

JOB DESCRIPTION - CHILDREN & FAMILIES SERVICE

IDENTIFICATION

Post Title:	Learning & Care Assistant (2-18)	Post Ref:	
Section:	All sectors (Nursery, Primary, Secondary, Special)	Grade:	6
Responsible to:	Head Teacher or Business Manager		
Responsible for:			

JOB PURPOSE

To assist and support class teachers in the provision of a high standard of care and a comprehensive educational programme designed to meet the physical and developmental requirements of children and young people with additional support needs. These needs can arise from: the learning environment; complex healthcare needs and/or disability issues; familial circumstances; social and emotional issues.

PRINCIPAL WORKING CONTACTS

Senior Management Team
Principal Teacher of Support for Learning
Class and/or subject Teachers

MAIN DUTIES

To undertake specific medical procedures to provide the required healthcare needs for individual pupils to include: suctioning, gastronomy, epilepsy management, and assist with the administration of prescribed medication for pupils in line with agreed protocols.

To set up and participate in activities and individual pupil programmes, designed to encourage and improve the children's social communicative and cognitive skills, in a range of educational settings (1:1, small group; class) and to supervise in the teacher's absence for short periods of time as required, eg to allow a member of staff to: take a phone call; collect resources; reprimand a pupil.

To participate in and support behaviour management strategies and programmes.

To maintain a high standard of pupil care, including health-related and therapy programmes designed to support and promote self-help, hygiene and mobility skills and foster independence where possible.

To supervise and participate in recreational and sporting activities, designed to encourage the development of social skills, including school trips, gymnasium exercise programmes.

Prepare children for sporting and recreational activities and assist in the changing of clothing where required.

To participate and where appropriate supervise pupils outwith the school environment (see Appendix 1).

To provide input into the collection of information and the maintenance of individual pupil records.

To share any issues of concern for the welfare of pupils with the appropriate member(s) of teaching staff.

To ensure that safety procedures are adhered to at all times.

Carry out a range of duties relating to the care and handling of children with various physical and learning disabilities.

Carry out general domestic care duties (washing, changing, toileting, dressing) and participate in learning programmes designed to encourage and develop the children's self-help and hygiene skills.

Observe any changes of behaviour or health of children and draw these to the attention of the teacher, school nurse or Child Protection Officer and maintain appropriate records.

Tidy classrooms and bathrooms daily and replenish supplies as required. Wipe up body fluid spillages and dispose of soiled clothing and laundry -in line with 'Infection Control Policy'.

General care and supervision of pupils within the school playground and to/from transport.

Inform appropriate member of staff if prepared to act as an emergency escort if required.

Check children's posture on entering transport.

Where required, learn and use alternative communication techniques (eg Makaton) and assist class teachers in using these techniques with the children.

Participate as required in (daily exercise) programmes devised by teachers, physiotherapists and occupational therapists to improve the physical movement of all limbs and create greater body awareness.

After appropriate OT briefing, attach and/or apply various physical aids to children as required, eg splints, gaiters, spinal jackets, hearing aids.

After appropriate OT briefing, assist with the physical positioning of children to improve posture and body movement, eg standing frames, side lying boards, walking, within transport.

Assist the integration of pupils with additional support needs (ASN) into mainstream classes by:-

- escorting pupils to class
- ensuring that pupil is settled in class
- aiding pupil to leave class
- gathering learning materials for pupil
- supporting pupils under teacher direction
- reading and explaining text
- assisting pupils in taking notes or scribing for them
- helping in discussion work

- being available to discuss problems in the physical environment: taps, handles, toilets, etc.
- helping pupils organise their work
- giving basic skills practice
- reading and/or scribing test papers for pupils.

If competent, participate in swimming activities in the main pool and hydrotherapy pool where required.

Attend in-service training sessions designed to increase the understanding of additional support needs and develop appropriate skills and help to deliver CPD to colleagues re role with pupils.

Pass on skills and knowledge to new members of teaching and support staff and share good practice with colleagues.

Participate in nursery - primary - secondary liaison.

Carry out physiotherapy programmes independent of supervision but under the guidance of physiotherapist.

Maintain own CPD record and practice.

OTHER DUTIES

This job description is a broad picture of the post at the date of preparation. It is not an exhaustive list of all possible duties and it is recognised that jobs change and evolve over time. Consequently, this is not a contractual document and the postholder will be required to carry out any other duties to the equivalent level that are necessary to fulfil the purpose of the job.

PERSON SPECIFICATION

POST TITLE: Learning and Care Assistant

DIVISION/DEPARTMENT SECTION: Children and Families - Support Staff

	ESSENTIAL REQUIREMENTS	DESIRABLE REQUIREMENTS	METHOD OF ASSESSMENT
PROFESSIONAL/ EDUCATIONAL QUALIFICATIONS	A qualification at SCQF level 6 in a relevant subject area, eg PDA ESQ qualification, SVQ 2 Social Services (Children & Young People), NC Early Education and Childcare or above.	Nursing qualification	Application/ Interview
RELEVANT WORK/OTHER EXPERIENCE	Experience with children and/or young people with complex and additional support needs	Experience of children with autism Training and/or experience in alternative communication skills (Makaton, PECS, BSL) Medical skills Experience in a nursing environment	Application/ Interview
PARTICULAR SKILLS/ABILITIES	Good communicator Ability to be an effective team member who can assist and support class teacher Ability to provide a high standard of care		Application/ Interview
PERSONAL QUALITIES	Empathy with children. Calm in challenging situations Reliable Conscientious Flexible approach to work		Application/ Interview
ANY ADDITIONAL JOB RELATED REQUIREMENTS	Member of PVG Scheme or willingness to become a member of the PVG Scheme with satisfactory Scheme Record and/or Scheme Record Update. Training/or to be trained in complex healthcare needs.	Trained/Qualified/ Experience in:- <ul style="list-style-type: none"> • Child Protection • First Aid • Moving & Handling • Health & Safety • Risk assessment • Non Violent Crisis Intervention/CALM • Infection control 	

	<p>Willingness to undertake and complete the following 2 PDA units:-</p> <ul style="list-style-type: none">• Working with Children with Autism• Supporting Children and Young People who require Support for Learning		
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Appendix 1

To participate and where appropriate supervise pupil outwith the school environ

When planning for a member/s of Support Staff to supervise pupils outwith environs of the school grounds, it is necessary to adhere to guidance provided in the School Trips Guidance: <https://onedundee.dundeeccity.gov.uk/search/site/school%20trip%20guidelines>

Risk Assessment

All trips outside the school environ, no matter how close, what pupil numbers are involved, or which staff are involved requires to be risk assessed prior to embarking on the trip.

The appropriate staff to pupil ratio will be determined by the risk assessment. In some instances the needs of the young person are such that a ratio of 1:1 or even 2 staff to 1 pupil is appropriate to safely support that young person outside the school environ, while other pupils can be safely supported within a ratio of 1:2. Most commonly the ratio is 1:2.

As part of the Risk Assessment it is important to consider the skills and competencies of the support staff required to supervise the trip to ensure that they are not being asked to operate outwith their knowledge and experience.

If support staff are to supervise pupils outwith the school environ they must sign as having read and understood the risk assessment. The risk assessment is then taken on the trip to inform staff of the control measures to be implemented.

Staff Indemnity

Dundee City Council's insurance arrangements extend to encompass *all* activities authorised by Management and undertaken by staff.

There are very many instances, as Services develop, where staff are requested to undertake "new" duties.

Provided these have been duly approved by Senior Management the Council is vicariously liable for the actions or omissions of its staff and the Council's insurance cover applies automatically.

Appropriate learning experiences outwith school environs

Below are examples of the types of learning experiences which it would be appropriate for support staff to supervise:

- independent travel
- wheelchair training
- supporting pupils to purchase items for a lesson
- consolidating learning
- social experience
- college link
- work experience
- life skills