Personal Care Officer & Lunchtime Supervisor

Frederick Holmes School

We are Humber Education Trust.

Application Pack

We are Humber Education Trust.

Our vision is to develop a high performing Multi Academy Trust that delivers the very best educational experience for all children and young people.

We grow, develop, support and improve our schools across the Trust, with a clear focus on raising standards, encouraging innovation and strengthening the ethos of the Trust to ensure that we have a positive impact on all of the children and young people within the Trust.

As a partnership, our strength lies in a common purpose: high aspirations, moral values, care and support; yet celebrates our individual uniqueness. As a trust, we drive these aims further and faster for the benefit of our pupils and our communities.

We are delighted to be recognised as one of the top performing Multi-Academy Trusts in the country*.

Humber Education Trust is supported by a strong Trust Board who provide effective support and the challenge required to ensure that we build on our track record of excellence to provide strategic partnerships to improve quality, share best practice and operate effectively and efficiently. We believe passionately that every penny that comes into a school should be spent on the development and provision of a first-class standard of education for all.

Humber Education Trust is a growing trust of 17 schools (13 primary schools and 4 special schools). We have a strong moral purpose and a determination to provide the best education possible for the children in our care.

- We always put the needs of children first
- We celebrate what joins us and also what makes our schools unique
- We embrace links with other education providers as we seek the best outcomes for children
- We have high aspirations for everyone in the school community
- We personalise the support offered to pupils, staff members and schools alike
- We believe in system leadership
- We are passionate educators of everyone in the school community
- We welcome challenge as this promotes positive change
- We are determined to achieve the best outcomes for every individual
- We are relentless in our pursuit of excellence

Thank you for showing an interest in working within our Trust. I wish you well with your application.

*(based on KS2 outcomes and Trusts with more than 10 schools)

Rachel Wilkes OBE
Chief Executive Officer

Personal Care Officer & Lunchtime Supervisor

FREDERICK HOLMES SCHOOL
PERSONAL CARE OFFICER & LUNCHTIME SUPERVISOR

(These 2 contracts are separate but are to be undertaken by the same person for continuity for our children)

PERSONAL CARE OFFICER

Grade & Scale point: Grade 1/ 2, Scp 3
Salary: £25,614 Full time equivalent
Hours of work: Casual
Contract: Casual contract
Start date: ASAP following pre-employment checks

LUNCHTIME SUPERVISOR

Grade & Scale point: Grade 1/ 2 Scp 3
Salary: £25,614 Full time equivalent
Hours of Work: Casual
Contract: Casual contract
Start date: ASAP following pre-employment checks

We are proud of our outstanding quality of education and are looking to further strengthen our student welfare team through the appointment of a Personal Carer and Lunchtime Supervisor.

Many pupils at Frederick Holmes School require a high level of adult support to access the curriculum and participate fully in daily activities, including eating, drinking, and personal care routines. To meet these needs, the school works closely with a multidisciplinary team, including Speech and Language Therapists, Physiotherapists, and Occupational Therapists. We also benefit from an on-site, full-time nursing team.

Experience of working with children with complex special educational needs and disabilities (SEND) is desirable. Successful candidates will be expected to undertake any training required to meet the individual needs of our pupils.

In this role, you will work across the school, supporting pupils on a one-to-one basis and in small groups, both within the classroom and as part of wider school activities. Your contribution will play a vital role in helping our pupils thrive, achieve their potential, and enjoy a positive school experience.

JOB REQUIREMENTS:

- To contribute to individual care plans and risk assessments and be responsible for the implementation and monitoring of same.
- To attend to the physical needs of children/young people, including dressing, eating & drinking, washing and bathing, toileting and other personal care needs.

- To work closely with the classroom staff and inter-agency teams to position pupils in the wheelchairs, standing frames, etc.
- To be responsible for keeping the support room areas tidy, clean and hygienic. This will include the washing of the changing beds, curtains and clothes (if necessary) and sluicing of items.
- To be fully aware of the pupil/student's medical needs and to pass on relevant information to the interagency teams, particularly the nursing team and classroom support staff, on a day to day basis.

THE SUCCESSFUL CANDIDATE WILL HAVE:

- Understanding of National Curriculum, EYFS Guidance and other codes of practice e.g. SEN, Equalities, Safeguarding
- Effective use of ICT to support teaching and learning
- Ability to interact well using courtesy, tact and diplomacy and negotiation skills
- Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people.

If you believe in the children in Hull, are passionate about our community and truly want to make a difference then we would love to hear from you.

AS A MEMBER OF HUMBER EDUCATION TRUST, WE OFFER:

- Commitment to securing the very best provision and outcomes for all children.
- A Trust with expertise in every area of the curriculum, both in primary and special settings, through our Teaching & Learning Ambassadors and peer networks.
- Outstanding individually tailored continual professional development for staff at all levels.
- Staff who feel valued and supported in their roles.
- A caring and safe environment where we recognise the diverse needs of our community, ensuring our young people from all backgrounds thrive.
- Ethical working with mutual respect and collaboration.

HOW TO APPLY:

Please visit our Eteach careers page to apply for this vacancy. All candidates are advised to refer to the job description and person specification before making an application.

Early application is encouraged. We will review applications throughout the advertising period and therefore reserve the right to close the advert early should sufficient applications be received.

Closing date for completed applications: 8am, Monday 2 November 2026
Interview date: TBC

For further information regarding these roles, please contact Claire Turner via 01482 804766 or cturner@frederickholmes.het.academy

Visits to the school are encouraged, please ring to make an appointment.

As part of Humber Education Trust's recruitment processes, in accordance with statutory Keeping Children Safe in Education guidance, an online search will be carried out on all shortlisted candidates. Those shortlisted for interview will also be required to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.

CONDITIONAL OFFER:
Any offer of employment to this post will be subject to receipt of a satisfactory enhanced disclosure from the Disclosure Barring Service, Children's Barred List Check, Section 128 check where applicable, identity checks, medical clearance, proof of qualifications, satisfactory references and eligibility to work in the UK checks. Shortlisted candidates will be subject to an online search and required to complete a self-declaration of their criminal record.

SAFEGUARDING STATEMENT:
Humber Education Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. We particularly welcome applications from underrepresented groups including ethnicity, gender, transgender, age, disability, sexual orientation or religion.

Personal Care Officer

SECTION:	Frederick Holmes School	**GRADE:**	2
JOB TITLE:	Personal Care Officer	**EVALUATION DATE:**	24 June 2014
REPORTING TO:	Teaching Assistant L4	**JE NUMBER:**	HET74

DIGNITY AT WORK: To show, at all times, a personal commitment to treating all stakeholders and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the Equal Opportunities in Employment Policy adopted by the Trust.

PURPOSE:
The Personal Care Officer is responsible for providing daily personal care, including emotional, physical and practical support, to children / young people with severe physical disabilities and complex learning, communication and medical needs, many of whom have profound and multiple learning disabilities. They will undertake to enable children / young people to enjoy an improved quality of life by contributing to and implementing good quality, individual care plans and by ensuring their personal needs are effectively met.

PRINCIPAL ACCOUNTABILITIES:	
1.	To promote and safeguard the welfare of children, young people and/or vulnerable adults.
2.	To contribute to individual care plans and risk assessments and be responsible for the implementation and monitoring of same. To contribute to accurate reports and, where appropriate, assessments to inform programmes of support and care with special consideration to transition periods.
3.	To attend to the physical needs of children/young people, including dressing, eating & drinking, washing and bathing, toileting and other personal care needs. To encourage and advise children to undertake personal care tasks for themselves and facilitate independence skills whenever possible. To be responsible for ensuring a high level of dignity is maintained for the pupils/students at all times.
4.	To work closely with the classroom staff and inter-agency teams to position pupils in the wheelchairs, standing frames, etc. To share information with classroom staff and inter-agency teams to ensure a consistent and safe approach to moving and handling and personal care routines.
5.	To be fully aware of the pupil/student's medical needs and to pass on relevant information to the interagency teams, particularly the nursing team and classroom support staff, on a day to day basis.

6.	To support and attend to the social and emotional needs of children/young people reporting to their line manager any concerns, suspicion, evidence or allegation in relation to child protection in accordance with the School Policy to ensure the safety and welfare of the children.
7.	To be responsible for keeping the support room areas tidy, clean and hygienic. This will include the washing of the changing beds, curtains and clothes (if necessary) and sluicing of items. To have awareness of Health and Safety legislation i.e. COSHH relating to cleaning products and the need to wear PPE and to adhere to all of schools policies and procedures and legislation at all times. To be responsible for the management and safe storage of resources in each of the support rooms.
8.	To assist in the dressing and undressing of pupils in the swimming pool area and to support pupils in the swimming pool including those with complex medical needs.
9.	The Health and Safety at Work Act 1974 and associated legislation places responsibilities for health and safety on the Academy as your employer, and you as an employee of the Academy. In addition to the Academy's overall duties, the post holder has personal responsibility for their own health & safety and that of other employees; additional and more specific responsibilities are identified in the Academy's H&S policy.
10.	To adhere to all Health & Safety requirements of the school. To be thoroughly acquainted with the position of fire extinguishers and escape routes and to be fully conversant with the school's evacuation procedures. To observe the dress code and to undertake Moving and Handling training to enable the safe use of hoists and ensure safe moving and handling of pupils.
11.	To participate in classroom activities when requested and support Teachers and Teaching Assistants when required.

GENERAL:

1. The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility.
2. The above duties may involve having access to information of a confidential nature, which may be covered by the Data Protection Act. Confidentiality must be maintained at all times.
3. The post holder must be flexible to ensure the operational needs of the Academy are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places within the Trust
4. To promote the Academy's Equal Opportunity Policy.
5. The Health and Safety at Work Act 1974 and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the post holder's responsibility to take reasonable care for the Health, Safety and Welfare of him/herself and other employees in accordance with legislation and the Academy's Health & Safety Policy.

6. Where the post holder is disabled, every effort will be made to supply all the necessary employment aids, equipment or adaptations to enable him/her to perform the full duties of the job. If, however, a certain task proves to be unachievable then job redesign will be given full consideration.

DIMENSIONS:

1. Responsibility for Staff:
The post has no line management responsibility for staff.

2. Responsibility for Customers/Clients:
Responsible for providing care and support for pupils/students according to their needs and under the general supervision of the Line Manager who may not be immediately available but will be on the school site. The pupil/student may have complex physical, personal and social care needs and may present challenging behaviour. The post holder will contribute to reviews by monitoring care and sharing information.

3. Responsibility for Budgets:
The post holder has no budget responsibility.

4. Responsibility for Physical Resources:
The post holder will be responsible for the management of stock control within the support room areas.

WORKING RELATIONSHIPS:

1. Within Service Area/Section:
The post holder will report to the L4 Teaching Assistants to receive supervision including Performance Management and training requirements.

Day to day working relationships will be with class teachers and teaching assistants.

The post holder will occasionally need to work or liaise with agencies including nursing, therapists, administration for such issues as stock control, pupil information and medical needs.

2. Within the Trust:
Possibly for training and development or when seeking advice. Will participate in inspections or audits when required i.e. Health and Safety.

3. With External Bodies:
In respect of the day to day care of children the post holder will work with parents/carers, and with health professionals. Will also provide information for Ofsted when required.

Personal Care Officer

ORGANISATION CHART:
Head Teacher | Assistant Headteacher | School Business Manager | Teacher Subject Leaders / Level 4 Teaching Assistants Senior Child Supervisory Support Officer | Level 3/2/1 Teaching Assistants Personal Carers

	Not applicable	Low	Moderate	High	Very High	Intense	Supporting Information
PHYSICAL DEMANDS: Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).				✓			Hoists are used to move & handle pupils and tend to their personal care
WORKING CONDITIONS: Working Conditions **–** (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).				✓			Personal Care takes place in well-equipped bathrooms
EMOTIONAL DEMANDS: Exposure to objectionable situations over and above that normally incurred in a day to day office environment.				✓			Attending to personal care needs, pupils with no expressive language

PERSON SPECIFICATION

	The information listed as essential is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. **Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring CRB's), T = Test/Assessment, P = Presentation*	**Essential**	**Desirable**	**How identified**
1.	**Qualifications:**			
	NVQ L1		✓	CQ, AF, I, R
	GCSE in English or equivalent		✓	CQ, AF, I
	Moving and Handling Qualification		✓	CQ, AF, I
2.	**Relevant Experience:**			
	The post holder must have experience within a school/care setting.		✓	AF, R
	Have proven experience of risk management including contributing to the writing of risk assessments.		✓	AF, I, R
	Have proven experience of Moving and Handling people.		✓	AF, I, R
	Have proven experience of well managed stock control, safe storage and the keeping up-to-date of records.		✓	AF, I, R
3.	**Skills (including thinking challenge/mental demands):**			
	Have good motivation to work with children and young people and/or vulnerable adults.	✓		AF, I
	To be able to form and maintain appropriate relationships and personal boundaries with children and young people and/or vulnerable adults.	✓		I, R
	To be able to successfully monitor and assess situations and to take appropriate action quickly and effectively in line with departmental policies and procedures.	✓		AF, I
	To be able to maintain accurate, detailed and up-to-date pupil records.	✓		AF, I, R
	To be able to work as an effective team member.	✓		AF, R, I
	To be able to follow instructions and guidance from line managers.	✓		I, R
	To be able to maintain complete confidentiality and discretion at all times.	✓		AF, I, R
	To be able to work under own initiative, showing good prioritisation, time management and organisation skills and a strong sense of self discipline.	✓		AF, I, R
	To be able to discuss at an appropriate level with the child/young person to find out and agree how to best meet their care needs within the agreed care programme.	✓		I
	To be able to respond calmly, quickly and effectively to emergency situations. To maintain a high level of practice whilst working in a pressurised environment and to be mentally alert and flexible.	✓		AF, R, I
	To be able to work within rigorous legislative and departmental framework whilst being able to use professional skills, experience and knowledge to ensure pupils health, safety and wellbeing at all times.	✓		AF, R, I
	To be able to work with the most vulnerable children within society responding to their complex physical and medical needs.	✓		AF, R, I

PERSON SPECIFICATION

	The information listed as essential is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. **Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring CRB's), T = Test/Assessment, P = Presentation*	**Essential**	**Desirable**	**How identified**
	To have good ICT/technological skills including in Microsoft Office and Outlook, the internet and photocopier.	✓		AF, I, R
4.	**Knowledge:**			
	Have a good knowledge of and commitment to safeguarding and promoting the welfare of children, young people and/or vulnerable adults.		✓	AF, I
	Have a good knowledge and awareness of a range of social care support needs of children with disabilities and additional needs		✓	AF, I, R
	Have a basic knowledge and good awareness of health and safety requirements in a school / care setting.		✓	AF, I
5.	**Interpersonal/Communication Skills:** **Verbal Skills**			
	Have the ability to establish professional, effective working relationships with a range of partners/colleagues and children & young people and/or vulnerable adults.	✓		AF, R, I
	Have the ability to liaise and communicate confidently, clearly and effectively in order to give and provide clear and concise information, to receive instructions and to resolve issues or concerns.	✓		AF, I
	To have the communication/interpersonal skills and composure required to diffuse a situation if needed i.e. objectionable behaviour, emergency situation.	✓		AF, I, R
	Written Skills			
	Will have the necessary level of written communication and literacy skills to enable them to contribute to reports, pupil records, risk assessments, care plans and to respond to emails. in accordance with school policies and procedures.	✓		AF, I, R
	The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.			
6.	**Disclosure of Criminal Record:**			
	The successful candidate's appointment will be subject to the Council obtaining a satisfactory Enhanced Disclosure for Children & Vulnerable Adults from the Disclosure Barring Service.	✓		DBS Disclosure

I have read and accept the role of Personal Care Officer:

Name: Signed: Date:

Job Description

SCHOOL: Frederick Holmes School

JOB TITLE: Lunchtime Supervisor **GRADE:** 1

EVALUATION DATE: September 2021 **JE NUMBER:** HET58

DIGNITY AT WORK: To show, at all times, a personal commitment to Looked after Children and treating all customers and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone in the academy.

PURPOSE: To organise and participate in the supervision of individual and groups of children during lunch, under the general direction of the lunchtime coordinator, the Headteacher or responsible person.

PRINCIPAL ACCOUNTABILITIES:	
1.	To promote and safeguard the welfare of children, young people
2.	To plan and deliver games with the children on the playground, encourage group play
3.	To manage any behavioural issues efficiently following the guidance of the senior leaders.
4.	Supervises pupils at mealtimes
5.	Supervise toilet activities
6.	Cares for sick children and those suffering minor injuries or ailments and provide basic first aid treatment when required.
7.	The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on the *school/academy*, as your employer and you as an employee. In addition to the employer's overall duties, the post holder has personal responsibility for their own health and safety and that of other employees; additional and more specific responsibilities are identified in the Health and Safety policy adopted by the academy.

GENERAL:
The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The post-holder must be flexible to ensure the operational needs of the *school/academy* are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the academy. The above duties may involve having access to information of a confidential nature, which may be covered by the Data Protection Act. Confidentiality must be maintained at all times. To promote the schools Equal Opportunity Employment Policy.

Frederick Holmes School

Job Description

DIMENSIONS:

1. Responsibility for Staff: None

2. Responsibility for Customers/Clients:
The postholder is responsible for ensuring the pupils are supervised and that the areas are kept safe and tidy for pupils and staff.

3. Responsibility for Budgets: None

4. Responsibility for Physical Resources:
The postholder is responsible, along with all other staff, to safeguard and protect the school's resources to the best of their ability and not to misuse or misplace school property.

WORKING RELATIONSHIPS:

1. Within School: All school staff, pupils, parents, governors, the community.
2. Within Trust: Other school based staff.
3. With External Bodies to the Trust*:*
Educational support staff, educational support services, other schools and educational establishments, other public services and community representatives.

ORGANISATION CHART:

Headteacher
|
School Business Manager
|
Lunchtime Supervisors

	Not applicable	Low	Moderate	High	Very High	Intense
PHYSICAL DEMANDS: Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).		✓				
WORKING CONDITIONS: Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).		✓				
EMOTIONAL DEMANDS: Exposure to objectionable situations over and above that normally incurred in a day to day office environment.		✓				

I have read and accept the role of Lunchtime Supervisor.

Name: Signed: Date:

PERSON SPECIFICATION

	The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. *KEY: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References, T = Test/Assessment, P = Presentation*	**Essential**	**Desirable**	**How identified**
1.	**Qualifications:**			
	Safeguarding Level 1	✓		AF
	First Aid Cert or willing to work towards		✓	AF
2.	**Relevant Experience:**			
	Experience working with children of primary school age	✓		AF
3.	**Skills (including thinking challenge/mental demands):**			
	Motivation to work with children and young people	✓		AF/I
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	✓		I/R
	Ability to organise activities that engage children	✓		I/R
	Ability to prioritise tasks	✓		AF/R
	Adopt approaches that engage children and ensure appropriate behaviour	✓		I
4.	**Knowledge:**			
	A knowledge and commitment to safeguarding and promoting the welfare of children and young people	✓		I
	Knowledge of Child Protection procedures	✓		I/R
	Knowledge of the Behaviour Policy		✓	I
	Awareness of Health and Safety issues	✓		I
5.	**Interpersonal/Communication Skills:** **Verbal Skills**			
	Ability to establish good professional relationships and effective working relationships with a range of partners/colleagues and pupils at a variety of levels.	✓		R
	Work constructively as part of a team	✓		I/R
	Good basic communication and inter-personal skills	✓		I/R
	Ability to communicate with and motivate children	✓		I/R
	Written Skills			
	Good written skills	✓		AF
6.	**Other:**			
	Ability to self-evaluate learning needs and actively seek learning opportunities	✓		AF
	Flexible approach to working arrangements. The postholder must be flexible to ensure the operational needs of the school are met.	✓		AF/I/R
	The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.			
7.	**Disclosure of Criminal Record:**			
	The successful candidate's appointment will be subject to the school/academy obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service.	✓		DBS Disclosure

Visions and Values

We are Humber Education Trust.

Our strength lies in a common purpose: high aspirations, moral values, care and support; yet celebrates our individual uniqueness. This is inclusion in its truest sense. We recognise that as every child needs different things to achieve the same end point, their full potential, so too do the schools that nurture and develop those children.

One size does not fit all.

Our commitment stretches across the breadth of our community with children firmly at the heart of all that we do. We are outward looking, embracing links with other education providers and agencies as we all seek the best outcomes for children.

We believe in innovative staff development opportunities at all levels, so that our teams enable our pupils and families to shine. We are passionate educators, both of ourselves and of others, prioritising resources to have the greatest impact, every minute of every day, on the children we serve.

We welcome challenge as this promotes positive change. Our determination to achieve the best outcomes for every individual means that we are relentless in our pursuit of excellence. Only our best is good enough.

This is us. Humber Education Trust.

HumberEducationTrust

Where everybody counts, every moment matters.

Frederick Holmes School

Join Our Team

We value our employees

The following **benefits** are available to employees within our academies:

Financial

- Competitive Salary
- Teacher's Pension & Local Government Pension Scheme
- Occupational Sick Pay
- Generous Leave of Absence Policy

Family Friendly

- Maternity, paternity and adoption leave
- Parental and dependent care leave
- Flexible working

Employee Benefits - Permanent Contracted Employees & Fixed Term

- Staff Wellbeing EAP - 24/7 support
- Confidential GP, nurse and counselling service
- Physiotherapy
- SAS Gym and 12 week weight management programme
- Preparing parents programme
- Financial wellbeing support
- Discounts on high street brands and stores via online discount platforms
- Discounted Gym Membership
- Discounted hotels via Hilton, Hampton by Hilton and Marriott Hotels

Professional Development

- Continuous Professional Development for all staff including mentoring and professional coaching
- Access to further qualifications, leadership courses, apprenticeships
- Supportive, diverse staff team, committed to collaboration and improvement, who will work with you to achieve your goals and make a difference to children and young people

The opportunity to make a real difference to the lives of our students

HumberEducationTrust

HumberEducationTrust

Where everybody counts, every moment matters.