**Crompton House Church of England Multi Academy Trust**

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| **JOB DESCRIPTION** | | | |
| **Post Title:** | School Nurse (Matron) Maternity Cover | | |
| **Location** | Crompton House Church of England School | | |
| **Department** | Administration | | |
| **Grade:** | Grade 6 (SCP 23-27) | **Hours:** | 32 hours 30 minutes, Term time + 5 days |

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| **PURPOSE OF POST** | Leading of the provision of a first aid and medical service within the school to address the needs of pupils who need support to overcome physical and mental health related barriers to learning to raise their aspirations and achieve their full potential.  To provide administrative support for the Student Support Service team. To provide advice and support to local primary schools in the Trust. |

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| **KEY TASKS:** | |
| **Whole School** | * Providing support for colleagues suffering from stress. * To support curriculum delivery of activities for groups of pupils and/or parents/staff. This could cover basic first aid or the treatment of sports injuries and be delivered as part of a Duke of Edinburgh Award, GCSE PE, or Biology course, etc. These could be a single activity or part of a series of events. * Liaise with PSHE Co-ordinator re planning and delivering health promotion activities to complement the PSHE programme and delivering aspects of the PSHE programme in the classroom if required. * To offer information, advice, and guidance to others regarding the support of pupils, particularly those with medical and mental health issues. To provide health checks, e.g., blood pressure checks, to staff on request. * To deliver training to other school staff in how to deal with medical situations or to arrange for first aid training e.g., epileptic fit or asthma attack, and maintain records of first aiders. * To complete Accident reports and records, forward to the Local Authority/Insurers as necessary, and liaise with accident investigators and Trust Estate Manager. * To liaise with the school nursing service to arrange visits and vaccinations. Organise a programme for the vaccination of groups of students in school, including making alternative arrangements for those students who do not attend. |
| **Groups and Individual Pupils** | * Administer first aid to pupils, staff, and visitors to the site, when necessary. Arrange for the collection of pupils who cannot remain in school and provide care for them until parents/carers arrive. Arrange for an ambulance where necessary. To coordinate the support of other school first aiders * Prepare and keep up-to-date electronic medical records for pupils. * To develop and implement action plans for identified pupils relating directly to their individual needs and circumstances to overcome barriers, including assisting students to return to school after major surgery/illness. * To share appropriate information with relevant audiences to facilitate pupil welfare and promote pupil learning to parents, colleagues, and education/healthcare professionals, within procedures covering confidentiality and data protection, including advising colleagues about health issues relating to new pupils. * To be a “point of contact” between the school and external health agencies involved in supporting pupils, proactively initiating, and establishing links with other services as necessary and maintaining positive working relationships to facilitate successful outcomes for pupils. This could include attendance at relevant meetings, e.g., TAC + SEND Meetings. * To maintain regular contact with families/carers of pupils in need of additional support, to keep them informed of the pupil’s objectives and progress, and to secure positive family support and involvement. The role could include conducting home visits to facilitate this. |
| **Administration** | * To undertake clerical and administration tasks related to the role of Matron, as required.eg monitoring of the AEDs and liaison with site staff in the maintenance of such. * To process and monitor finances relating to the role of Matron e.g., order stationery and medical aids/resources, and process related invoices. Ensure that first aid boxes in school are kept well stocked and fulfil Health & Safety requirements and legislation. * To support the administrative team, provide dedicated administrative support for the Student Support team. To undertake word processing, arranging meetings, entering data into computerised systems, arranging communication with students, filing, as required. |
| **Reception & Customer Service** | * To undertake reception duties relating to the Student Support Service, answering routine telephone and face-to-face enquiries, taking messages, and forwarding them onto the relevant person as required. * Welcome visitors to the Student Support hub, ensuring health, safety and safeguarding procedures are followed, such as the signing in/out of a register, issuing badges/passes or escorting visitors as required. * To respond to queries from pupils, parent/carers, staff, and external organisations, and for those that cannot be resolve immediately, take messages and forward onto the most appropriate person as required. |
| **General Clerical** | * To provide and organise general clerical support, e.g., photocopying, filing, faxing, emailing, completing forms, dealing with mail, and responding to routine and complex correspondence, in relation to the Student Support team. |

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| **STANDARD DUTIES** | |
| * To understand the importance of equality and diversity in the workplace and service delivery and promote equal opportunities for all, respecting the rights of other staff and students to be treated with dignity at work. * To uphold and promote the values and the faith ethos of the school. * To implement and uphold the policies, procedures, and codes of practice of the School, including relating to customer care, finance, data protection, ICT, health & safety, anti-bullying, and safeguarding/child protection, ensuring confidentiality as appropriate. * To take a pro-active approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the school, e.g., challenging a stranger on the premises. * To participate and engage with workplace learning and development opportunities to continually improve own performance and that of the team/school. * To attend and participate in relevant meetings as appropriate. * To undertake any other additional duties commensurate with the grade of the post. | |
| **CONTACTS** | Pupils, colleagues within the school, staff of the local authority, other education and healthcare professionals, parents, carers and guardians and visitors to the school |
| **RELATIONSHIP TO OTHER POSTS THE DEPARTMENT** | **Responsible to:** Senior Deputy Headteacher  **Responsible for:** Not Applicable |
| **ADDITIONAL NOTES** | An enhanced Disclosure and Barring Service (DBS) check will be requested on successful application to a position in the Trust or Academy. |
| **REVIEW ARRANGEMENTS** | The details contained in this job description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required, and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently, the Trust will expect to revise this job description from time to time and will consult with the postholder at the appropriate time. |

This job description is a guide to the duties and should be read in conjunction with the accompanying person specification.

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|  | **DATE** | **NAME** | **POST TITLE** |
| **Prepared** | June 2019 | DD |  |
| **Reviewed** | June 2019 | DD |  |
| **Reviewed** | June 2019 | DD |  |
| **Reviewed** | Feb 2025 | DD |  |

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| **Person Specification** | | | |
| **Selection criteria** | **Essential** | **Desirable** | **How**  **Assessed** |
| **Education & Qualifications** | | | |
| Nursing qualification | ✓ |  | A/D |
| NVQ level 4 – Learning, Development and Support Service (LDSS) |  | ✓ | A/D |
| **Experience** | | | |
| Experience of working with children and young people to support them in overcoming barriers to their personal, social, or learning development | ✓ |  | A/I |
| Experience of working with children and young people in an educational setting |  | ✓ | A/I |
| Experience of making assessments of children and young people to identify their individual needs | ✓ |  | A/I |
| Organising training sessions for colleagues promoting positive mental health |  | ✓ |  |
| Experience of multiagency working to support the needs of young people | ✓ |  |  |
| Experience of drawing up individual action plans, monitoring their implementation and making adjustment relating to pupil progress or changes in circumstances | ✓ |  |  |
| Experience of using and integrating ICT as part of the learning process | ✓ |  |  |
| Experience of working in a team collaboratively to share ideas and achieve objectives | ✓ |  |  |
| Experience of undertaking clerical and administrative tasks | ✓ |  |  |
| **Skills & Abilities** | | | |
| Communication skills to influence, persuade, motivate, and engage with a wide range of children, young people, and their families | ✓ |  | A/I/R |
| An ability to draw on knowledge of the usual pattern of symptoms associated with mental health problems |  | ✓ |  |
| Interpersonal skills to form and maintain positive working relationships with pupils, their families, colleagues, and other education/healthcare professionals and partner organisations | ✓ |  | A/I |
| Ability to both promote positive mental health and recognise and support when things go wrong |  | ✓ | A/I |
| Listening skills to support children, young people, and their families through understanding their point of view in a non-judgemental approach | ✓ |  | A/I |
| Creative skills to develop a range of different options and alternatives that will support children and young people to engage in the learning process | ✓ |  | A/I |
| Analytical skills to interpret information, determine different options for action and feasibility of proposals to solve difficult problems | ✓ |  | A/I |
| Initiative to plan and prioritise the work of the service, and make decisions to deliver the service in the most appropriate way to achieve the best outcomes for pupils | ✓ |  | A/I |
| Organisational skills to manage time effectively, meet potentially conflicting deadlines and work without close supervision | ✓ |  | A/I |
| **Knowledge** | | | |
| Knowledge and understanding of the range of potential barriers to learning and attending school faced by children and young people | ✓ |  | A/I |
| Knowledge of how these barriers can be overcome or mitigated to reduce their impact on children and young people | ✓ |  | A/I |
| Knowledge of an awareness of the range of mental health problems that young people can present | ✓ |  | A/I |
| Knowledge and understanding of data protection and confidentiality issues | ✓ |  | A/I |
| Detailed knowledge of relevant legislation and government initiatives and how that relates to the curriculum within the school | ✓ |  | A/I |
| Knowledge of safeguarding, including CAF processes, and child protection issues with knowledge of appropriate action to take if a disclosure is made | ✓ |  | A/I |
| **Work Circumstances** | | | |
| To work flexibly as the workload demands | ✓ |  | I |
| Occasional out of hours working to support school functions | ✓ |  | I |

Key: I = Interview R = References A = Application D = Documentation T = Test