qualification and Registration

In Scotland Pupil Support Staff do not have a national professional body to represent them and are not a regulated workforce unlike teachers, early learning and childcare practitioners and community learning and development practitioners.

In August 2021, the Scottish Government and the Scottish Green Party announced a Cooperation Agreement and a Shared Policy Programme, committing to cooperate and collaborate on a range of policy initiatives. This included to explore in collaboration with trade unions and other key stakeholders options for the development of an accredited qualification and registration programme for Pupil Support Staff with final proposals to be brought forward by autumn 2023.

[Agreement with Scottish Green Party - gov.scot \(www.gov.scot\)](https://www.gov.scot/agreement-with-scottish-green-party)

A working group, including representatives from local authorities, COSLA, the Association of Directors of Education in Scotland, Education Scotland and Scottish Government officials, has been formed to explore options and bring forward final proposals.

This engagement programme provided an opportunity to consult with Pupil Support Staff and Senior Leaders to explore their initial views on the principle of such an approach and share any questions they have. This report will contribute towards the exploration and discussion on potential options and approaches.

Participants were asked if they felt the “Development of an accredited qualification and registration programme for Pupil Support Staff would bring significant benefits for pupils, staff and employers”.

From those who answered this question 72% of Pupil Support Staff and 84% of Senior Leaders agreed that this would bring significant benefits. 8% of Pupil Support Staff and 4% of Senior Leaders disagreed it would be beneficial.



[Pie Chart Image: Alternative text](#)

Pupil Support Staff

• Strongly Agree	31%
• Agree	41%
• Neither Agree / Disagree	20%
• Disagree	6%
• Strongly Disagree	2%

Senior Leaders

• Strongly Agree	39%
• Agree	45%
• Neither Agree / Disagree	12%
• Disagree	4%
• Strongly Disagree	0%

The majority of participants agreed that an accredited qualification programme and registration body would be beneficial. However some noted caution. The significant complexity of developing such a programme and body was also recognised.

Pupil Support Staff

“This job absolutely and urgently needs to be professionally regulated and registered.”

“We love these ideas.”

“Why have my existing qualifications (Honours Degree and Post Grad Comm Ed/ Youth Work) not been accredited? They were certainly glad to see them at my interview for the post. The Scottish Education System has certainly had the benefit of them. These kinds of accreditation for prior learning have been around for decades.”

“I personally put myself through college at a sum of £1,000 for my Classroom Assistant PDA. This has not given me any advantage against those who have not completed this course.”

Senior Leaders

“I agree in general that this is a good idea. PSS often support the learners with the most needs and an accredited qualification and registration which would set a standard would be welcomed. It would also give professional recognition for an often seen as undervalued job. It may help staff morale and help to retain staff.”

The issues raised are interconnected with issues raised in the previous sections and include:

- Cost of joining a registration body – who would fund this
- Accreditation of prior learning
- What will be the impact on staff who are valued and experienced in supporting children and young people but have no formal qualifications
- Time to complete accredited training within current contracts
- Pay and pay scales.

Pupil Support Staff

“Who would fund a qualification? What time would be given? Would experience be counted over academic ability.? Would it be theory or practical based”

“Several of us have worked as Pupil Support Staff for along number of years (17 years in my case) and we haven't needed accredited qualifications or registration programme to enable us to do the job. Also the pay scale would have to be greatly revised if this was the case.”

“I would only be in support of 'professionalising' the role/ such if all PSS/ posts moved to at least a grade 6 position on the pay scale & with accompanying salary on such being brought in.

Such in turn would go somewhat to bringing PSS inline with other sectors who have moved basic grade staff to a programme of working towards/ holding a professional/ accredited qualification & registration such as Social Work Services did with their Residential Childcare Staff & Area Team/ Community Based Social Care & Criminal Justice Workers.”

Senior Leaders

“I think this would be a positive step however how would we support existing staff to achieve qualification ie will there be additional resource/funding to support backfilling of posts to release staff to work on qualifications?”

“This task cannot be underestimated. The resourcing and costs of this could be high. There are lots of detailed issues to be through and resolved. Thankfully, many already have relevant qualifications so a gap analysis would be the first step. I think if there was a registration fee involved, it should be met by the employers as a lot of the support staff struggle financially. This is also why a lot of the staff could not afford (from a financial or work life balance view point) to gather specific qualifications - some internal measurement or sign off of on job competency might be a way to achieve this but even that needs resourced properly.”

“I support this but it must come with better pay levels. Current PSAs are leaving to work in supermarkets due to low pay.”

“Where will the time come from for the existing PSAs to complete accreditation?”

There are examples in a few local authorities where Pupil Support Staff have been supported to gain qualifications and in one local authority for those staff working in ELC and primary settings to all join the SSSC registration body. Both approaches required planning, funding and effective communication and collaboration with Pupil Support Staff.



[Reflective Question Decorative Image: Alternative text](#)

Reflections and areas for improvement – Qualification and Registration

- The majority of Pupil Support Staff and Senior Leaders who participated in the engagement programme were in favour of an accredited qualification. However establishing further consultation and exploration of this would be required to ensure that an equitable approach and model is provided.
- The majority of Pupil Support Staff and Senior Leaders who participated in the engagement programme were in favour of a professional body. However this is a complex area and further consultation and exploration of this would be required to determine if a viable solution could be achieved.

Parents and Carers

The appreciation parents and carers extend to Pupil Support Staff is evident through some of the responses made in the Children in Scotland engagement survey.

'How does a good member of Pupil Support Staff make you feel?'

'Listened to and supported. Comfortable leaving your child to be safe and nurtured'.

'A good Pupil Support Staff would make me feel confident my child would be supported and have his needs met'

'More relaxed that my child is being looked after, cared for like I would'.

Some concerns were raised

'Our support staff is fantastic, however I have witnessed behaviours with other support staff I really don't like. I don't like it when support staff have a child in their care and talk around or over the child to each other, I find that exclusionary and disrespectful. I don't like when a support staff member doesn't make an effort to try and understand the specific disabilities the child they are supporting has, and what impact that has on that particular child and what it looks like'.

Parent and carers want:

- their child/children to receive the high quality and appropriate support to which they are entitled.
- their child/children to be actively engaged in their education.
- to know that the staff who provide support have the appropriate training and are child centred in their approach.

There was a consensus that well trained, child centred Pupil Support Staff play a central role in developing positive relationships, facilitating learning and providing support with the children, young people and often families. Some feedback was shared on parental/carer expectations for professional learning they felt was important and required for Pupil Support Staff.

'Qualification in additional needs
Support strategies to help children
Active listening skills'

'They need to have a good understanding of learning disabilities and autism as well as physical disabilities and medical needs'.

'My child's plan to enable Pupil Support Staff to make decisions during school about how best to help individual children - How to de-escalate situations, Knowledge of different needs ie autism adhd etc and how that impacts behaviour and learning'.

'How to engage children, to communicate with teacher/parents to encourage continuity at home, what motivates your child'

'Understand an IEP, a risk assessment and a flexible learning pathway is required'.

Pupil Support Staff are valued by many parents and carers and there was appreciation of the significant positive impact they can have on the lives of their child/children.

'My daughter has a fantastic member of staff supporting her. At all stages she makes me feel informed, included and respected. She always has time to listen to my concerns and ideas for my daughter. She always keeps me informed of developments - big and small - and the continuous learning she is undertaking to better support my daughter. She makes me feel hopeful, for my daughter.

She makes me feel comfortable - but not in a throw-away way. It has been a long running fear of mine, watching support workers and the children they're with, that my daughter would end up largely ignored - supervised yes, kept safe yes, but largely left to the side and just engaged for essential needs like eating, drinking, changing her nappies. With our support worker, I know when I drop my daughter off she will not just be safe - but safe and wanted and loved and listened to just as she is at home. Our support worker SEES our daughter, not as passive number to be kept safe for a time, but as a whole person - with wants and feelings and likes and dislikes and moods and needs, and she loves our daughter. They have a very special relationship and it is quite honestly one of the best and most rewarding things I've been able to witness as her mother. That someone, outside of the family, has had the time and patience and understanding to reach across the blurry landscape of disability and take my daughter's hand, supporting and encouraging her to engage with the world around her in ways we would never have the opportunity to otherwise. We owe a great debt to our daughter's support worker, she has, in fact, been quite possibly the biggest influence for development in our daughter's life so far'.

'Relieved. I know that the Pupil Support Staff who work with my son, care about him so much. They want the best for him. They want to help him achieve the things he and I want, and this means so much to me. I don't know where we would be over the years if we didn't have good PSS. Some days when life as a parent carer can feel too much, they remind me of all of the good things in our lives, all of his wins. I couldn't do this without them'.

Conclusion

The Pupil Support Staff Engagement Programme has been the first national opportunity to engage directly with this workforce, highlight support which is currently available, and seek their views and suggestions on the direction of future support. The National Pupil Support Staff Working Group and Education Scotland are very grateful to all who participated and supported this programme.

The outputs from this engagement programme will

- Help inform the work of the Pupil Support Staff Working Group going forward
- Contribute to the work of the Exploratory Group on the Bute House Commitment.
- Be considered alongside other outcomes of the education reform agenda such as the Hayward review, skills framework and the National Discussion in order to achieve coherence and capitalise on the synergies across this and other reports.

The responses to this programme highlight how valued Pupil Support Staff are, and also the range of challenges they experience, for example having time to engage in professional learning. These findings will support future collaboration with stakeholders on how to improve and empower Pupil Support Staff in Scotland in their various roles to support our children and young people who require additional support within an empowered Scottish education system.

Acknowledgements

Thank you to everyone who took the time to participate with the engagement programme to share their perspectives and suggestions and to the Pupil Support Staff Working Group, their networks. Thanks also to Lorna Robertson, Pupil Support Staff Programme Support Officer.

Pupil Support Programme - Alternative text

Front page



The Scottish Government Logo Image: Alternative text

This image is the Scottish Government Logo



Education Scotland Logo Image: Alternative text

This image is the Education Scotland Logo



Programme Logo Image: Alternative text

This image is a decorative vertical programme logo. It has centrally placed styled icons representing the pupil support staff workforce and the learners with an Education Scotland logo at the bottom.

.....



Programme Logo Image: Alternative text

This image is programme banner logo. It includes the programme logo, the Scottish Government and Education Scotland logos and the title The Scottish Education Pupil Support Staff Engagement Programme.

.....

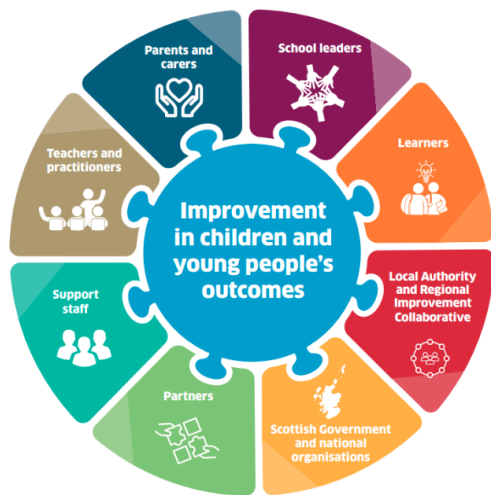


Figure 1: Empowered System - Alternative text

This image represents the collaborative empowered education system. The central text describes the aim of an empowered system, 'Improvement in children and young people's outcomes'. Surrounding the central text are aim 8 interconnecting icons representing the collaborative partners required to achieve the improvements. They are:

1. School leaders
2. Learners
3. Local Authorities and Regional Improvement Collaboratives
4. Scottish Government and national organisations

5. Partners
6. Support staff
7. Teachers and Practitioners
8. Parents and Carers



Pupil Support Staff Logo Image: Alternative text

This image is the Pupil Support Staff logo. There are 6 styled icons representing the pupil support staff workforce and learners with an Education Scotland logo at the bottom.

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Screen Shot Decorative Image: Alternative text

This image is a screenshot of the promotional animation on the with an embedded hyperlink.

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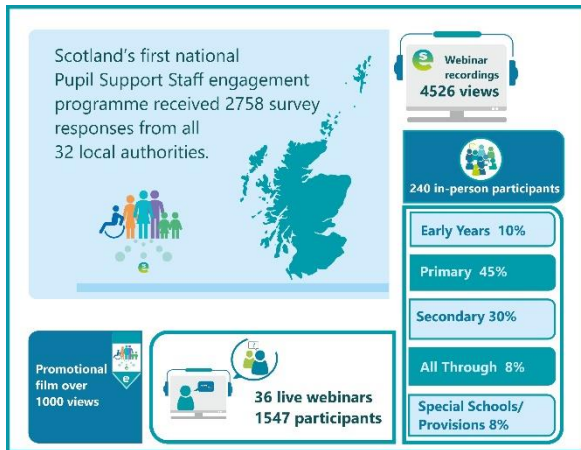


Figure 2: Programme Participation: Alternative text

This image is an overview visualisation of the programme participation data. All the data is available to access in the report on the next 2 pages.



Participation Decorative Image: Alternative text

This image has 4 icons representing the different way participants could join the programme. The icons are of a computer screen, discussion, mobile device and in-person icons.



Film Screen Shot Decorative Image : Alternative text

This image is a screenshot of the Short film created by the Young Ambassadors for Inclusion with an embedded hyperlink.



Reflective Question Decorative Image: Alternative text

This image represents reflective questions. There are 2 styled people icons and a question mark.

.....



Figure 3: Young Ambassadors inclusion film: Top 50 Word feedback: Alternative Text

This is a word cloud representing the 50 most commonly used words in the poll. The first 10 were the most frequently submitted words.

1. Inspired
2. Emotional
3. Positive
4. Sad
5. Interested
6. Helpful
7. Thoughtful
8. Informative
9. Awareness
10. Motivated
11. Thought
12. Disappointed
13. Concerned
14. Supportive
15. Insightful
16. Powerful
17. Provoking
18. Empathy
19. Unique
20. Validated
21. Essential
22. Aware
23. Humble
24. Empowering
25. reassured
26. Frustrated
27. Honest
28. Training
29. Inclusion
30. Included
31. Chance
32. Influence
33. Informed
34. Hopeful
35. Mindful
36. Time
37. Pupils
38. Important
39. Aware
40. Nurturing
41. Individual
42. Children
43. Listen

- 44. Empowered
- 45. Responsive
- 46. Listen
- 47. Pivotal
- 48. Uncomfortable
- 49. Vindicated
- 50. Equity



Pie Chart Image: Alternative text

2 images of Pie charts representing the participants responses. Explanatory data and text is within the report.

Quotes Alternative Text

Three quotes from children and young people

“If I didn’t have one I would be really sad and gloomy. I would not feel comfortable and safe”

“Someone who talks to you and makes you feel like your time is worth it- not just doing it because it’s their job. They don’t sound like they’re talking off a script.”

“I think it’s very important for them to not just see you as a job but see you as a person and be willing to have fun. Showing emotion is good”

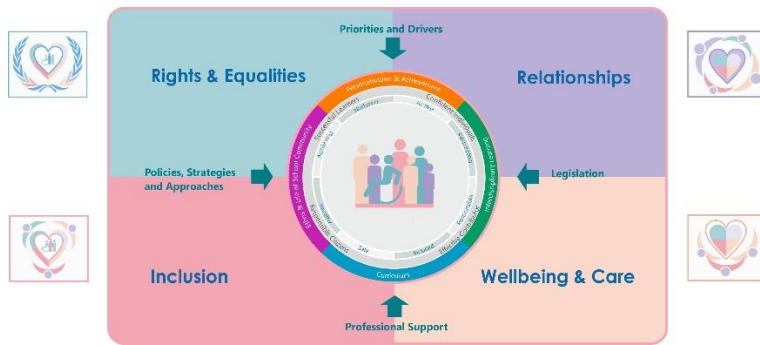


Figure 4: IWE Professional Learning framework – Four themes. Alternative Text

This image represents the interconnecting 4 themes the Education Scotland Inclusion, Wellbeing and Equalities team draw on to support improvement and the professional learning framework. Surrounding the central icons representing adults and learners there are 4 quadrants each with its on logo to represent

- Rights and Equalities
- Relationships
- Wellbeing and Care
- Inclusion.