



Job Title: Medical Intervener

Grade: C1, SCP 12-17 (Level 2).

Hours of work: Monday - Friday TTO + 5 days

Accountable to: Senior Leadership Team

Role

Collaborate with the nursing team, Pastoral Manager, and senior leadership to implement and manage student medical intervention systems. Provide vital classroom support to teachers, ensuring pupils' personal and medical needs are met so they can fully access learning opportunities.

Main Duties

1. To support pupils with medical and feeding needs by managing and administering daily interventions with support from the NHS inclusion nursing team on site.
2. To provide emergency medical support to pupils as required.
3. To gain detailed medical knowledge and specialist skills to support pupils' medical and feeding needs, through robust training by the inclusion nursing team to ensure safe clinical practice.
4. To undertake regular training and supervision, specific to the medical interventions being undertaken.
5. To support the NHS inclusion nursing team to identify and monitor the medical needs of pupils as required.
6. To implement detailed individual health care plans and interventions, in liaison with NHS inclusion nursing support.
7. To assist in maintaining and regularly review individual health care plans in liaison with NHS inclusion nursing support.
8. Monitor pupil responses to interventions and call specialist support if necessary.
9. To assist in managing medications, ensuring safe storage, expiry dates etc. and keeping appropriate logs.
10. To work within an agreed system of supervision from NHS.
11. To communicate with parents to share information related to the child's health, gather relevant health information, as required and agreed with NHS inclusion nursing team. This must only be in agreement and oversight of the Lead Educarer and NHS inclusion nursing team.
12. To liaise with NHS inclusion nursing team and class teacher to:
 - a. develop a system whereby medical/feeding interventions have minimum impact on learning;
 - b. ensure teachers are made aware of any particular health issues.
13. To keep up to date with developments in medications, treatments etc.
14. To provide medical support to out of school learning activities within guidelines established by the school.
15. In conjunction with NHS staff to liaise with parents re interventions for their children, as required.
16. Ensure all medical records are treated as confidential and data protection protocols are adhered to.
17. To use ICT effectively to keep records.
18. To encourage pupils to interact and work co-operatively with others and ensure that during medical interventions pupils can still engage in activities.
19. To establish good relationships with pupils, acting as a role model, setting high expectations and being aware of and responding appropriately to individual needs.

20. To adhere to individual pupil's safe systems of work when moving and handling of pupils is required. Maintaining personal safety by remembering back care advice.
21. To support pupils consistently in their learning as directed by the teacher when not delivering medical interventions whilst recognising and responding to their individual needs.
22. To attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters.
23. To supervise pupils ensuring their safety and access to learning.
24. To promote the inclusion and acceptance of all pupils.
25. To be aware of and support differences and ensure all pupils have equal access opportunities.
26. To comply with policies and procedures relating to health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
27. To work within an established restorative behaviour policy.
28. To contribute to the overall ethos/work/aims of the school.
29. In addition, this job description should be read in conjunction to the level 2 (C1 learning support assistant) as when no medical interventions are necessary the role will revert back to this within class.

If you need any further information please do not hesitate to contact Julie Langton or Hannah Duffey. Please submit applications through My New Term, via the following link: Closing date for applications is 9am, Wednesday 9th October. Interviews will be held on Monday 14th October.

Entitlement

The Head Teacher and governing body are fully committed to ensuring the professional effectiveness of the LSA in this role through

- support and oversight from senior leaders
- support from NHS inclusion nursing team
- professional development opportunities, related to medical interventions

Safeguarding Responsibilities

We expect all staff to understand and implement the contents of policies relating to safeguarding including the Child Protection Policy, the safe working practice policy, the Safer Recruitment Policy, the Keeping Children Safe in Education Guidelines, the Safeguarding policy and any other relevant policies as applicable. We expect all Penny Field School employees to:

- Adhere to all safeguarding arrangements so that pupils stay safe, are healthy, make a positive contribution, enjoy and achieve, and develop skills for economic well-being
- Teach pupils to keep themselves safe
- Protect pupils from bullying, racist abuse, harassment or discrimination, and promotes good behaviour
- Maintain health and safety policies and procedures, including conducting necessary risk assessments as well as regular checks on equipment and premises
- Support the provision of a safe environment and secure school site
- Support the needs of pupils with medical conditions
- Identify and respond appropriately to child welfare and child protection concerns
- Work effectively with key agencies to safeguard and promote the welfare of children
- Prioritise safeguarding, and support the monitoring of policies and practises
- Support to ensure that adults working with children are appropriately recruited and vetted, and receive appropriate training, guidance, support and supervision to undertake the effective safeguarding of pupils.

Any Special Conditions of Service

There is a requirement to submit to an enhanced DBS background check and a pre-employment health declaration. Term time working, however there may be a need to occasionally work outside of school hours and off school premises, as required by the school.

Person Specification

NB. Essential criteria are the qualities that candidates must have to do the job. Desirable criteria are the extra qualities that will enhance a candidate's job performance and aid short listing. You are able to demonstrate that you meet these criteria through a variety of ways – for shortlisting purposes this is through your application form; if selected your certificates; the interview process and your references will confirm that you meet the specification.

Attributes	Essential	Desirable
Knowledge, Experience and skills: general	<ul style="list-style-type: none"> ● Have good ICT skills to support relevant record keeping. ● Demonstrate expertise and skills in understanding the needs of all pupils – attend to the pupils' personal needs, and implement related programmes, including social, health and medication, physical and hygiene matters. ● To have sound knowledge and experience of implementing policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. ● Effectively lead the supervision of and engagement of small groups of pupils. ● An understanding of principles of data protection and confidentiality. 	<ul style="list-style-type: none"> ● Have excellent literacy and numeracy skills, to at least Level 2 (GCSE grade A-C or equivalent). ● NVQ level 2/ 3 supporting teaching and learning or similar ● Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with leaders and accessing relevant professional development to improve personal effectiveness. ● Demonstrate a level of subject, curriculum knowledge and/or TLG approach and apply this effectively in supporting teachers and pupils.

Attributes	Essential	Desirable
Knowledge, Experience and skills: Delivering Medical Interventions	<ul style="list-style-type: none"> ● Communicate effectively and sensitively with parents and professionals, establish excellent working relationships with them, act as a role model at all times, and respond appropriately to individual needs. ● Experience of managing medications – compliance with policy, storage, paperwork etc. ● Experience of minimising impact of medical interventions to ensure learning opportunities are maximised. 	<ul style="list-style-type: none"> ● Recent training of complex medical interventions. ● Managing medication qualification (level 2/3). ● Full First Aid at Work qualification. ● Understanding of the DfE guidelines on managing medications. ● Basic First Aid at Work training ● Intensive Interaction, Makaton, Symbols, Colourful Semantics, and / or Sensory
Knowledge, Experience and skills: Supporting Learning	<ul style="list-style-type: none"> ● Knowledge of health care plans and their delivery. ● Minimum of 1 years' experience as a level 1 (B1) learning support assistant. ● Promote and facilitate increasing independence in all areas, including teaching and learning, social and community skills and self-care skills. ● Experience of working with pupils with additional needs / Use planned, effective behaviour management strategies consistently, reporting difficulties as appropriate. ● Maintain a stimulating and safe environment by organising and 	<ul style="list-style-type: none"> ● Processing or Alternative and Augmentative Communication. ● Understanding and or experience of Restorative Practice. ● Recent training related to learning difficulties and disabilities. ● Demonstrate an informed and efficient approach to teaching and learning by delivering learning to pupils as directed by the teacher and implementing related personal programmes where appropriate. ● Promote and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.

	<p>managing physical space and resources.</p> <ul style="list-style-type: none"> • Communicate effectively and sensitively with children and young people, establish excellent working relationships with them, act as a role model at all times, and respond appropriately to individual needs. • Understand their roles and responsibilities with the classroom and whole school context recognising that these may extend beyond a direct support role. 	
Personal and Professional Conduct	<ul style="list-style-type: none"> • Demonstrate proper and professional regard for the ethos, policies and practices of the school. • Demonstrate positive attitudes, values and behaviours, which develop and sustain effective relationships within the school community. • To attend all meetings as directed by teacher or senior leaders. • Work constructively as part of a team, understanding classroom roles and responsibilities and their role within these. • Have regard for the need to safeguard pupils' well-being. • Uphold values consistent with those required of teachers by respecting individual differences and cultural diversity. 	<ul style="list-style-type: none"> • Have regard for the need to safeguard pupils' well-being by following relevant statutory guidance along school policies and practice.

Attributes	Essential	Desirable
	<ul style="list-style-type: none"> • Commit to improve their own practice through self-evaluation and awareness. • To effectively engage with the school's performance management system. • Accuracy and attention to detail. • Prioritise and manage own time effectively. 	
Working with others	<ul style="list-style-type: none"> • Recognise and respect the role and contribution of other professionals, parents and carers • Appreciate and support the role of other professionals and to support the class teacher with their role in this regard • Understand their responsibility to share knowledge to inform planning and decision making • Understand their role in order to work collaboratively with classroom teachers and other colleagues 	<ul style="list-style-type: none"> • Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them and in particular to gather/report information from/to parents as directed • Communicate their knowledge and understanding of pupils to other staff members, health and social care professionals so that informed decision making can take place at all times

