

# Job Description

<b>Role</b>	Personal Care and Medical Teaching Assistant
<b>Reports To</b>	Headteacher and Assistant Head Teacher – Head of Inclusion
<b>Location</b>	Heron Hall Academy
<b>Working Pattern</b>	Monday to Friday – 36 hours per week
<b>Contract Type</b>	Permanent – Full Time Term Time + 1 week – 39 weeks per year
<b>Salary</b>	NSCT Pay Range 14 – 17 (depending on experience and in line with Trust Pay Policy) FTE Salary: £25,680 – £26,906 Actual Salary: £21,965 – £23,014 Personal Care Responsibilities Allowance: £2,178 annually NSCT Health Cash Plan + Generous Pension
<b>Annual Leave</b>	24 days + 8 Bank Holidays Holiday year runs from 1 <sup>st</sup> September – 31 <sup>st</sup> August. Annual leave entitlements are calculated in your salary. No additional paid leave is provided, and leave is taken during school closures.

## Job Purpose

The Personal Care and Medical Teaching Assistant will provide high-quality, responsive support that enables secondary school pupils of all abilities to access the curriculum, engage in their learning and thrive within a structured and inclusive environment. Working closely with the inclusion team, teaching staff and pastoral teams, the postholder will provide tailored educational, personal care and medical support to pupils with special educational needs, physical disabilities and/or medical needs, supporting both academic progress and personal development across a broad range of subjects and learning needs. This includes delivering targeted interventions, assisting with classroom management and adapting learning activities to suit diverse learning profiles, including those with SEND.

A key aspect of the role is to promote pupil independence, emotional wellbeing and positive behaviour, helping young people to develop the confidence, resilience and skills needed for success in school and beyond. By building positive relationships with pupils, colleagues, parents/carers and other professionals, and by contributing to the wider life of the academy, the postholder will play an integral role in supporting pupil achievement and creating a safe, aspirational and respectful learning culture.

Employees will be expected to comply with any reasonable request from their line manager and senior leadership team to undertake work of a similar level and grade that is not specified in this job description. Following consultation with you, this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

## Key Responsibilities

### Learning and pupil support:

- Work with the Head of Inclusion, senior leaders, the inclusion team, teachers and wider academy staff to support teaching and learning, delivering programmes of care and support that enable access to learning for individual pupils and small groups.
- Provide high-quality in-class support for pupils, as directed by the Head of Inclusion and teachers.

- Work collaboratively with teachers to plan appropriate support, differentiation and reasonable adjustments within lessons.
- Plan and deliver tailored interventions for individual pupils and small groups, monitoring and evaluating their impact.
- Deliver learning and teaching activities to individual pupils and small groups, adapting approaches to meet pupils' needs within an agreed system of supervision.
- Support pupils with special educational needs, disabilities and/or medical needs, ensuring they can access the curriculum and participate fully in academy life.
- Support the development of pupils' literacy, numeracy, communication and ICT skills, promoting independence and confidence in learning.
- Prepare, adapt and use learning resources, specialist equipment and differentiated materials to meet pupils' individual needs, interests, language and cultural backgrounds.
- Broaden and enrich pupils' learning experiences through targeted support, encouragement and appropriate challenge.
- Deliver pastoral and learning support tailored to individual needs, promoting emotional wellbeing, resilience, positive behaviour and self-esteem.
- Build positive, respectful and trusting relationships with pupils, acting as a positive role model and encouraging independence, self-regulation and self-advocacy.
- Monitor, assess and record pupils' progress against agreed learning objectives, providing accurate verbal and written feedback to teachers and pupils.
- Update pupil records and contribute to reviews, assessments, reports and meetings as required to support effective planning and pupil progress.

#### **Personal care and medical support:**

- Support pupils with personal care, physical and medical needs in a dignified, respectful and inclusive manner.
- Undertake personal care tasks as required, in accordance with agreed care plans, Trust policies and appropriate training.
- Safely use specialist equipment, including electric hoists, wheelchairs, standing frames and other mobility or medical aids.
- Liaise with colleagues, parents/carers and relevant professionals regarding pupils' personal care and medical needs.
- Maintain accurate records and contribute to reports and meetings relating to pupils requiring personal care and medical support.

#### **Behaviour and inclusion:**

- Work with the Head of Inclusion, senior leaders and teachers to implement and review individual learning, behaviour and support plans.
- Promote the inclusion, participation and achievement of all pupils, ensuring equality of opportunity within the classroom and wider academy community.
- Promote positive behaviour, values and attitudes, responding appropriately to conflict and incidents in line with Trust and academy policies.
- Support pupils to develop self-regulation, independence, resilience and positive relationships.
- Share information about individual pupils with teachers and colleagues to ensure appropriate differentiation and consistent support across the curriculum.
- Liaise regularly with teachers, the inclusion team, parents/carers and external professionals, as appropriate, to support pupils' progress, wellbeing and inclusion.
- Be responsible for promoting and safeguarding the welfare of all pupils, reporting any concerns immediately to the Designated Safeguarding Lead (DSL).

- Undertake manual handling duties, where appropriate, in accordance with appropriate training and academy procedures.

- 

**Classroom and curriculum support:**

- Support teachers in creating and maintaining a purposeful, safe and inclusive learning environment.
- Assist teachers in planning, preparing, delivering, evaluating and adapting lessons and learning activities within an agreed system of supervision.
- Prepare, organise and maintain learning resources, classroom displays and specialist equipment to support effective teaching and learning.
- Mark pupils' work, administer routine assessments and maintain accurate records of pupils' progress and attainment, in line with academy procedures and as directed by the teacher.
- Complete administrative tasks as directed by the Head of Inclusion, teachers or line manager.
- Accompany pupils and staff on educational visits and off-site activities.
- Undertake duties before school, during break and lunchtime, and after school, as required. Attend staff meetings, planning meetings, annual reviews, INSET days and other professional development activities.
- Assist in maintaining a safe, welcoming and inclusive academy environment.
- Carry out other duties appropriate to the role that contribute to the smooth running of the academy and promote its values.

**Partnership working and communication:**

- Work collaboratively with the Head of Inclusion, teachers, the inclusion team, academy staff, parents/carers and external agencies to support pupils' learning, wellbeing and inclusion.
- Develop and maintain positive, professional relationships with colleagues, parents/carers and other professionals, ensuring effective communication and information sharing to meet pupils' individual needs.
- Provide timely and accurate feedback to teachers, key workers, Year Teams and other relevant staff regarding pupils' progress, achievements and any concerns.
- Liaise with primary academies and other educational settings to gather information and support pupils' successful transition into the academy.
- Attend planning meetings, departmental meetings, annual reviews, multi-agency meetings, whole staff meetings and other professional meetings, as required.
- Support pupils with post-16 applications, careers education and guidance activities, and the exploration of education, employment and training pathways.

# Trust Expectations Framework

## **Ethos:**

- Support the Trust’s vision, mission and strategic priorities, contributing to the achievement of “Stronger Together”.
- Act as a professional ambassador for the Trust, representing its values within your role and wider community.
- Demonstrate and uphold the Trust’s values of inclusion, ambition, support, kindness and integrity in all aspects of practice.
- Build and maintain positive, respectful and professional relationships with colleagues, parents, carers, stakeholders and the wider community.
- Actively contribute to Trust-wide initiatives, events and community engagement, reflecting the Trust’s commitment to Education, Community and Opportunity (ECO).
- Work collaboratively with colleagues across the Trust to support high standards and continuous improvement for all pupils.

## **Professional development and collaboration:**

- Engage fully in professional development activities and performance management processes, demonstrating a commitment to continuous professional growth.
- Collaborate effectively with staff across the Trust to share good practice and contribute to sustained improvement in teaching and learning.
- Remain open to new ideas, evidence-informed approaches, technologies and strategies in line with Trust priorities and educational developments.
- Contribute constructively to quality assurance and internal review processes, working with senior leaders to support professional learning and improvement.

## **Safeguarding and well-being:**

- Promote and uphold a culture where safeguarding and the welfare of children and young people is everyone’s responsibility.
- Comply fully with statutory safeguarding requirements, including Keeping Children Safe in Education (KCSiE) and all Trust safeguarding policies and procedures.
- Act promptly on any safeguarding concerns or disclosures, following Trust reporting procedures without delay.
- Contribute to the creation of a safe, secure and supportive environment for pupils and staff, both physically and emotionally.
- Engage in all mandatory safeguarding training and ensure knowledge is kept up to date in line with role requirements.
- Promote inclusion, mental health awareness and well-being, recognising their importance in supporting positive outcomes for pupils and staff.

## **Professional conduct and compliance:**

- Adhere to all Trust and academy policies, procedures and codes of conduct, ensuring consistency with organisational expectations.
- Comply with health and safety requirements to maintain a safe working environment for pupils, staff and visitors.

- Promote equality, diversity and inclusion in all aspects of practice, ensuring a culture free from discrimination or harassment.
- Uphold British Values and comply with the Prevent Duty in line with statutory guidance.
- Contribute to the Trust’s strategic priorities through professional behaviour, attitude and practice.
- Engage positively with audits, inspections and quality assurance processes to support accountability and continuous improvement.
- Maintain high standards of professionalism in conduct, communication and appearance, acting as a role model at all times.
- Build and maintain positive relationships with parents, carers, stakeholders and the wider community in support of Trust objectives.
- Participate in outreach and engagement activities that strengthen links between the Trust, families and the wider community.

## Acknowledgment and Agreement

I acknowledge that I have read and understood the job description and the Trust Expectations Framework. I agree to carry out the duties of the role to the best of my ability and in accordance with the Trust’s policies and procedures.

<b>Employee Name:</b>	<b>Employee Signature:</b>	<b>Date:</b>
-----------------------	----------------------------	--------------

# Job Specification

<b>Qualifications (or equivalent qualification)</b>	<b>Essential</b>	<b>Desirable</b>
Grade 4 (C) or above GCSEs in English and Mathematics	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A Levels (or equivalent Level 3 qualification)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Degree in any subject (or equivalent qualification)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Level 2 or 3 Certificate in Supporting Teaching and Learning (or equivalent)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Qualification or training in SEND, ASD or Personal Care	<input type="checkbox"/>	<input checked="" type="checkbox"/>
First aid qualification	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evidence of ongoing Continuous Professional Development (CPD) relevant to supporting teaching and learning, SEND, personal care or safeguarding	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Professional Experience</b>	<b>Essential</b>	<b>Desirable</b>
Working with secondary-aged pupils (11–16 or 11–18) in an education or youth setting	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Working with pupils with SEND and/or physical disabilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Supporting pupils with personal care and/or medical needs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to manage classroom behaviour effectively	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Actively involved in extracurricular activities and enrichment programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Risk assessments and ensuring a safe learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Building positive, collaborative relationships with pupils, parents/carers, colleagues and external professionals	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Skills and Knowledge</b>	<b>Essential</b>	<b>Desirable</b>
Good understanding of child development and how children and young people learn	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Understanding of SEND and strategies to support pupils with additional needs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to support pupils' personal care, physical and medical needs with dignity and respect	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Knowledge of the SEND Code of Practice and EHCPs	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Understanding of positive behaviour support and de-escalation strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Knowledge of moving and handling procedures and the safe use of specialist equipment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Proficient ICT skills, including Microsoft 365 applications	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Familiarity with role-specific platforms, digital tools and resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Awareness of online safety and responsible use of digital tools	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Understanding of safeguarding, child protection and health & safety	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Knowledge of equality, diversity and inclusion	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Understanding of GDPR and data protection regulations in education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Attributes</b>	<b>Essential</b>	<b>Desirable</b>
Willingness to undertake relevant training in personal care, moving and handling and medical support	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Commitment to supporting the learning, wellbeing and inclusion of all pupils	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Communicate professionally and respectfully with pupils, staff and the wider community, using clear verbal, written and interpersonal skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Work collaboratively and constructively with colleagues and the wider Trust community to support a positive environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Handle disagreements and challenging situations calmly and professionally, promoting respect and resolution	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Remain calm, approachable and solution-focused under pressure and when challenged	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Prioritise the safety, wellbeing and development of pupils and staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Take the initiative and respond proactively to the needs of pupils and colleagues	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Be punctual, reliable and committed to professional responsibilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Manage time effectively, meet deadlines and adapt to changing demands	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Demonstrate strong organisational skills with accuracy and attention to detail	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Exercise discretion and maintain confidentiality when handling sensitive information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Uphold ethical standards and demonstrate high levels of trust and integrity	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Aligned with Trust values, demonstrate a positive attitude and act as a role model	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Value diversity and actively contribute to an inclusive environment for all	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Engage in self-reflection, embrace professional development and use creativity and technology to enhance practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>