

Classroom Care Assistant/Classroom Care Practitioner

Identifying facts	
Service Sector	Stanmore House School
Organisational Relationships:	<div style="text-align: center;"> <div style="border: 1px solid green; padding: 5px; display: inline-block;">Head Teacher</div> ↓ <div style="border: 1px solid green; padding: 5px; display: inline-block;">Team Leader</div> ↓ <div style="border: 1px solid green; padding: 5px; display: inline-block;">This role</div> </div>
Line Manages:	N/A
Qualification Requirement:	N/A

JOB PURPOSE

- To assist, motivate and encourage pupils in the school environment to allow them to thrive and reach their full potential.
- To support the pupils' care needs throughout the school day.

MAJOR TASKS

1. Assist the teacher prior, during and after the class
2. Look after the pupils' care needs throughout the day
3. Meal assistance support
4. Administer Medication
5. Physical support
6. Accompanying/ escorting children throughout the day and assist them during transport
7. Sharing information and attending meetings

MAIN ACTIVITIES

1. Assist the teacher prior, during and after the class.
- Helping the teacher in setting up the classroom by following his/her instructions (e.g.: tidying up, preparing materials, setting up communication aids, photocopying, laminating, etc.).

Providing one-to-one physical support to pupils in order to allow them to follow the class (e.g.: by gently helping an individual with very limited movement to draw in a board).

- Motivating pupils towards the achievement of their individual learning targets and support them in using verbal and non verbal communication (e.g.: giving a positive acknowledgement response focused on their efforts after completing a task) and/or the utilisation of attention/ cognitive enhancement techniques such as providing visual and hands-on models, written and spoken directions or checking for the pupil's understanding several times while doing the task.
- Supporting and encouraging children to communicate during the learning activity by using aided symbols (e.g.: Podd communication books) and/or assistive technology (e.g.: Mytobii) in order to suit their communication, language and/or sensory requirements.
- Actively interacting with pupils during play and other class activities by asking questions, commenting on play activities, encouraging them to express their feelings in order to ensure they enjoy the activity and feel comfortable and satisfied.
- Support behaviours that challenge and/or present a barrier to learning by effectively implementing the schools' behaviour policy and own knowledge and experience (e.g.: throwing objects, screaming, hair pulling, etc.). Maintaining the dignity of the learner at all times. School training and policy will support staffs skills.

2. Look after the pupil's intimate care needs throughout the day.

- Assisting pupils with toileting by offering ambulatory assistance, changing pads and/or emptying and cleaning catheter bags.
- Supervised and/or unsupervised urinary catheterisation following catheter care procedures.
- Hand washing necessary for personal hygiene (e.g.: before and after snack/lunch time).
- Dressing and undressing pupils before and after hydrotherapy sessions.

3. Meal Assistance Support

- Provide pupils with the adequate holding and handling cutlery set (specified in their individual care plan) to support their independence with feeding and/or physically assist them with issues such as reduced grip, lack of muscle control or restricted movement. If adapted cutlery is not available, consult with occupational therapists.
- Assisting pupils physically, emotionally and/or socially in order to provide them with a pleasant meal time experience. This may imply help them positioning, keep them away from pulling their Gastrostomy tubes, interacting with them during the meal and encourage them to make their own choices.
- Assisting pupils who may have problems with feeding and eating (e.g.: difficulties of swallowing, chewing, sucking and/or digesting certain foods) by following the speech and language therapy written instructions which may require, for instance, the use of liquid thickeners to feed children with Dysphagia.
- Gastrostomy tube feeding following individual feeding regimes according to health and safety procedures. This involves washing hands, cleaning manually the Gastrostomy feed by flushing it with water, attach the feeding tube to the feeding system and fill it with formula (e.g.: milk), releasing the clamp and adjusting the required feeding rate.

4. Administer Medication.

- Signing in/off Medication Administration Record at the start and end of each school day and every time a drug is administered always accompanied by a co-worker.
- Identify by reading the care plan whether a pupil requires medication to be administered or supported in administering own medication.

- Read the care plan to identify which medication is required, how and when it should be administered and under what circumstances e.g. after eating food, in a discrete manner or a private area.
- Administering medication can involve:
 - Covertly providing medication in food or drink
 - Providing a pill or liquid to be swallowed and observed as being swallowed
- Giving emergency medication (e.g.: Midazolam in the event of a seizure) in buccal cavity
- Administering medication via Gastrostomy tube
- Return all medication to the storage area and dispose any equipment used in accordance to the care plan always accompanied by a nurse or senior care worker.

5. Physical support

- Following instructions detailed in the care plan provide pupils with physical support by helping them:
- Moving pupils in and out of their wheelchairs by hoisting them and/or by using transfer aids such as gait belt, sliding boards or mechanical lifts and to be performed in accordance with their risk assessment
- Providing supervised and unsupervised physical assistance to children to position them in their standing frames following the physiotherapist's written instructions in order to facilitate bone and muscle development and encouraging a better functioning of the body's internal systems.
- When providing physical support to children explain to the individual what needs to be done, seek their agreement, perform the task and ask them whether they are comfortable.
- Positioning and Postural Management. Assisting pupils with positioning (e.g.: sit or lay comfortably, sustaining a posture which allows them to move more freely) in order to ensure they are comfortable and free of pain, that they can move as freely as possible and to improve and optimise the pupils' possibilities of taking part in daily life activities.

6. Accompanying/ escorting children throughout the day and assist them during transport.

- Picking up and return children to and from bungalows and assess their overall condition by asking them and/or by asking their carers at the hand over.
- Accompanying children throughout the day to the different facilities (e.g.: dining area, toilets, pool).
- Reassuring children before, during and after the journey to avoid feelings of insecurity or distress.
- Ensure pupils are comfortable and their care and health needs are satisfied throughout the journey by communicating and observing them.
- Respond to pupils who might exhibit behaviours which suggest discomfort and/or distress by taking appropriate steps (e.g.: reassurance, calmly interacting with them, providing physical contact).
- On occasion may drive the school mini bus and school car.

7. Sharing information and attending meetings

- To liaise with teachers, parents, support workers and other health professionals in a regular basis in order to ensure continuity of support (e.g.: sharing information with residential staff, using Home Communication Book to communicate with parents).
- To join regular team meetings (peer group supervision) or individual meetings (one-to-one supervision) to review any individual care concerns, discuss children's requirements and/or update care/support workers on policy matters.
- Filling in accident/incident forms and reporting major issues to Management.

pool side. **8. This role may also include:**

- Delivering scheduled teaching programs in absence of the teacher which implies:
- Organising the classroom and ensuring all the necessary learning resources are in place (e.g.: setting up whiteboard/ computers, make sure each pupil has his/her identifier/ set up communication devices in standing frames).
- Encouraging and motivate pupils through activities like counting games, singing or reading stories.
- Responsible for the pupil's finances eg. pocket money within the class.
- Implementing sensory programs to be used during the classroom to enrich the pupils' learning experience.

Provide physical support to pupils during Hydrotherapy sessions following appropriate procedures and emergency protocols (e.g.: moving and handling, etc). Emergency First Aid trained to attend the

Attend a variety of places (e.g. health appointments, shopping, parks, gardens) with pupils and provide them with physical support.

Participate in activities (e.g. shopping) by helping pupils to move or refine the control of their body and gathering evidence (e.g.: taking pictures).

9. Applicable for all roles:

To undertake any other duties related to the responsibilities of the post and which may be delegated by Capability Scotland management.

