

| Responsible to:      | Deputy Headteacher (Culture and Ethos ?) on behalf of the Headteacher   |
|----------------------|---|
| Hours of Employment: | 30 hrs per week (9.00-15.30 or similar, 20-minute paid break, and 30-minute<br>unpaid lunch break)<br>38 weeks per year (term time only, plus 1 September training day).                            |
| Pay:                 | FTE £38670 (TBGS salary + Local Government Pension Scheme)<br>30 hours of 37 (0.8108) x 38 weeks + holiday pay = 44.09 weeks of 52.143<br>(0.8455) = 0.6856 of FTE = £26505 actual salary per year) |

## Key Aspects Role:

- Work as part of a wider pastoral team to promote the health and well-being of all students at TBGS;
- Promote mental and physical health, to encourage prevention through education and intervention;
- Support the delivery of PSHE, including Relationships & Sex Education;
- Provide individual support to students and families, both within school and as part of a multi-agency approach.

## Specific Responsibilities as School Nurse:

- Manage individual health care plans for students, liaising with SENDCo and other pastoral staff as necessary;
- Support the SENDCo and exams team on access arrangements for health needs;
- Oversee all aspects of allergy management including allergy plans, allergy policies, allergy training, and supporting kitchen staff with tracking allergens;
- Support wider safeguarding arrangements, including contributing to Team around the Child and Team around the Family meetings;
- Provide support and signposting to families when needed around health issues including sleep, hygiene, diet, lifestyle etc.;
- Work with the catering team to develop strategies for promoting healthy eating;
- Manage storage and monitoring of student medicines;
- Take responsibility for first aid during the school day, maintain stock and kits, and prepare equipment/medicines/medical lists for school trips;
- Complete the necessary training to provide first aid training courses to school and external staff;
- Provide support to school counsellor, to maintain mental health promotion, and deliver some counselling when required;
- Work with the pastoral team to maintain high levels of student attendance, identifying patterns of absence and providing necessary interventions to support children being in school when there are barriers;
- Work with Assistant Headteacher (Growth and Development) to review and strengthen the PSHE curriculum sequencing and delivery to ensure topics are regularly taught and revisited. Deliver relevant sessions (e.g. around sexual health and drugs awareness);
- Provide support and guidance to senior leaders in the event of public health issues;
- Maintain all health and medical related policies;
- Monitor and support young carers;
- Complete home visits for health-related concerns;
- Provide staff CPD and training for health needs including diabetes, EpiPens, epilepsy etc.;
- Ensure student signposting to services and support is kept up to date;
- Support initiatives to promote whole staff wellbeing;

- Maintain connections and network with local services and wider healthcare system. Ensure any statutory registration and revalidation are maintained. Proactively seek clinical supervision and professional development;
- Provide TA support to students with health needs when necessary.

## Wider School Responsibilities of all Support Staff:

- Provide supervisory duty acting as an adult presence, as part of a wider team of support staff, patrolling outdoor play spaces during a part of the school lunchtime;
- Step in to provide emergency staff cover/invigilation when needed;
- Be willing to fully engage with the wider life of school experiences which provide the best possible educational provision for TBGS students;
- Move hours to support at occasional out-of-hours events (e.g. assisting with refreshments, providing first aid, talking to parents etc.);
- Any other appropriate tasks, as required by senior staff for the effective day-to-day operations of the school.

## **Person Specification**

|  | Essential   | Desirable        |
|--|---|------------------|
|  | Evidenced by: appropriate original                        |                  |
| Qualifications   | certificates  |                  |
| Registered Nurse with NMC  | √   |                  |
| Specialist Community Public Health Nurse   |   | $\checkmark$     |
| qualification(SCPHN)   |   |                  |
| First Aid certification and ability to deliver training courses,                                       |   | $\checkmark$     |
| or willingness to learn to do so   | Evidenced by:   | application form |
| Experience   | Evidenced by: application form,<br>Interviews, references |                  |
|  |   |                  |
| Working with children and young people in educational or   | $\checkmark$  |                  |
| healthcare settings  |   |                  |
| Managing individual healthcare plans and allergy protocols   |   | √                |
| Safeguarding and multi-agency collaboration  | √   |                  |
| Delivering health education and PSHE sessions  |   | √                |
| Mental health and counselling support  |   | $\checkmark$     |
|  | Evidenced by: application form,                           |                  |
| Basic skills, characteristics and competences  | Interviews, ref   | erences          |
| Awareness of and commitment to the safeguarding and  | √   |                  |
| welfare of children  |   |                  |
| Ability and willingness to communicate on a day-to-day basis   | $\checkmark$  |                  |
| with staff, students and parents   |   |                  |
| Fluent with English language, a high degree of literacy in   | $\checkmark$  |                  |
| verbal and written communication, and professional interpersonal skills for face-to-face and telephone |   |                  |
| conversations.   |   |                  |
| Ability to understand and a willingness to work within the   | √   |                  |
| wider life of a school setting   |   |                  |
| Knowledge of adolescent health and wellbeing   | $\checkmark$  |                  |
| Safe medication management skills  | $\checkmark$  |                  |
| Commitment to, and self-motivated to engage in, CPD,   | $\checkmark$  |                  |
| revalidation and supervision   |   |                  |
|  | Evidenced by: application form,                           |                  |
| Personal qualities   | Interviews, ref   | erences          |
| Empathetic and approachable  |   |                  |
| Excellent organisation, communication and administrative   |   |                  |
| skills   | Ť   |                  |
| Patience and diplomacy   | $\checkmark$  |                  |
| Flexibility, initiative and resilience   | $\checkmark$  |                  |
| Pragmatic and a problem solver, proactive and independent  | $\checkmark$  |                  |
| Ability to seek and act on advice  | $\checkmark$  |                  |
| High expectations of self and others   | $\checkmark$  |                  |
| Committed to health promotion  | $\checkmark$  |                  |
| Honesty and integrity, discretion and confidentiality  | $\checkmark$  |                  |