

**Job Description**

**Medical Lead – Complex Care**

Title of Post: Medical Lead – Complex Care

Section: Learning Support

Reporting to: Head of Learning Support

Hours: 36 hours per week, 52 weeks per year

Grade: PO2

Location: Uxbridge with travel to Hayes when required

**Purpose of Job:**

The Specialist Medical Coordinator will be responsible for taking the medical lead within the area of Foundation Learning and ALS and will be responsible for overseeing the medical requirements for learners with complex medical needs within the PMLD area, Foundation Learning and mainstream. The role will be responsible forproviding essential support, training, and compliance for all Learning Support Assistants (LSAs) and Learning and Care Support Assistants (LCSAs) working in close collaboration within the PMLD/SLDD/LLDD areas. The post holder is expected to take overall responsibility for care, quality and clinical activity by providing professional clinical leadership and guidance. The post holder is expected to develop the post, to ensure there is clinically effective provision/service which meets the developing and changing health needs and physical wellbeing of leaners The role will be responsible for working with medical professionals and the MDTs for the provision of physiotherapy, speech and language therapy, occupational therapy input and medication administration, ensuring all learners requiring support in the area are adequately supported.

**General Duties:**

* From the EHCPs and declaration at enrolment, identify and assess students with a range of disabilities learning difficulties and/or complex health and medical needs and produce Individual support and care plans for individual learners that effectively support their needs and medical requirements.
* Responsible for the implementation of EHCP relevant wellbeing/medical targets, working in close collaboration and liaison with curriculum teaching staff.
* Work with the EHCP Coordinators in the consultation process for learners with profound and complex needs inclusive of those learners with medical and personal care requirements, ensuring that relevant paperwork is in place and that timelines are adhered to in relation to the SEND Code of Practice.
* Attend Interviews for learners applying for the areas of PMLD and Foundation Learning to ascertain the ability to meet the individual medical/support needs of learners.
* Ongoing liaison with parents, carers, and families in relation to the profound and complex medical/support needs of High Needs learners and learners with low level SEN.
* Liaise with medical professionals, occupational therapist, and social care to ensure that all medical and therapy reports are reviewed and updated and that changes to medical plans are communicated in a timely and effective manner to relevant staff.
* Responsible for the safe storage of prescribed medication for individual learners and the monitoring of medications being administered by trained staff within the area.
* Responsible for ensuring that all the training for staff providing complex medical support to learners is up to date and identifying any additional training requirements for the area.
* Work closely with the Health & Safety Manager and the Designated Safeguarding Lead in relation to the training needs for staff providing medical and personal care support to individual learners.
* To lead the formulation of Care Plans for learners with significant medical needs. To monitor these Care Plans and ensure regular review:
* To supervise and train staff in the delivery of Care Plans, particularly in relation to preforming medical clinical procedures including:
  + Administration of anti-convulsant medication during seizures by buccal
  + Naso-gastric and gastronomy tube feeding
  + Administration of Insulin and diabetes control
  + Management of gastro -oesophageal reflux
  + Anaphylaxis and Epi-pen
* To provide support for parents both in the form of advice about medical issues relating to their young person and more generally with health care advice.
* Within agreed college policies and procedures, decide on the implementation of strategies for the benefit of learners in relation to their medical needs and care, working with and guiding the teaching and support staff through the individual learners EHCP and then advising the Inclusion Manager/Assistant Director where additional support/resources are required.
* Coordinating the resolution of clinical issues relevant to the care of learners in conjunction with other members of the multi-professional team including Teachers, LSA/LCSA’s, MDT’s, Social Workers and external medical professionals.
* Responsible for the creation of Individual Risk Assessments, Personal Evacuation Plans, Individual Support Plans for all learners with profound & complex medical needs, including risk assessments for student trips, visits, and community activities.
* Be aware of, work within and respond to national changes in policy, guidelines, regulations and legislation relating to SEND (Children and Families Act 2014 and SEND Code of Practice 2014) and reasonable adjustments (Equality Act 2010).
* Be fully aware and compliant with CQC standards.
* To maintain appropriate records and documentation as required by the College ALS procedures, including robust reporting, logging, and follow-up of all incidents.
* Represent the College and the Learning Support Department at EHCP Assessment meetings and CIN meetings as required.
* Work closely with feeder schools around the transition arrangements for students with medical needs to ensure that information including medical management plans and protocols are shared as appropriate.
* To attend curriculum meetings as required in relation to ALS.
* Work with the Inclusion Manager to monitor and log the equipment requirements for students with profound and complex medical needs and be responsible for the ordering of equipment required to facilitate learning, personal care medical needs and feeding.
* Understand and comply with all college policies, including the Policy to promote Equality of Opportunity
* 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 establishment for which the College provides services.

**Administration:**

* Work closely with the Inclusion Manager and the Senior Administrator for ALS to ensure that funding for High Needs students and students in receipt of low-level ALS is captured and the relevant paperwork completed in accordance with the ESFA and Local Authority Business Cycles.
* Work closely with the Senior Administrator for ALS to review and monitor procedures within the department for obtaining and recording information related to students both receiving and referral for medical support.
* Ensure that robust records are kept in relation to the administration of medication and maintain a clear audit trail.
* Ensure that all medical information/forms for individual learners are up to date and stored in the individual learners' electronic files.
* Work with the Inclusion Manager and the Senior Administrator for ALS to create and maintain both electronic and paper-based filing systems.
* Actively develop collaborative partnerships with the Curriculum Areas, to ensure that staff are aware of individual student needs and the recommendations to support them effectively.

**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.

**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**

**Medical Lead – Complex Care**

**Person Specification**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Essential | Desirable | Assessed by\* |
| **Education and Training** |  |  |  |
| Registered nurse, or Qualified Nursing Associate / Healthcare Assistant | **ü** |  | AF/Cert |
| First Aid at Work Certificate | **ü** |  | AF/Cert |
| Trained in Manual Handling, First Aid, Safe Administration of Medication, Epilepsy, Anaphylaxis, Dysphagia and Diabetes including the safe administration of Insulin | **ü** |  | AF/Cert |
| Knowledge of the Children & Families Act and the SEN and Disability Code of Practice 0-25 years and associated regulations | **ü** |  | AF/Cert |
| Specialist Qualification in aspects of SEN (Inc. ASD, SPLD) |  | **ü** | AF/Cert |
| **Skills and Experience** |  |  |  |
| Previous experience of nursing within an educational establishment | **ü** |  | AF/IV |
| Experience of working with learners with Profound and Complex SEND | **ü** |  | AF/IV |
| Minimum of 3 years’ experience of working with healthcare professionals and/or previous experience in the NHS or social care or relevant field | **ü** |  | AF/IV |
| Extensive experience of working within CQC Standards and Regulations | **ü** |  | AF/IV |
| Experience of producing individual Care Plans and Risk Assessments | **ü** |  | AF/IV |
| Understanding of Health and Social Care processes | **ü** |  | AF/IV |
| Ability to communicate complex issues in a clear and effective manner with a wide range of stakeholders and to advise, persuade, influence and be assertive as appropriate | **ü** |  | AF/IV |
| Sound experience of transition planning for students with profound and Complex needs | **ü** |  | AF/IV |
| Ability to implement procedures and policies to improve the quality of student care | **ü** |  | AF/IV |
| Experience of liaising with necessary care providers and medical professional in the development of Individual Care Plans | **ü** |  | AF/IV |
| Experience of developing and implementing training plans for staff providing Personal Care and Manual Handling including feeding and therapy plans | **ü** |  | AF/IV |
| Experience of attending multi-agency meetings and meetings with parents/carers and young people | **ü** |  | AF/IV |
| Knowledge of the range and types of interventions available and their relative effectiveness | **ü** |  | AF/IV |
| Ability to lead and manage people to work effectively, both individually and in teams | **ü** |  | AF /IV |
| Able to form & maintain appropriate relationships & personal boundaries with young people | **ü** |  | AF/IV |
| An understanding of and commitment to Equality and Diversity and Safeguarding/Prevent | **ü** |  | AF/IV |
| Good communication skills, written and verbal | **ü** |  | AF/IV |
| Good IT skills, including Microsoft Office | **ü** |  |  |
| **Personal Qualities/Attributes** |  |  |  |
| Confident when liaising with parents, students and stakeholders | **ü** |  | AF/IV |
| A commitment to inclusive education and a willingness to respond to the needs of all learners | **ü** |  | AF/IV |
| A ‘Can Do’ attitude and ability to work to set deadlines | **ü** |  | AF/IV |
| Emotional resilience in working with challenging behaviours and appropriate attitudes to use of authority and maintaining discipline | **ü** |  | AF/IV |
| Reliability, professionalism and integrity | **ü** |  | AF/IV |
| Able to work flexibly, including evenings and occasional weekends in term time if required | **ü** |  | AF/IV |
| Able to work overtime at short notice on occasions, and take most annual leave outside term | **ü** |  | AF/IV |
| Ability to communicate effectively, considering the views of others | **ü** |  | AF/IV |

Evidence of criteria will be established from:

AF = Application Form

IV = Interview

Cert = Certificates checked on induction