

Wellington School

Pupil Support Assistant (Term Time Fixed Term Post)

Wellington School wishes to appoint a Pupil Support Assistant for session 2026/27. There will be the opportunity and expectation to contribute to classroom support across the whole school where a need is identified.



The post is offered on a 8.30am to 4.30pm Term Time Only working pattern (37 weeks) and is Fixed Term in the first instance to 30th June 2027. Salary is in range £22,660 and includes statutory 5.6 weeks holiday pay (£15.20 per hour equivalent). Start date is anticipated to be 18th August 2026.

Wellington School is the only independent school in Ayrshire and we pride ourselves on providing an exceptional all-round education. This is a new post intended to enable children with additional support needs to access the curriculum we offer and thrive in the vital transition year before entering the Senior School.

If you have experience supporting young people with complex needs, a background and qualification in supporting the development of young people and the passion and pride to make an outstanding contribution in our first-class environment, then we want to hear from you.

Applications MUST be made using the standard school application form and you should highlight how your background, skills and experience make you the right person for this unique role. Please note CVs may be submitted, but will not be considered in the absence of a completed application form.

The post is considered as Regulated Work with vulnerable children and/or protected adults, as specified in the Protection of Vulnerable Groups (Scotland) Act 2007.

All posts carrying out regulated work at Wellington School require PVG Scheme membership, or a PVG Scheme update for existing scheme members. Costs will be borne by the school for this enquiry.

Closing date is 5th August and early applications are encouraged as we reserve the right to close the vacancy should a suitable candidate be identified.

Pupil Support Assistant Job Description and Person Specification

The main responsibilities include:

Classroom Support

- Provide support to pupils during lessons across a range of curriculum areas.
- Assist pupils to engage with learning activities and follow teacher instructions.
- Support the delivery of differentiated learning tasks to meet individual needs.
- Encourage independence, confidence, and resilience in learning.
- Reinforce positive behaviour and support the school's values and expectations.
- Work collaboratively with teachers to monitor pupil progress and engagement.
- Support pupils with additional support needs to access the curriculum effectively.
- Assist in the preparation and organisation of learning resources where required.
- Support pupils in the effective use of assistive technology and digital tools to enhance access to learning.

Pastoral and Personal Support

- Provide support for pupils who require time away from class to regulate and reset.
- Build positive, trusting relationships with young people.
- Support neurodivergent pupils and others experiencing emotional distress, anxiety, sensory overload, or overwhelm.
- Use a calm, nurturing, and trauma-informed approach to help pupils identify and manage their emotions.
- Facilitate restorative conversations and reflective planning with pupils.
- Support pupils to develop strategies that enable a successful return to class and learning.
- Facilitate and support small-group nurture activities designed to enhance pupils' emotional wellbeing, self-esteem, and social skills.
- Work with pastoral staff, support for learning staff, and families where appropriate to promote positive outcomes.
- Maintain appropriate records of pupil support and interventions as required.

Whole School Role

- To undertake other reasonable duties related to classroom education and pupil co curriculum experience at direction of classroom teacher and school management.
- To follow expected workplace Health and Safety and other regulatory operational practices and procedures.

Skills Qualifications and Experience Required

- A good standard of general education demonstrably capable of following modern primary education teaching practice and methods.
- A further qualification in an education related subject is preferred, but not essential.
- Experience of supporting and developing children with special educational needs is advantageous.
- An understanding of good practice in primary education is desirable.
- Demonstration of a patient and empathetic approach to working with young people is essential.
- Applicants must demonstrate resilience and the ability to meet changing priorities and deadlines.
- Flexibility with an understanding of the need to adapt and change when supporting young people.