

**Job Description**

**Personal Care Assistant**

**Job Title:** Personal Care Assistant

**Section:** Additional Learning Support

**Grade:**  Scale 4 (pt. 18 - 21)

**Hours**: 25 hours per week, 36 weeks per year to cover term times

5 hours per day (anticipated to be 8.30am – 2.00pm, with half an hour unpaid lunch break)

**Base:** Harrow Weald Campus

**MAIN SCOPE OF POST:**

To work as part of the Senior Learning Support Team under the direction of the Inclusion Manager, the Personal Care Assistant role is to work with students with SEND across the Harrow Weald campus. The Personal Care Assistant will be a member of the Learning Support Team under the general supervision of the Medical Manager. The general duties will be to assist students with their day to day personal care needs, administering medication hoisting and manual handling.

**MAIN DUTIES OF POST:**

* To provide personal care and support to students with a wide range of support needs, medical needs and disabilities**.**
* Assisting students in implementing their own personal care programmes during the college day, specifically in relation to practical support for: Personal Hygiene, Toilet and continence training, Eating and drinking.
* Provide practical assistance in relation to other identified physical needs including; Hoisting, Catheterising, Transportation, dressing, grooming, meal time, administering and prompting of medication.
* To assist students with their medication at the agreed level of support and as detailed within their medical plan and led by the Medical Manager/Nurse.
* To support students in maintaining their health and wellbeing.
* Build a professional relationship with students and provide emotional and social support.
* Maintain a clean and safe environment for students.
* To support and encourage students to undertake tasks themselves leading to a higher level of independence and not foster dependent behaviour.
* To communicate effectively with all professionals concerned with the personal care of individual students.
* Meal preparation and feeding for students, being aware of the individual choices of students, nutritional needs and cultural requirements.
* Assist students with walking, including the use of walkers and wheelchairs where applicable inline with their physio and support plans.
* Provide physiotherapy for individual learners as trained and in conjunction with the individual learners Care Pan and Risk Assessment.
* To use manual handling equipment safely and correctly.
* Maintain good levels of PPE and equipment levels in Personal Care and Medical rooms, ordering supplies via the ALS administrator as required in a timely fashion.

**Administration**

* Produce Personal Care plans in line with recommendations from EHCPs, professional reports and family information.
* Review Personal Care plans on a termly basis, updating sooner if any changes are necessary.
* Record and report changes in the student’s physical condition, behaviour or appearance to the senior members of staff and using the necessary systems e.g. ProMonitor.
* Keeping records related to personal care and administering of medication via the necessary methods e.g. ProMonitor.
* To regularly read EHCP’s, care and support plans, acknowledging changes and being a part of EHCP Annual Reviews.
* To continue to monitor where concerns have been reported and recorded.
* To recognise the signs of abuse and immediately report abuse using the college processes.

**Safeguarding Children and Vulnerable adults**

* Understand and comply with Safeguarding legislation and ensure that best practice is embedded in all working practices as required.
* Commitment to Safeguarding and promoting the welfare of children and vulnerable adults, ensuring that this commitment is demonstrated in all aspects of the role as appropriate.

**General**

* Be aware of, and comply with, legislations/competence standards relevant to the work of the Directorate.
* Understand and comply with all college policies, including the Policy to promote Equality of Opportunity
* Assist as required during transition times, visiting schools etc.
* Be conversant with Health and Safety and Safeguarding requirements
* Participate in the Staff Learning and Development, Review and Appraisal Scheme.
* Undertake such duties and/or hours of work as may reasonably be required of you, commensurate with your grade and general level of responsibility, at your main place of work or at any other

**Further Education is an ever-changing service and all staff are expected to participate constructively in College activities and to adopt a flexible approach to their work. This job description will be reviewed annually during the appraisal process and will be varied in the light of the business needs of the College.**

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| **Personal Care Assistant** | **Essential** | **Desirable** | **Assessed by\*** |
| **Qualifications and training** |  |  |  |
| Good standard of general education | **** |  | Cert/AF |
| Additional Training around SEND legislation |  | **** | Cert/AF |
| Specialist Qualification in aspects of Care/SEN  |  | **** | Cert/AF |
| **Knowledge, Skills and Experience** |  |  |  |
| Experience of providing support to people with learning difficulties and disabilities | **** |  | AF/IV |
| Training in Manual Handling, Personal Care, Dignity in Care, Feeding, Disability First Aid, Safe Administration of Medication, Infection Control, Epilepsy, Anaphylaxis, Dysphasia and Diabetes including the safe administration of Insulin  | **** |  | AF/IV |
| Knowledge of the range and types of interventions available and their effectiveness | **** |  | AF/IV |
| Experience of producing individual Care Plans and Risk Assessments | **** |  | AF/IV |
| Experience of liaising with necessary professionals in the development of Individual Care Plans | **** |  | AF/IV |
| An understanding of the Equality Act 2010 and the SEND Code of Practice | **** |  | AF/IV |
| Ability to deal sensitively and confidently with people, including parents, teachers and the SEND team | **** |  | AF/IV |
| Experience in delivering personal care to vulnerable people, including assisting and supporting with administration of medication |  | **** | AF/IV |
| Experience of following and implementing individual Care Plans and Risk Assessments | **** |  | A/IV |
| Ability to organise resources and equipment effectively  | **** |  | A/IV |
| Ability to be pro-active and anticipate support required for students’ needs, and respond to frequently changing priorities | **** |  | A/IV |
| Good communication skills, both verbal and written | **** |  | A/IV |
| Good literacy and numeracy skills | **** |  | AF/IV |
| Good organisational skills | **** |  | A/IV |
| Flexible approach to work | **** |  | IV |
| Ability to work effectively as part of a team and make an active contribution to team meetings | **** |  | IV |
| Understanding of the difficulties facing individuals with learning difficulties/disabilities | **** |  | AF/IV |
| An understanding of and commitment to Equality and Diversity and Safeguarding within education | **** |  | AF/IV |
| Good IT skills including working knowledge of Word, Excel, and databases | **** |  | AF/IV |
| Knowledge of effective support and intervention strategies for learners with Profound and Complex SEND |  | **** | AF/IV |
| **Other Skills/Personal Attributes** |  |  |  |
| Ability to communicate effectively with people at all levels in an organisation | **** |  | AF/IV |
| Able to form and maintain appropriate relationships and personal boundaries with young people | **✓** |  | IV |
| Commitment to own training and professional development | **✓** |  | IV |
| Self-motivated and able to work effectively without supervision | **✓** |  | AF/IV |
| **Competencies***Support staff should be able to demonstrate competency in all of the following areas:*Communication; Planning and OrganisingWorking Together; Customer ServiceAdaptability/Flexibility |  |  | AF/IV |

 \*Evidence of criteria will be established from:

 A = Application

 IV = interview

 Cert = Certificate