

**Data Protection Act 1998.** This form will enable us to process any information you contribute to the role profiling process and will be used by Hampshire County Council evaluation panels for job evaluation purposes. At a later date, the information will also be used in other personnel areas, e.g. performance development review, induction, and training and development. Processing of information includes storage of records electronically and in hard copy format. Personal data will only be made available to Hampshire County Council staff and trade union representatives involved in these processes. Any data required for statistical/research purposes will be depersonalised.

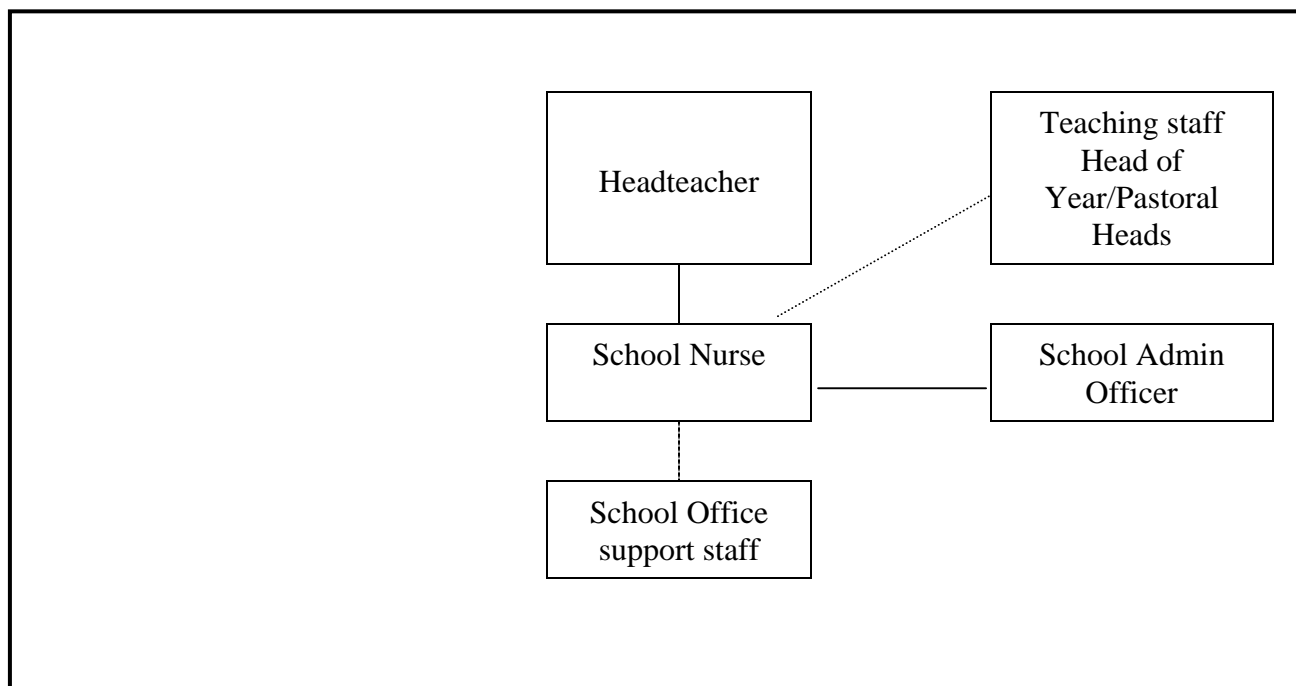
### ROLE PROFILE FORM

#### **Section A**

<b>Role profile ref no:</b>	01429
<b>Department/Section:</b>	Education (Schools)
<b>Role Title:</b>	School Matron
<b>Reports To - (Supervisor/manager's role title) :</b>	Headteacher
<b>Role Purpose: (why the role exists)</b>	Responsible for first aid and welfare of all pupils in the school

#### **Section B Organisation**

*Please provide a simple line drawing indicating where the role sits within the organisation in the box below. (See guidance notes with regard to the use of formal organisation charts).*



**Section C****ROLE REQUIREMENTS**

*This involves identifying the most significant responsibilities of the role. Accountability statements are key functions of the role which in combination make up the main purpose.*

<b>Accountabilities</b>	<b>Accountability Statements</b>	<b>% of Time</b>
First-aid	<ul style="list-style-type: none"> <li>Assess staff and pupils medical needs and administer front-line first aid eg plasters, bandages etc. and other remedies/action.</li> <li>Refer for onward assessment and treatment by medical practitioner, hospital etc.</li> </ul>	25%
Pastoral Care	<ul style="list-style-type: none"> <li>Provide pastoral care and guidance to individual pupils as required, liaising with teachers, parents and other agencies where necessary.</li> <li>Contribute to the programme of Personal, Social and Health Education (PSHE) in the school eg sex education</li> </ul>	20%
Medication	<ul style="list-style-type: none"> <li>Maintain and administer approved medication to pupils in secure conditions in accordance with prescribed courses of treatment and parental authorisation</li> </ul>	15%
Administration/ Record keeping	<ul style="list-style-type: none"> <li>Maintain records/reports including those for statutory requirements eg accidents</li> <li>Liaise with external medical agencies and make arrangements for visits of school doctor and nurse, and assist as required</li> </ul>	20%
Property/Uniform	<ul style="list-style-type: none"> <li>Administer uniform grant process and free school meals</li> <li>Administer lost property arrangements, pupil lockers and sales of uniform</li> </ul>	15%
Corporate and statutory initiatives - equalities/health and safety/e-government/sustainability	<ul style="list-style-type: none"> <li>Complying with relevant legislation eg Health &amp; Safety</li> </ul>	5%

**Section D - The key decision making areas in the role**

- Assessment of medical condition of individual pupil or staff
- Replacement of medical supplies and stock levels
- Refer appropriate cases to medical practitioner, hospital or other agency
- Decide appropriate treatment, according to emergency or condition of the pupil/member of staff.

**Section E - The role dimensions - financial (e.g. budgets) and non-financial (e.g. units, workload, customers/staff)**

No direct budgeting control. May maintain small quantities and/or supplies to deliver first aid requirements. Size of school/number of pupils may be factor in breadth of responsibilities: 400-1600 pupils on roll

**Section F - The main contacts – external/internal customer contacts and purpose**

- Pupils (daily) – to assess medical needs; provide advice; deliver PHSE
- Teachers (regular) – liaise over individual pupils
- Parents – arrange visits to the school to discuss pupil's medical needs
- School doctor/nurse – arrange medical appointments

**Section G - Working conditions – environment, and physical effort or strain.**

- Some frequent exposure to bodily fluids, vomiting, conditions caused by injury etc.
- Some emotional demands arising from pupil/parent contact over sensitive/confidential issues

**PROGRESSION IN ROLE****Section J - Entry: Necessary role-related knowledge, skills and experience at selection**

- |   |   |
|---|---|
| • Qualified first aider                   | • Experience in working with young people           |
| • Displays sensitivity and initiative     | • Act in a calm and practical manner under pressure |
| • Good communications and people skills   | • Reliability in matters of confidentiality         |
| • Able to work individually and in a team | • Basic word processing skills                      |

**Section K – Initial induction/training required to become effective in the role**

**Estimated time to become operationally effective**

One month for basic role delivery

Within academic year to become familiar with school systems, processes and procedures.

Attendance at specific courses – handling particular medical conditions eg asthma, meningitis, diabetes, epilepsy, allergies, use of epipen.

**Section L – Operationally effective: How would effectiveness in role be demonstrated?**

- Able to deal with a wide range of medical conditions and injuries, providing first line treatment and referral to other agencies as conditions dictate

**Section M - Adding value: What characteristics will the advanced role holder demonstrate?**

- May make progress towards the achievement of nursing or other health-related qualifications
- May demonstrate capacity for counselling
- Able to contribute to curriculum development in PHSE