


<b>Job Description</b>		 <b>THE PARKGATE ACADEMY</b> <small>LABOR OMNIA VINCIT</small>
<b>Title</b> <b>PERSONAL CARE ASSISTANT</b> <b>Grade 2</b>	<b>School: The Parkgate Academy</b>	
<b>Job Purpose</b> To assist pupils with their day-to-day personal care needs and to work alongside other professional staff to further pupils' independence skills.		
<b>Key Responsibilities</b>  <ol style="list-style-type: none"><li>1. Working as part of a team in the development of personal care programmes for pupils</li><li>2. Assisting pupils in implementing their own personal care programmes during the school day, specifically in relation to practical support for :<ul style="list-style-type: none"><li>• Personal hygiene</li><li>• Toileting and continence training</li><li>• Eating and drinking</li></ul></li><li>3. Providing practical assistance in relation to other identified physical needs e.g. transportation, dressing, meal times, organisation of learning equipment</li><li>4. Keeping records related to personal care in conjunction with the appropriate teacher/other officer</li><li>5. Maintaining and cleaning personal care equipment and materials, clothing etc. Maintenance of toiletry supplies</li><li>6. Providing personal assistance to identified pupil/pupils in physical/practical activities e.g. physical education, cookery, school visits, therapeutic treatments organised by the school etc</li><li>7. Working in cooperation with other key workers involved in supporting the pupils' educational and health care needs under the guidance of the class teacher or other responsible officer</li></ol>		
<b>General Responsibilities</b> <ol style="list-style-type: none"><li>8. Work within the framework of the school's agreed policies and procedures</li><li>9. Participate in staff meetings, in-service training and courses</li><li>10. Any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific terms, following consultation with the Recognised Trade Unions</li><li>11. To promote and safeguard the welfare of children and young persons for whom you are responsible and with whom you come into contact with during the course of your duties and responsibilities. Your conduct must at all times be in accordance with the</li></ol>		

school's policies and procedures

12. To report any causes for concern relating to the welfare and safety of children to the designated person, and the head teacher, or if unavailable the designated safeguarding governor or a member of the senior leadership team

13. To attend safeguarding training as required by the school and maintain your knowledge and understanding of your responsibility for safeguarding children in this school

<i><b>Person Specification</b></i>	
<i><b>Education and Knowledge</b></i>  Knowledge of procedures to provide personal care and support to children and young people; Ability to record any observations etc as required.	<i><b>Personal skills and general competencies</b></i>
<i><b>Experience</b></i>	

To be completed only if any  
amendments are made to the  
standard Job Description

Please refer to the guidelines

### **Additional Responsibilities to be included in the Job Description**

This section is a description of the main responsibilities that are to be added to the Job Description, it is not a task list – the % time spent does not have to exact - it is to help the analyst understand how much time is spent on specific tasks for example the amount of time spent on typing/ inputting data may affect the Physical Demands factor.

<b>Additional Responsibilities</b>	<b>% Time spent</b>

### **Factor Information**

The factor definitions are outlined below and are specific for the job description and reflect the appropriate level from the NJE scheme that are commensurate with the level of responsibility and competences required for the role as described in the Job Description. If you have amended the standard information you should insert any additional information that you believe would impact on a factor.

Some factors have options (a) or (b) you should indicate which option best describes the job by placing a tick in the relevant box.

<b>Factor</b>		<b>Factor Definition and Relevant Job Information</b>
<b>1</b>	<b>Knowledge</b>	Knowledge of procedures to provide personal care and support to children and young people; Ability to record any observations etc as required.
<b>2</b>	<b>Mental Skills</b>	Some basic assessment of the factors with regard to a range of problems or issues may be necessary before deciding on the best course of action e.g. young person's health/behaviour deteriorates - post holder makes an appropriate decision to rectify the situation, this may involve requesting assistance in specific situations; supporting learning situations including ensuring the pupil is comfortable and ready to learn.
<b>3</b>	<b>Interpersonal/ Communication Skills</b>	Providing care to pupils with physical and emotional needs; required to understand a pupil's needs and respond appropriately; this may include basic signing.

<b>4</b>	<b>Physical Skills</b>	Basic record keeping which will include use of computer keyboard to input basic alpha/numeric information; Use of hoist to move a pupil as required/use of other specialist equipment to assist the pupil.
<b>5</b>	<b>Initiative &amp; Independence</b>	Some initiative is required to deal with routine issues with supervisory support available when areas of difficulty are faced in non routine areas of work.
<b>6</b>	<b>Physical Demands</b>	Long periods of standing, also sitting down, often on small chairs, kneeling and bending with pupils; setting out classrooms and learning environments; moving and handling using special equipment e.g. pushing a wheelchair containing a pupil.
<b>7</b>	<b>Mental Demands</b>	Alertness for observation of young people's behaviour and to identify their needs.
<b>8</b>	<b>Emotional Demands</b>	Working on an ongoing basis with children, many of whom have special needs and exhibit challenging behaviour, including Autism, Dyslexia, Dyspraxia, Visual Difficulties, Hearing Difficulties and Physical Difficulties; also terminally ill children and those who suffer from seizures or epilepsy.
<b>9</b>	<b>Responsibility for People</b>	Assessing and responding to the personal needs of pupils
<b>10</b>	<b>Responsibility for Supervision</b>	Job holder has no direct responsibility for the supervision of other employees. Occasional demonstration of own duties or similar assistance to new staff may be given as necessary.
<b>11</b>	<b>Responsibility for Financial Resources</b>	Job holder has limited direct responsibility for financial resources. The handling and recording of small amounts of cash/cheques or equivalent may be necessary periodically.
<b>12</b>	<b>Responsibility for Physical Resources</b>	Responsible for the careful use of special equipment and for reporting any problems with this equipment; being responsible for personal possessions of pupils; keeping records of personal car.
<b>13</b>	<b>Working Conditions</b>	Assisting pupils with toileting and dealing with bodily fluids on an ongoing basis; some exposure to abuse and/or aggression.

<b>Factor</b>	<b>Additional Information</b>
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<b>1</b>	<b>Knowledge</b>	
<b>2</b>	<b>Mental Skills</b>	
<b>3</b>	<b>Interpersonal/ Communication Skills</b>	
<b>4</b>	<b>Physical Skills</b>	
<b>5</b>	<b>Initiative &amp; Independence</b>	
<b>6</b>	<b>Physical Demands</b>	
<b>7</b>	<b>Mental Demands</b>	
<b>8</b>	<b>Emotional Demands</b>	
<b>9</b>	<b>Responsibility for People</b>	
<b>10</b>	<b>Responsibility for Supervision</b>	
<b>11</b>	<b>Responsibility for Financial Resources</b>	

<b>12</b>	<b>Responsibility for Physical Resources</b>	
<b>13</b>	<b>Working Conditions</b>	

Date