



A learning & caring community
where individuals are valued

Job Description

- 1. Job Title:** Lunchtime Assistant (School)
- 2. Responsible to:** Head of School

3. Role Summary:

To Support students across the lunchtime and Independent Living Skills period across all school provision, Sebastian day house and as required in Martin, Sheiling or Feirefis, residential houses in conjunction with their respective management teams.

To provide a safe, welcoming and stimulating environment for the students during periods of lunch and Independent Living Skills, to support the continuity of care, 'waking-day' education and personal development plans for each student assigned to the house.

The role may require the post-holder to deal at times with challenging behaviour.

The Sheiling Ringwood is committed to safeguarding and promoting the welfare of children and young adults and expects all staff to share this commitment. An enhanced DBS (Disclosure and Barring Service) check and registration with the Update Service will be required.

4. Summary of Duties and Responsibilities:

The post-holder will. . .

- Facilitate a wide range of leisure and social activities during independent living skills period to assist students in their development. These must be age appropriate and where possible help with specific targets identified within study programmes.
- Contribute to student recording and reporting of student progress, risk assessments and reviews.
- Balance giving our students the direct support they need with encouraging appropriate levels of independence. Support and directly assist the students in their attainment of self-help, independence and personal care needs.

- Ensure eating and drinking guidance is known and followed by all staff supporting students. This includes following individual specialist diets for medical, religious or preference reasons. And also following detailed plans in regard to eating and drinking, using specialist adapted equipment and liaison with professionals such as Occupational Therapists and Speech and Language Therapists.
- Support students who have communication needs through total communication approaches.
- Directly support students challenging behaviour. This very occasionally involve physical intervention as a last resort, to make a situation safe, once all the proactive and active strategies have been tried (In accordance with *Pro act Scipr* training).
- Provide intimate personal care this may include toileting and washing. This must always be done in the most appropriate, respectful and dignified manner.
- Support assigned students to ensure their health care needs are met, including liaising with medical services
- Assist with the preparation of festivals, gatherings, celebrations and other events as appropriated and required.

The Sheiling Special Education Trust reserves the right to vary or amend the duties and responsibilities of the post and the post-holder at any time according to the needs of its charitable business.

Signed..... Date.....

Postholder Name.....

Signed..... Date.....

Corine van Barneveld, Principal

Person Specification – Lunch Time Assistant

Criteria	Essential	Desirable
Qualification, Education and training	Ability to provide written English communication to a competent level	QCF L3 Health & Social Care Level 3 Supporting Disabled Learners
Knowledge/ vocational training	Ability to follow safeguarding procedures, following training Demonstrable commitment to own training/qualifications beneficial for the role	Basic awareness of relevant medical conditions including autism, diabetes, epilepsy.
Experience	Experience of a caring / social training / education of others in any aspect of your life	Recent experience of working in an SEN/ Learning Disabilities environment Working in a residential school or college setting and or with learning disabled children/young adults
Technical skills	Good verbal and written communication skills Able to provide positive support for challenging behaviour	Experience of Communication systems • Signalong • PECs • Total Communication • Minimal intervention techniques
Interpersonal skills	Able to establish and develop effective and productive relationships with students, colleagues and parents A team worker but also able to work independently	
Motivation and aptitude	Interest in and empathy with young adults with learning difficulties and disabilities Passionate in seeking to maximise opportunities for students to develop themselves Motivated, enthusiastic, and Flexible Provide a positive role model Resilient to periods of high/demanding emotional intensity.	
Other	Ability to participate in light sporting or leisure pursuits Physical capacity to react quickly in response to students for example kneeling, bending, stretching, running or similar	Competent to drive vehicles including mini buses

