



**GLEBE  
FARM  
SCHOOL**



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## Medical Room Support Assistant Glebe Farm School

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Information for Candidates  
Sept 2026



**Inspiring Futures  
through Learning**

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# Welcome from the Headteacher

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Dear Applicant,

We are delighted that you are considering applying to join the team at Glebe Farm School.

Glebe Farm School is part of the Inspiring Futures through Learning, Multi-Academy Trust, which comprises of twenty schools across Milton Keynes and Corby. The Trust is committed to developing a family of schools whose purpose is to inspire the futures of us all through learning together.

I was appointed as Headteacher for Glebe Farm School in May 2021 and have had the privilege of seeing the creation of the school build which started on the first day of lockdown on 23<sup>rd</sup> March 2020.

We are looking for an exceptional individual to join the team and provide high quality care and education that meets the needs of pupils in the school setting. All team members will have responsibility for embedding the vision and ethos of the school to secure the success and continuous development of our school and young people, ensuring high quality education for all pupils.

As Glebe Farm School grows there will be many new and exciting roles created and being part of this journey will open many opportunities for colleagues. As part of the Inspiring Futures through Learning Multi-Academy Trust, successful candidates will have full access to our staff benefits package, including bespoke CPD package, enhanced Maternity/Paternity/Adoption Leave and Employee Assistance Programme. In addition, access to an Employee Benefits Scheme including discount on gym memberships, cinema tickets, retail discounts, cycle to work scheme and much more.

We look forward to receiving your application.

Matthew Shotton  
Head Teacher





**AMBITION**



**BELONGING**



**CREATIVITY**

## About Glebe Farm School

Glebe Farm School is a brand new, purpose-built all-through school, located in the new development of Glebe Farm, Milton Keynes. Our first cohort in September 2022 was restricted to 210 students in Reception, Year 1, Year 2, Year 7 and a 39 place Nursery. Glebe Farm School will continue to grow year on year and will eventually accommodate 1569 students when it reaches full capacity.

Glebe Farm School will serve the new residential developments of Glebe Farm. Secondary catchment area will include Glebe Farm, Eagle Farm, Wavendon Village (including new development areas) and Woburn Sands (Mk residents only).

We are an **AMBITIOUS** school, with a strong sense of **BELONGING** and **CREATIVITY** at the heart.





# WE ARE A SCHOOL OF CHARACTER

Here are our values



## INTEGRITY

To uphold the highest standards of honesty with the ability and desire to stand up for what is right; developing a strong moral compass that guides you to do the right thing when no one is watching.



## RESPONSIBILITY

To take responsibility for your actions and choices; to make others feel valued and respected; to contribute and fully embrace our school community.



## ENDEAVOUR

To endeavour to always do your best to face the challenges of school life and beyond; to try for the sake of others as well as the individual; to be consistent in all we do and strive for greatness.



## BRAVERY

To be brave when taking risks and facing fears; to be a strength for others when they question their own strength; to remember, it is going to be hard, but hard is not impossible.



## EMPATHY

To have the ability to relate to, and connect with, others for the purpose of inspiring and empowering their lives; to demonstrate humility when supporting others to be able to see, hear and feel from the position of another.

## Core values and vision

Our vision for the children and young people we teach, is to deliver an exceptional 21st century, comprehensive and universal all-through learning experience that will unlock every individual's potential. We aim to develop the acquisition of knowledge, skills, emotional intelligence and character to become responsible, successful and fulfilled citizens with the highest levels of integrity.

We will equip pupils and students from the ages of 4–16 with the knowledge, skills, characteristics and emotional intelligence to become well-rounded, responsible and fulfilled citizens with the highest levels of integrity; and the ability to stand up for what is right.

At Glebe Farm School we develop the characteristics of bravery, empathy, endeavour, integrity and responsibility. These core values permeate throughout our school and curriculum.

## The Curriculum

Whilst the curriculum is broad and balanced and offers the complete range of subjects the three distinctive principles that provide the foundation for everything we do: Ambition, Belonging, Creativity

The ABC drivers of our curriculum, firmly underpin all areas of school life and this ensures our curriculum offer is enriched and personalised to our children, their families and our developing community.



# Inspiring Futures through Learning

We formed Inspiring Futures through Learning (IFtL) in 2016 as a natural extension of our school improvement journey. Indeed, for over twenty years our founding school, Two Mile Ash School had worked with very secure, high-quality partners in their ITT School-Based Partnership, supporting newly formed Trusts in turning schools in difficulty around and created our CPD programme to support the development of leadership and continual professional development both locally and nationally. There was a very strong track record of school improvement led by high performing leaders who shared a common vision. Developing a Multi-Academy Trust with like-minded schools and their leaders meant that our vision could circulate further, ensure the impact of our work reached out to more children and more staff benefited from high-quality development and learning from each other.

Since 2016 we have achieved great success. We can quantify our success in Ofsted reports, performance data, financial spreadsheets and our recruitment and retention figures. However, most importantly to note is that we can only achieve such success because of our culture and ethos. It is our more qualitative success that makes IFtL truly unique. We are a strong family, with different personalities and differing abilities but we have the golden thread that pulls us together - a belief that we are stronger together; that we will go that extra mile for each other and support each other when things aren't going the way we want them to.

The camaraderie is second to none as our school improvement system is strongly embedded in our schools as we use the skills and expertise to support each other. There is nothing new about a self-sustaining school improvement system – but the way we do it is unique to us and something that we are extremely proud of.

Indeed, IFtL is all about the people: the adults and the children. Our values set us apart:



This is the glue that holds us together, our common ethos, our shared values and our bare necessities. This is why we are special.

We are unashamedly proud of who we are and what we have achieved....

and we know that being part of the IFtL community is genuinely **a great place to be.**

# Working at IFtL

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To support all our employees, the Trust is committed to finding ways to ensure that your personal, financial, professional, and pastoral needs are met during your time with the Trust. Wherever possible, we seek out innovative and impactful ways to add real benefits to our teams - from helping with cost-of-living pressures, ensuring that professional development is readily and easily accessible through to wellbeing assistance - to ensure the work-life balance is being managed effectively.

IFtL is a Trust with a strong vision:

**‘To inspire the futures of us all through learning together’.**

This vision is lived every day by everyone in our trust in several ways....

- School Development
- Wellbeing
- Professional Development
- Employee ‘Salary Extras’ benefits
- IFtL Varsity (Professional Learning)
- Expert Learning Teams and Networks
- Employee Assistance Programme
- IFtL Portal
- Initial Teacher Training Partnership (ITTP)
- Safeguarding
- Quality Assurance

# Benefits of our Trust

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## Employee Assistance Programme

The Health Assured programme offers:

Confidential and compassionate guidance on any issues, professional and personal

Life support: Unlimited access to counselling for emotional problems and a pathway to structured telephone counselling or face-to-face counselling sessions (employees only) at your convenience.

Legal information: For any issues that cause anxiety or distress including debt management, accountancy, lawsuits, consumer disputes, property or neighbour legalities (employees only).

Bereavement support: Health Assured offers qualified and experienced counsellors who can help with grief and related stress plus a team of legal advisors to help with legal issues.

Medical information: Qualified nurses are on hand to offer advice on a range of medical or health-related issues. They can't diagnose but can offer a sympathetic ear and practical information and advice.

CBT online: We recognise the value of self-help tools in dealing with a range of issues, which is why we have a range of CBT self-help modules, informative factsheets and invaluable advice videos from leading qualified counsellors.

Weekly mood tracker: Keep track of your financial, physical and general wellbeing via our weekly mood tracker. My Health Advantage uses push notifications to remind you to complete your weekly mood tracker, via a set of simple questions.

Mini health checks: My Healthy Advantage offers a collection of mini health checks within the app for the following: height & weight (BMI), waist, sleep, alcohol, mental health and fatigue.

Four-week plans: Through My Healthy Advantage, you can access a selection of four week plans all aimed at improving your health, such as quitting smoking, losing weight and coping with pressure. You can reflect on your progress and input diary entries at the end of each week.

Wellbeing articles: Covering a wide variety of topics, including; emotional, physical and financial wellbeing, legal, housing and consumer issues, retirement, childcare and much more.

Personalisation: Personalise your newsfeed by selecting specific topics that interest you. My Healthy Advantage will generate learning materials tailored to your choices, such as equality & diversity, exercise and childcare & parenting





Inspiring Futures  
through Learning

FREE  
support

# Employee Assistance Programme

Our Health Assured programme is **available 24/7** and **free** to access by all IFtL colleagues and their immediate family members, offering support through some of life's challenges, including:



Family  
issues



Financial  
wellbeing



Legal  
information



Medical  
information



Relationship  
advice



Tenancy and  
housing concerns



Alcohol and  
drug issues



Childcare  
support



Stress and  
anxiety



Bereavement



Counselling



Consumer issues

Call **0800 028 0199** to access help now

# Job Description

## Medical Room Support Assistant at Glebe Farm School

Salary - £13 per hour

Responsible to – Operations Manager

Working Hours – 8:30am – 1:30pm Monday to Friday Working Weeks – 39 weeks plus training days

This job description sets out the expectations of the role of Medical Room Support Assistant at Inspiring Futures through Learning. The Medical Room Support Assistant is required to carry out the professional duties identified below, subject to the conditions of employment as set out in School Teachers Pay and Conditions Document.

Our children and young people come from a wide range of backgrounds, and so do our colleagues. We aim to reflect and celebrate diversity in our workplace in order to create an inclusive culture that adds real value to our vision of inspiring the futures of us all through learning together.

Glebe Farm School is a unique all-through school for girls and boys aged 3-16 years. The pastoral care is at the heart of everything the school does. We are looking for an experienced advanced first aider or medical professional to offer a friendly and warm environment for children who are injured or unwell or needing a quiet space to chat. The promotion of health and wellbeing is crucial to these youngsters.

## Job Purpose

To promote the health, wellbeing and protection of children at Glebe Farm School, working in close partnership with the School Nurse & teaching staff.

To provide first aid to pupils, staff and visitors and to refer on for further medical help where necessary. Working alongside the School Nurse helping to manage dietary requirements and allergies of children and staff in the school.

To carry out administrative duties to help the smooth running of the medical hub.

## Key Responsibilities

To promote the safeguarding the welfare of children for who you are responsible and with whom you come into contact.



To provide immediate care for minor injuries and illnesses.

To work alongside pastoral staff to provide an excellent standard of pastoral care which is at the centre of all the school does, which includes providing medical care for pupils who are unwell, as well as health promotion and support for ongoing medical issues.

To treat and deal with accidents and emergencies within the school.

Ensuring correct administration, storage and recording of all medications given.

Administering prescribed medication (as prescribed with consent).

To assess, plan, implement and evaluate care on a day-to-day basis for pupils with minor ailments, chronic illness, accident, injuries and support emotional wellbeing and mental health.

To ensure compliance of all School administrative processes and procedures for all H&S inspections.

To provide a confidential service of advice and counselling and to refer on as appropriate.

Liaise closely with the School Nurse, Pastoral care team and the DSL.

To update any new medical information for new students and ensure the information is disseminated accordingly.

To ensure all first aid provision, including medical room supplies and portable kits, are maintained in line with School procedures, checked regularly and medical waste safely disposed.

Covering school residential trips as First Aider when required, for children with specific medical needs.

To maintain confidential health records.

To ensure the medical hub is fully compliant with, and operates in line with, current regulations including, but not limited to, Public Health England and Independent Schools Regulations.

To promote hygiene and tidiness.

To maintain sufficient levels of medical supplies and drugs.

Managing the security and control of drugs and medicines, maintaining a clear audit trail.

Phone calls home to parents regarding any medical incidents (sickness, injury) where appropriate.

Supervision of unwell children in medical room or waiting to be collected.

To work as an effective member of a team and to promote teamwork at all times.

## Administrative Duties

Administer all policies and procedures relating to the first aid department.

Reporting to the School Nurse regarding any concerns.

Keep all medical records up to date and ensure records are destroyed in line with the School's Data Retention Policy.

Update Meditracker of all incidents.

Provide administrative support appropriate and relevant to this role.

## Safeguarding of Children

All staff are responsible for the safeguarding of children in line with the School's Safeguarding Policy.

## General Duties

To build strong positive working relationships with all departments within the school. Playing a full and active part in the life of the school, including attending evening events as they arise.

Be committed to and attend relevant continuous professional development





Be aware of and comply with policies and procedures relating to Safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. Reporting to the School Nurser and mental health lead

*This job description will be reviewed annually at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with the postholder.*

## Person Specification

| Skills and Knowledge                 |                                                                                                                                  |   |   | Level    | Assess by;                                                           |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|---|---|----------|----------------------------------------------------------------------|
| <u>A</u> ttainable                   | Successful applicants will be expected to obtain the denoted qualifications or experience within an agreed period of time        |   |   | <u>A</u> | A<br>Application<br>I<br>Interview<br>T<br>Testing<br>R<br>Reference |
| <u>D</u> esirable                    | Applications will be preferred from candidates with the denoted qualifications or experience                                     |   |   | <u>D</u> |                                                                      |
| <u>E</u> ssential                    | Applicants without the denoted qualifications or experience will not be considered for this role                                 |   |   | <u>E</u> |                                                                      |
| Qualifications                       | NVQ2 in teaching/learning/care/medical discipline or equivalent                                                                  | x |   |          | A                                                                    |
|                                      | First Aid qualification                                                                                                          |   | x |          | A                                                                    |
| Skills / Experience                  | Experience in working with children in a school environment                                                                      |   | x |          | A                                                                    |
|                                      | Experience of working in a healthcare environment                                                                                |   | x |          | A                                                                    |
| Competencies                         |                                                                                                                                  |   |   | Level    | Assess by;                                                           |
| <u>A</u> wareness                    | Demonstrable aptitude and ability to develop in the particular work area                                                         |   |   | <u>A</u> | A<br>Application<br>I<br>Interview<br>T<br>Testing<br>R<br>Reference |
| <u>S</u> ignificant                  | Clear competence in the work element sufficient for all role requirements                                                        |   |   | <u>S</u> |                                                                      |
| <u>E</u> xtensive                    | Sufficient expertise in the work element to lead and mentor others, and influence policy and practice                            |   |   | <u>E</u> |                                                                      |
| Planning and organising work         | Organising routines around administering medicines, health checks, general administrative and child supervisory responsibilities |   | x |          | I                                                                    |
| Influencing and interpersonal skills | Assisting children who may be sick, ill or in distress                                                                           |   | x |          | I                                                                    |
|                                      | Encouraging appropriate behaviour at all times                                                                                   |   | x |          | I                                                                    |
| Using initiative                     | Dealing with medical and other emergencies in accordance with training and school procedures                                     |   | x |          | I                                                                    |
| Working independently                | Principal first aider                                                                                                            |   | x |          | I                                                                    |

|                           |                                                                                                                        |  |   |  |   |
|---------------------------|------------------------------------------------------------------------------------------------------------------------|--|---|--|---|
| <b>Managing people</b>    | Team working with other support staff                                                                                  |  | X |  | I |
| <b>Managing resources</b> | Maintaining stocks and equipment                                                                                       |  | X |  | I |
|                           | Maintaining records                                                                                                    |  | X |  | I |
| <b>Managing risk</b>      | Awareness of, and adherence to, school policies and procedures in relation to health and safety, child protection etc. |  | X |  | I |
| <b>Managing oneself</b>   | Awareness of opportunities for personal development                                                                    |  | X |  | I |