

**CLOUGHWOOD ACADEMY TRUST
JOB DESCRIPTION**

JOB TITLE	Child Care Associate (Special School)	JOB REF NO	AAAF5022
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BASIC JOB PURPOSE

Manage a dormitory of up to 10 children and assist as a team member in the effective assessment, planning, implementation, and review of individual education care plans for residential pupils at the school.

NO	MAIN RESPONSIBILITIES
1.	As part of the educational care planning process, act as the prime professional to a number of pupils. Working in partnership with teaching staff to ensure effective outcomes.
2.	As prime professional, contribute to the process of assessment, planning, implementation, by writing, recording and reviewing educational care plans to the standard specified by the head teacher.
3.	Be aware of and ensure compliance with statutory requirements, school policies and any other regulations or procedures that are relevant.
4.	Maintain a warm, caring, structured and stimulating environment to promote the physical, emotional, social and intellectual development of pupils in a positive way.
5.	Liaise with parents, other professional staff and relevant external people, so that appropriate resources may be identified and mobilised for the benefit of the pupil.
6.	Maintain effective assessment, planning and recording systems to enable the preparation of reports to the standards specified by the Headteacher
7.	Identify problems and service deficiencies by the continuous review of pupils' needs, and make recommendations for improvement so as to contribute to the achievement of the overall service objectives.
8.	Actively pursue personal and professional development in order to demonstrate competence in the key tasks.
Notwithstanding the detail in this job description, in accordance with the School's/Council's Flexibility Policy the job holder will undertake such work as may be determined by the Headteacher/Governing Body from time to time, up to or at a level consistent with the Main Responsibilities of the job.	

1 RESPONSIBILITY FOR SUPERVISION / DIRECTION / COORDINATION OF EMPLOYEES

Employees directly supervised by jobholder

Not Applicable

Other Employees supervised by jobholder (not in a direct line relationship)

<u>No and FTE</u>	<u>Levels / grades</u>	<u>Types of work</u>	<u>Where based</u>
	One to one Teaching Assistant (81 Act)	Pupil supervision of educational and recreational activities during the 'third school period'	At the same school

What does the supervision of these employees involve?

Allocate tasks and duties to support the delivery of pupil learning and recreational activities for the 'third school period' evening activities at the residential school, provide practical instruction in school procedures, induction, fire and safety procedures and general direction 'showing the ropes'.

Also responsibility to guide the above in the unique requirements of individual special needs pupils, for example medication, and provide support in initial 'third period' routines and procedures.

Does the job involve supervision, direction or management of people who are not employees? *eg contractors, students on secondment*

Not Applicable

What does the supervision of these employees involve?

Does the jobholder develop policy or provide advice and information which impacts on the supervision / direction / coordination of employees? **No**

2 RESPONSIBILITY FOR FINANCIAL RESOURCES

Financial responsibility	Value of the financial resource (p.a.)	How often is the duty performed?
Handling cash - for example children's pocket money and various amounts brought in by the pupils weekly which the jobholder allocates throughout the week and maintains appropriate records, collect pupil's monies for residential weekends, trips etc, and engaged in school fund-raising activities.		
Responsibility for the dormitory educational supplies resource budget – please see Physical Resources	£500 per year	

Does the jobholder develop policy or provide advice and information which impacts on financial resources?

No

3 RESPONSIBILITY FOR PHYSICAL RESOURCES

Physical resource	Nature of responsibility of jobholder	How often is the responsibility exercised?
School and pupil records	Accurately maintain and update pupil personal files, i.e. progress, individual education/care plans, accident, medical book/ medication and first aid records, registers etc together with access to confidential pupil personal information contained in the school files. Collate all relevant information for a new child from other specialists involved in their care.	Daily, weekly and ongoing As required
Dormitory and specialist pupils equipment i.e. wheelchairs, hoists, standing frames, specialist toileting equipment etc.	Usage, carry out visual checks, maintain the cleanliness of the dormitory and ensure safety of specialist equipment for individual pupils and report faults. Responsibility for securing doors and windows and setting security alarms at the end of the evening.	Daily/ ongoing
Pupil's possessions	Safekeeping of pupil's belongings brought in from home including security and issue of pocket money, and monitor the allocation of clothing, repair and replacements.	Daily

Does the jobholder develop policy or provide advice and information which impacts on physical resources?

No

4 RESPONSIBILITY FOR IMPACT ON PEOPLE

<u>Task/Duty</u>	<u>Who benefits?</u>	<u>How they benefit?</u>
Responsible for the supervision of a dormitory of pupils during the 'third school period' and the provision of learning and recreational activities and allocation of homework, which reinforces and complements daytime pupil learning programmes. This is in the absence of a class teacher and within an agreed remote on site system of school supervision for the jobholder.	Children in residential care	Maintain a warm, caring, structured and stimulating environment, and to develop the potential of all children in accordance with school policies and statutory requirements.
Plan, prepare resources and implement recreational activities for individual and groups of pupils in accordance with the school timetable. Monitor the needs and development of pupils and undertake ongoing pupil assessment and evaluation. Report on pupil progress, including writing up annual assessments which contribute to teachers' reports of pupil annual assessment.		
Assist as a team member in the effective assessment, planning, implementation, and review of individual education care plans and responsibility for writing them for residential school pupils to the standard specified by the head teacher. Undertake risk assessment for residential or educational visits and determine safety of facilities, which takes into account specific pupil needs. Attend to the personal, social and physical needs of pupils and perform day to day care including washing, cleaning up, bathing, dressing, preparing evening meals and implementing toileting programmes; ensure that behavioural intervention, interception and corrective action are taken promptly.		Ensure the safety and well being of pupils at all times, provide respectful and dignified personal care and assist the pupils in the development of self-reliance and independence.
Liaise with external professionals, i.e. Social Workers, Physiotherapists, Speech Therapists etc, attend reviews and meet with parents to provide update and feedback on pupils' progress and development.	Pupils, parents and external professionals	Ensure effective communication for pupils' well being.

Does the Jobholder develop policy or provide advice and information which impacts on people? **YES**

If Yes, give details:-

The jobholder contributes to the development of school practices and procedures which impact on the well being of children by recording pupil progress, compiling individual care plans, identifying service deficiencies by the continuous review of pupil needs and assisting in the monitoring, and evaluating of learning, behavioural and care practices.

Type of knowledge	What knowledge is essential?	Why are these needed?	How is it normally acquired?
Specialist Knowledge	The principles and practice of pupil supervision, care and welfare. Understand the needs of pupils with physical, emotional and learning difficulties. Medical conditions e.g. autism, sensory impairment, epilepsy, asthma, diabetes, EBD. Behaviour plans Care Plans. Understand requirements of A.Q.U.A. (assessment and qualification unit award scheme) for pupils. Specific knowledge of a range of activities, e.g. swimming, cycling, first aid etc	Responsibility for a dormitory of pupils during the 'third school period' within an agreed remote on site system of school supervision. Plan, prepare resources and implement learning and recreational activities for residential pupils. Contribute to the process of assessment, planning, implementation, recording and reviewing of individual educational care plans. Interpret the needs of pupils.	NVQ level 3 in Childcare or equivalent Experience and in-house training.
Legislation	An understanding of food hygiene, Health and Safety, Manual Handling	Food preparation, safe pupil handling and intervention for compliance with school standards and legislative requirements	Experience, briefing and in-house training
Languages and culture other than English	Basic Makaton and PECS	Ability to communicate by a means of another language	2 day external course
Organisational and service based knowledge	Understand role of other services e.g. Social Workers, Physiotherapists, Speech Therapists and other external professionals.	Liaise with external professionals, attend reviews and provide update/ feedback on pupils' progress and development	Experience, briefing and in-house training
Dormitory and specialist pupils equipment	Dormitory cleanliness and specialist pupil's equipment, for example wheelchairs, hoists, standing frames, specialist toileting equipment etc.	Safe usage and operation, and to carry out frequent visual checks	Experience, in-house training and manufacturers' instructions
School childcare procedures	An understanding of school practices and procedures which impact on children and their care, e.g. pupil intervention techniques, safe handling in the swimming pool.	To follow school procedures and practices to meet legislative requirements	Experience, briefing and in-house training

How long would it take for a jobholder to become fully operational?

NVQ Level 3 qualifications or equivalent relevant experience = 2-3 years + 12 months to become fully conversant with school policies and procedures, individual pupils and school timetable = 3/4 years

6 MENTAL SKILLS

- a) **What sort of situations/problems does the jobholder typically have to deal with? Give two examples of typical problems solved on a regular basis.**

Example: Plan, prepare and implement educational and recreational activities.

Working closely to the school timetable, use a planning pro-forma for the collection of resources, plan, prepare and organise differentiated recreational activities during the 'third school period' which also complement school day learning programmes. Deliver a range of daily activities, which spans a wide age and ability range of pupils, and assess/record outcomes and progression. It is important to be aware of the group dynamic as well as individual pupils. Ensure health and safety is maintained at all times.

Example: To respond to pupil behavioural problems.

Working alone in the absence of a class teacher and within an agreed remote on site system of school supervision, assess the potential for physical or emotional harm to the children, select the appropriate moment for interception, redirection or intervention and adopt the correct approach in keeping with knowledge of the individual pupil. Seek and obtain assistance as necessary. Apply the most appropriate sanctions or censure to the circumstances, e.g. time-out, privilege withdrawal etc. On all occasions, evaluate and record each incident.

- b) **Give an example of the most difficult or demanding situation/problem the jobholder has to solve.**

Example: Prepare, devise and implement individual pupil care plans.

Identify achievable targets within the competence and learning capacity of special needs pupils. Discuss those targets with the pupils in order to actively encourage their involvement in those plans. Record and evaluate pupil progress, maintain the appropriate degree of supervision commensurate with the ability and competence of the pupils including standing back and allowing the pupils scope within their care programme, and set time aside for the practical incorporation of individual pupil care plans in programmes of activity.

- c) **Approximately how often would the example in (b) occur?**

Ongoing

Give details below of the mental skills required in the job and reasons why they are needed.

Mental Skill	Why Needed?
Judgment	Respond in the most appropriate manner and determine the most appropriate moment for intervention and level of censure.
Analytical	Assess pupils' personal, physical, and social progress and their ongoing needs
Planning	Prepare learning and recreational materials in accordance with predetermined activities
Thinking on feet	Respond directly to pupil needs and pre-empt behavioural issues

7 INTERPERSONAL AND COMMUNICATION SKILLS ESSENTIAL FOR THE JOB

Skill	Used for?	With whom?
Training and leadership	Plan, prepare and deliver learning and recreational activities.	Individual and groups of pupils.
Caring Verbal and intuitive communication. Basic Makaton and PECS	Communicate at an appropriate level commensurate with the ability and understanding of special needs pupils. Interpret, respond to and understand the requirements of pupils with special needs, and provide reassurance and hands-on support	Special needs pupils with physical, emotional and learning difficulties.
Influencing/persuasion and motivation	Encourage the adoption of appropriate standards and patterns of behaviour, defuse any potential confrontation and achieve given learning activities and outcomes	Pupils
Oral exchange of information	Liaise with external professionals, attend reviews and provide update/ feedback on pupils' progress and development	Parents/ carers Teaching staff and external professional staff
Written	To record children's progress, prepare care plans and compile assessments, which contribute to teachers' reports of pupil annual assessment.	Teaching staff and other professional staff

8 PHYSICAL SKILLS ESSENTIAL FOR THE JOB

Physical skill	Used for?	Any precision/speed requirements?
Hand-eye co-ordination, body coordination and manual dexterity	<ul style="list-style-type: none"> Manual handling of students. Use of slings, hoists, assisting children to walk, exercise, toileting etc Positioning children when using restraining techniques. Physical intervention as a last resort in accordance with school policies and procedures Driving the school minibus for the transportation of pupils 	Accuracy, care and safety requirements

9 INITIATIVE AND INDEPENDENCE

Allocation of work

- a) How is work allocated to the jobholder?** The jobholder on a daily basis is responsible for the supervision of a dormitory of pupils, planning, preparing resources and implementing recreational activities for the 'third school period' and weekends in accordance with the timetable and prescribed pupil targets. The jobholder is also required to liaise with teachers, parents and external professionals in order to meet ongoing school requirements.
- b) What is a typical cycle for allocating work to the jobholder eg hourly, daily, weekly?** Daily and weekly as above together with a weekly review of pupils' progress and priorities

Scope for initiative

- c) How much freedom/discretion does the jobholder have:**

to change the way work is done?

(e.g. recommending changes in policy, procedures, resources)

The jobholder contributes to the development of school practices and procedures which impact on the well being of children by recording pupil progress, compiling individual care plans, identifying service deficiencies by the continuous review of pupil needs and assisting in the monitoring, and evaluating of learning, behavioural and care practices.

to allocate their time to duties?

Plan and prioritise duties to meet structured timetabled activities and the requirements of the daily handover

- d) What is the level of guidance/instruction available?**

To ensure compliance with legislation and national standards, all tasks are closely defined by school procedures.

- e) What sort of direction, management or supervision is given to the jobholder?**

Daily meetings and handover to and from the day class teacher. Working outside of normal school hours including weekends and sleeping in, the jobholder is required to respond directly to issues arising within an agreed remote on site system of school supervision

- f) Give three examples of problems or decisions the jobholder would be expected to deal with themselves without reference to a supervisor/manager. How often do these occur?

Expected problem	Nature of available guidance	Typical Frequency
Setting work which is commensurate with differentiated pupil ability	Knowledge of individual pupils ability and timetabled requirements	Ongoing
Adapt or revise learning activities in response to pupils' progress and understanding	In accordance with training and the Individual Education Plan	Few times per week
Unexpected problem	Nature of available guidance	Typical Frequency
Reorganise 'third period' activities where groups are merged in consequence of staff absence	Knowledge and experience of school requirements	Few times per term

- g) Give two examples of problems or decisions the jobholder would be expected to refer to their supervisor/manager. How often do these occur?

Problem or decision	Point of referral	Typical Frequency
Child protection issues and to pass on information divulged from pupils	Line manager and/or Head teacher	Several times per year
Serious or extreme pupil behaviour	Line manager	At least weekly

10 PHYSICAL DEMANDS

Physical Demand	Typical Duration	How often?	Other details (eg how heavy?)
Lifting, handling and supporting pupils: Transferring children in bathrooms situations, chair to standing frame, or moving from bed to the toilet etc	Few minutes	Several times per day	Awkward movement of children including their bodyweight up to the weight of a full grown adult. Shared as appropriate.
Physical restraint of children, e.g. fits, behavioural problems	Few minutes	At least weekly	
Assisting with dressing and undressing	Few minutes	Several times per day	

Bending and stretching, making beds, tying shoe laces, picking up objects from the floor etc	Minutes	Several times per day	
Assisting pupil participating in physical education/ exercises	1-2 hours	At least weekly	
Pulling, pushing and rearranging educational and recreational equipment	Short bursts	Several times throughout the working week	Awkward movement of bulky items

11 MENTAL DEMANDS OF THE JOB

Nature of task	Mental Demand	Duration	Frequency
<ul style="list-style-type: none"> Monitor and assess pupils' progress and keep them on task. Plan, prepare and deliver predetermined learning activities, and adapt as necessary. Awareness of needs of children with limited communication, medical, physical, and emotional difficulties. Evaluate and record pupil responses and progress. Supervise learning, recreational and dormitory activities for pupils Ensure strict adherence to the sequential moving of children in and out of specialised equipment, i.e. hoists, standing frames etc 	Concentration, alertness and attention to detail	Half-an-hour/1hour	Throughout the working day
		Short Periods	Daily
		At all times	Throughout the working day
		Short periods At all times	Daily Throughout the working day
		Short bursts	Several times per day

To what extent is the job subject to work-related pressures e.g. regular deadlines, frequent interruptions, conflicting demands?

Nature of pressures / interruptions	Source	For how long?	How often?
Interruptions	Individual requests from pupils	Few minutes	Throughout the working day
Deadlines	Compiling individual care plans, annual assessments, planning, preparing resources and implementing learning and recreational activities to meet timetable requirements and recording pupil progress.		
Conflicting demands	More than one child requiring assistance simultaneously and to mentally switch between the differentiated learning and		

	special needs of pupils and range of age / ability within the designated dormitory group.		
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12 EMOTIONAL DEMANDS

Nature of the task being performed by jobholder.	Behaviour / source of the emotional demand	Frequency (per day/wk/ month)
To provide care, reassurance and dignified support to pupils, and to deal with inappropriate behaviour in accordance with school behaviour plans and policies. The jobholder is required to interpret student behaviour and address their personal needs/ stresses.	Children with special needs do not follow normal behaviour traits and development. They can suffer from illnesses, short life expectancy, physical disabilities, learning difficulties, emotional and behavioural difficulties. Anxiety, frustration and depression are prevalent as students learn to deal with their life circumstances.	Daily
To provide reassurance and support to children following the death of a terminally ill pupil	Pupils with terminal illness.	At least once per year
Ability to communicate with special needs children	Children unable to communicate or understand	Daily

13 WORKING CONDITIONS

- a) In what kind of places does the jobholder normally work (eg office, library, gardens, clients' homes)?

If more than one, give approximate proportion of time in each.

Location of work	Proportion of time
School premises including outdoor activities and occasional educational visits	100%

- b) If the jobholder works outside, are they expected to work regardless of the weather or are alternative arrangements made eg work on other duties?

Not applicable

c) What unpleasant environmental working conditions or behaviour from other people are met in performing the job? (See guidance notes for examples)

Working Condition or Behaviour from other people	How long does it last at any one time?	How often does it typically occur?
Rude, abrasive and uncooperative pupils, and inappropriate behaviour, which can include physical and verbal abuse, kicking, biting, spitting, scratching etc.	Several minutes	Few times daily
To attend to pupils personal and care needs, i.e. Toileting, exposure to body fluids, cleaning up human waste etc.	Several minutes	Throughout the working day

d) What protection is offered (if any) e.g. against adverse weather (clothing, shelter), against infection, security measures etc.

Full personal protective equipment and training in physical restraint.

OTHER CONSIDERATIONS

If you feel that there are other, special considerations which might affect the evaluation of this job, please give details.

The jobholder is required to undertake unsociable hours and weekend working, together with sleeping in as part of a school rota.