



Medical Support and Learning Assistant Recruitment Pack 2024





WELCOME

Thank you for your interest in this role.

Belper School and Sixth Form Centre is an exceptional place. We combine strong academic standards, a rich & inspirational curriculum, and a caring & supportive ethos to provide the best education we can for our wonderful students. We also like to think we are a great place to work, and Ofsted agreed. (*"Staff are happy and proud to work at the school. Leaders are considerate of staff's workload and well-being"* OFSTED, 2022)

The school has been proud to serve the thriving community of Belper and surrounding villages for over 50 years. Belper in Derbyshire is on the edge of the Peak District with good road and rail links to other parts of the country. It is situated in the Derwent Valley World Heritage Site and has previously won the Best High Street and Market Town in the UK award. Belper has a creative and inclusive community and hosts an annual arts festival and a very popular Pride event.

Our vision is encapsulated in the phrase **"Create Your Future. Be who you are and become who you aspire to be"** and this vision guides our educational direction. We want to provide our students with the qualifications, knowledge, and skills they need to have happy and successful lives. We know that our students leave Belper well prepared to thrive as adults and we are proud of what our alumni achieve; from international athletes, to space engineers, from creative professionals, to self-employed entrepreneurs and much, much more. To provide the best education we can, we understand how important it is to recruit, retain and invest in our staff. We see our school as one community of families, students, teaching staff, support staff, leadership staff, and governors all working together.

We prioritise staff wellbeing and understand how this links to our staff retention remaining high. The Senior Leadership Team are always visible in school, working hard to bring out the best in our staff. We have a strong and committed governing body who take their roles and responsibilities seriously.

Belper School and Sixth Form Centre is a lively and successful school of just under 1200 students including 150 Sixth Formers. It has been a Foundation School since 1998 and is now in the early stages of applying to join the Embark Federation.

At Belper School we believe passionately in an inclusive approach to education and in promoting the personal development of every student. We have a distinctive ethos, which marks us out from many other schools. While we value academic achievement and strong exam results, we also believe it is our duty to create responsible citizens for the future. Self-respect and respect for others are central to that belief.

We keep the students at the school central to the decisions we make. Our students kind and visitors often comment on the very positive feel of the school. Their conduct in lessons and around the site is excellent. (*"Lessons are calm and orderly"* OFSTED, 2022) Belper is a school where teachers can truly focus on teaching.



ABOUT OUR SCHOOL

Belper School & Sixth Form Centre is a popular and high achieving foundation school at the heart of the picturesque Derbyshire town of Belper. We have 1200 students on roll with 150 in the sixth form and employ over 170 staff.

- Belper School is a non-uniform school and students address teachers by their first names. This is an important part of our ethos.
- We are a very friendly school with a positive atmosphere, and we work hard to ensure that every child feels valued and respected. *“There are positive relationships between staff and pupils. Pupils are happy at school.”* (OFSTED, 2022).
- The foundation of our school is our caring and supportive highly inclusive ethos. *“Belper School and Sixth Form Centre is an inclusive school ... Pupils can ‘be who they are’ and have their own identity”* (OFSTED, 2019).
- Our students are exceptionally understanding. *“Pupils are kind and considerate. They accept others’ differences”* (OFSTED, 2019).
- We provide a very broad and inspirational personal development and enrichment curriculum *“Leaders have developed a well thought out programme for pupils’ personal development. ... Pupils value the range of activities that the school offers”* (OFSTED, 2022).
- We have a wide range of academic courses *“Curriculum plans in the sixth form are well developed and the work that teachers set is demanding”* (OFSTED, 2022).
- Our pupils mostly achieve strong examination results although a small minority have struggled since Covid with their attendance due to health concerns. The school was ranked in the top 10 schools in Derbyshire at KS4 for EM5+ in 2023. *“Leaders have high expectations of all students in the sixth form. Students say that teachers want the best for them.”* (OFSTED, 2022).
- Improving teaching and learning is central to our mission to be the best school we can possibly be. *“Leaders have a sharp focus on improving the curriculum. In most subjects, curriculum plans are ambitious and well thought out.”* (OFSTED, 2022).
- We see ourselves as being at the centre of the local community and have strong links with other local schools and organisations. We also strive to maintain excellent relationships with the families of our students.
- Well over 80% of the pupils from our main feeder schools typically choose to come to us in Year 7 and we are usually oversubscribed which facilitates the building of very strong links with Key Stage 2.



THE ROLE

We are looking to appoint a Medical Support and Learning Assistant due to the promotion of our current post holder.

This is an exciting and rewarding opportunity for someone seeking a new challenge and offers the opportunity to provide real benefit and meaning to our fantastic students. You will act as the key worker for an individual student with specific and complex medical needs. The role involves assisting with personal care, including medical care and hygiene and adapting to the students changing medical needs whilst supporting other students within the class with their learning.

We encourage continuous, professional development and run a programme of ongoing training throughout the year including INSET days, with the opportunity to complete additional training.

This role is 30 hours per week over 5 days, 39 weeks per year (term time plus INSET days), For more details please read the person specification and supporting documents for the post carefully, if the role of Medical Support and Learning Assistant within our school appeals then we would like to hear from you. Details on how to apply can be found on the next page of this document.

Due to the personal care occupational requirement of this role we are looking for female candidates. The successful candidate will have GCSE English and Maths at grade 4 (C) grade or above or an equivalent and the ability to manage, motivate and support the personal care of students as a minimum. Training and development will be provided.

Belper School and Sixth Form Centre is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. As this post involves regulated activity, references and online searches will be conducted for shortlisted candidates, successful appointments are subject to an enhanced Disclosure and Barring Service check and relevant recruitment checks that comply with guidance in the most recent version of Keeping Children Safe in Education. We are committed to equality of opportunity in employment and services.



APPLICATION METHOD

Role Type: Initially 2 years fixed term

Start Date: As soon as possible following successful pre-employment checks

Application closing date: Midnight, Wednesday 17 April 2024

Please read the person specification for the post and if you think that you meet the requirements and the post offers the challenge and opportunity you are seeking, we would be delighted to hear from you.

Applications can be made via the TES Quick Apply link. Please use the personal/supporting statement section to write your letter of application.

You should detail your experience and reasons for applying by using the following headings in your letter of application.

- Reasons for applying for this role and what you feel you can bring to our school
- How your experience will help you to support a student with personal medical needs.

Shortlisting will take place after the closing date and the successful candidates will be contacted by email. We reserve the right to close this advert at any time.

Belper School and Sixth Form Centre is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. As this post involves regulated activity, references and online searches will be conducted for shortlisted candidates, successful appointments are subject to an enhanced Disclosure and Barring Service check and relevant recruitment checks that comply with guidance in the most recent version of Keeping Children Safe in Education. We are committed to equality of opportunity in employment and services.



PERSON SPECIFICATION AND JOB DESCRIPTION

Post title:	Medical Support and Learning Assistant
Grade:	Grade 7 Actual salary £17328 to £18656
Occupational Requirement	Female – Due to personal care requirements of the role
Job Family:	Support for Teaching and Learning
Responsible to:	SENDCO / Head of Faculty as appropriate
Hours of work:	30 Hours Monday: 8.30am – 3pm with 30 minutes for lunch Tuesday: 8.30am – 3pm with 30 minutes for lunch Wednesday: 8.30am – 3pm with 30 minutes for lunch Thursday: 8.30am – 3pm with 30 minutes for lunch Friday: 8.30am – 3pm with 30 minutes for lunch
Work Area (Learning Support, ACCESS, Pastoral, Faculty, Student Medical Room):	Learning Support and ACCESS
Weeks of contract:	39 weeks per annum (being 38 weeks of term time plus 1 week of INSET days)
Flexible working:	Flexible working is not available in this post

Role Description

Purpose of the Post

- To act as the key worker for an individual student with specific and complex medical needs. Assisting with personal care including personal medical care and hygiene and adapting to the students changing medical needs
- To support access to learning for students and provide support to the class teacher/senior staff in the management of students who are in the same setting as assigned student
- To assist in the delivery of the school's SEND (special educational needs and disabilities) service

Key Tasks and Responsibilities

Specific Medical Support

1. To meet the physical and medical needs of assigned student according to their individual care plan whilst encouraging independence wherever possible. This will include assisting with changing and with personal hygiene, and may include supporting students getting in and out of wheelchairs around school (appropriate training will be provided)
2. Communicating with parent/carer and health care providers/agencies of assigned student to keep up to date with changing medical needs
3. Leasing with parents/carer of assigned student to maintain stocks of equipment within the assigned Medical Room
4. Supporting student with the monitoring of medical devices and equipment, performing basic treatment and monitoring of devices, refereeing to parent/ carer when needed (appropriate training will be provided)
5. Maintaining hygiene and insuring clinical waste is measured and processed correctly for assigned student
6. Updating appropriate records for assigned students daily medical monitoring within school
7. To monitor assigned student throughout the day, at times supporting other students in the same setting with learning to allow for independence but still remain accessible to assigned student

Teaching and Learning

1. To work under the guidance and overall supervision of teaching staff and/or senior staff
2. To provide specialist skills as appropriate (i.e. literacy and numeracy)
3. To contribute to the planning of learning activities
4. To assist with curriculum resources in the Learning Support Base, ACCESS or faculty for use with a wide range of students at all ages of secondary school who have a wide range of needs
5. To undertake work/core/support programmes to enable access to learning
6. To assist the class teacher, Level 3 Teaching and Learning Assistants and/or senior staff as appropriate in the management of the children and young people in the classroom or any setting where teaching and learning takes place
7. To contribute to maintaining children and young people's records
8. To contribute to the management of children and young people's behaviour, dealing with any disruption and reporting to the class teacher any difficulties which are unable to be overcome
9. To work with students within the classroom to enable them to access the curriculum
10. To work with students as individuals or small groups on study or support programmes, withdrawn from mainstream under the direction of SENDCO or Head of Faculty as appropriate
11. To enable students to maintain appropriate personal and social organisation
12. To encourage students to interact and work co-operatively with each other where appropriate
13. To promote the social and educational development of students

14. To accompany students on educational visits as appropriate
15. To assist with the development, implementation and review of student support plans as appropriate
16. To assist with reports, reviews and assessments as appropriate
17. To respond knowledgeably to any questions from students or parents about process and procedures
18. To promote the inclusion of all students within the classroom and the school
19. To establish productive working relationships with students, acting as a role model and setting high expectations. This includes supporting students consistently, while recognising and responding to their individual needs, promoting independence and employing strategies to recognise and reward achievement and self-reliance
20. To help to support and provide care and welfare for students in the Learning Support Base or ACCESS who may have complex disabilities, SEND needs, medical needs, behaviour and/or emotional difficulties or social development needs to enable them to participate in learning activities
21. To attend meetings (faculty, staff, pastoral, annual reviews, multi-agency etc) at the request of the line manager as appropriate
22. To carry out other duties which may be reasonably requested by the line manager from time to time
23. To undertake training as required at the request of the line manager

Line management or supervisory responsibilities (if applicable)

- None but may be required to assist in basic training or induction of new colleagues

Supervision received (if applicable)

- Supervision by the class teacher as appropriate
- Line manager is the SENDCO

Corporate Responsibilities

- To be aware of and comply with school policies and procedures
- To work towards the school vision and in support of the school's ethos and aspirations
- To comply with the school Code of Conduct
- To comply with health and safety policies and procedures
- To maintain confidentiality and observe data protection and associated guidelines
- To receive safeguarding training and comply with school policies and procedures

- To carry out the duties and responsibilities of the post in compliance with the Equalities Act and the school's equal opportunities policies
- To act with honesty and integrity and in accordance with the school's financial regulations
- To act appropriately and professionally, and to treat others with courtesy, respect and consideration

Person Specification

A – application form R- references I – interview T – task

Knowledge and Skills	Essential / Desirable	Evidence
<ul style="list-style-type: none"> • Evidence of ability to effectively work within a team to successfully address the needs of young people 	E	ARI
<ul style="list-style-type: none"> • Ability to support and to use medical equipment and materials, in compliance with associated training, including specific medical needs and safe lifting 	E	ARI
<ul style="list-style-type: none"> • Experience of delivering first aid care and treatment 	E	ARI
<ul style="list-style-type: none"> • Experience of delivering personal care 	E	ARI
<ul style="list-style-type: none"> • Experience of Health and safety including the importance of disposing of clinical waste appropriately 	E	ARI
<ul style="list-style-type: none"> • Ability to assist students in making successful transitions between key stages, educational establishments and aid progression through the school as necessary 	E	ARI
<ul style="list-style-type: none"> • Ability to help identify potential barriers to learning and help to plan strategies to overcome these 	E	ARI
<ul style="list-style-type: none"> • Ability to work with students on a one-to-one/small group basis and contribute to the setting of targets for development as part of the learning action planning process. Ability to contribute to individual/group action plans for students and help to implement and evaluate as appropriate 	E	ARI
<ul style="list-style-type: none"> • Ability to manage, motivate and support students who may have complex disabilities, SEND needs, medical needs, behaviour and/or emotional difficulties or social development needs, to enable them to develop relationships with others and to participate in learning activities 	E	ARI

<ul style="list-style-type: none"> • Ability to support and lift children safely and to use medical equipment and materials, in compliance with safe lifting and associated training • Demonstrable levels of literacy and numeracy skills equivalent to GCSE grades 4 (C) and above • Ability to communicate effectively to a range of staff, students and outside agencies and to effectively work with a range of agencies to promote the learning and progress of young people • Initiative and judgement to know when to request further advice in order to help maintain student progress • Understanding of a range of SEND and behaviour needs and their implications within the classroom environment • Knowledge and understanding of child development and learning • Knowledge of school policies including literacy and numeracy expectations and how to support students to develop literacy and numeracy skills • Ability to use ICT effectively to support learning • Ability to work accurately under pressure and to meet deadlines 	E	ARI
	E	ARI
	E	ARI
	E	ARI
	E	ARI
	E	ARI
	D	ARI
	D	ARI
	D	ARI
	D	ARI

Personal Qualities	Essential / Desirable	Evidence
<ul style="list-style-type: none"> • Able to communicate tactfully, diplomatically, professionally and effectively in a range of ways with a range of stakeholders including staff, students, parents and external advisors and providers 	E	ARI
<ul style="list-style-type: none"> • Ability to communicate effectively to engage and influence students with SEND needs and to be an active listener 	E	ARI
<ul style="list-style-type: none"> • Able to work co-operatively as part of a team and to form good working relationships 	E	ARI
<ul style="list-style-type: none"> • Patient and approachable 	E	ARI
<ul style="list-style-type: none"> • Willing to undertake training and to share knowledge and expertise with other staff 	E	ARI
<ul style="list-style-type: none"> • Takes care and pride in all work, and has good attention to detail 	E	ARI
<ul style="list-style-type: none"> • Systematic, well-organised and able to manage time effectively 	E	ARI
<ul style="list-style-type: none"> • Able to work accurately and calmly under pressure and to manage deadlines 	E	ARI

<ul style="list-style-type: none"> • Flexible and adaptive to changing circumstances and requirements 	E	ARI
<ul style="list-style-type: none"> • Ability to think quickly, follow procedures and remain calm in all situations including when under pressure and in the face of an unexpected or serious incident 	E	ARI

Qualifications	Essential / Desirable	Evidence
<ul style="list-style-type: none"> • Grade 4 (C) or above in GCSE English or equivalent 	E	ARI
<ul style="list-style-type: none"> • Grade 4 (C) or above in GCSE Maths or equivalent 	E	ARI
<ul style="list-style-type: none"> • 5 GCSEs grades 4 (C) or equivalent 	D	ARI
<ul style="list-style-type: none"> • Further qualifications (A Level, L3 or above) 	D	ARI

Corporate Competencies	Essential / Desirable	Evidence
<ul style="list-style-type: none"> • General knowledge and understanding of the requirements of a school environment 	E	ARI
<ul style="list-style-type: none"> • Ability to relate to students aged 11 to 18 	E	ARI
<ul style="list-style-type: none"> • Punctuality and reliability 	E	ARI
<ul style="list-style-type: none"> • Understanding of the importance of safeguarding and the welfare of children, and a commitment to remaining up to date with requirements of the role in this area 	E	ARI
<ul style="list-style-type: none"> • Understanding of the importance of financial rules and procedures and a commitment to remaining up to date with the requirements of the role in this area 	E	ARI
<ul style="list-style-type: none"> • Understanding of the importance of health and safety rules and procedures and a commitment to remaining up to date with the requirements of the role in this area 	E	ARI
<ul style="list-style-type: none"> • Understanding of the importance of Equalities Act requirements and a commitment to remaining up to date with the requirements of the role in this area 	E	ARI
<ul style="list-style-type: none"> • Understanding of the need for confidentiality and knowledge of data protection principles 	E	ARI