

Job Description

JOB TITLE:	Student Health and Medical Support Lead
GRADE:	Support pay scale L
HOURS:	37hrs per week over 41 TTO weeks
REPORTS TO:	Group Director of Safeguarding (DSL) and Wellbeing
CAMPUS:	All sites

JOB PURPOSE:

The Student Health and Medical Support Lead is the College Group's accountable lead for the safe management of students' medical conditions and health needs across all WFCG sites. The role is central to helping students access learning, maintain attendance, and participate fully in college life.

Main Duties

1 Key Responsibilities

- 1.1 **Leadership of the service:** Lead the day-to-day operation of the College Group's student health provision and medical room facilities across all sites, setting standards of practice and ensuring the service is safe, consistent and responsive.
- 1.2 **Clinical assessment and decision-making:** Assess students with complex medical and health needs through direct conversation with the student, their family and treating clinicians, drawing on enrolment declarations, EHCPs and transition information. Make and record professional judgements on risk, reasonable adjustments, and safe participation in study, trips, work placements and industry placements, escalating where needed.
- 1.3 **Individual Healthcare Plans:** Author, agree and approve Individual Healthcare Plans and Individual Medical Risk Assessments with students, families, staff and health professionals. Hold accountability for their content and review them regularly and after any incident, hospital admission or change in condition.
- 1.4 **Direct care and emergency response:** Administer prescribed medication and provide first-line care and emergency response in person, including for anaphylaxis, seizures and hypo/hyperglycaemia. Act as the lead responder for medical incidents on site and as a designated First Aider for the College Group.
- 1.5 **Medication governance:** Hold accountability for the safe storage, administration, recording and audit of medicines in line with statutory duties, national guidance and WFCG policies. Investigate medication errors and near misses, and make sure learning is implemented.
- 1.6 **Staff training and competence:** Identify training needs with the Health & Safety Manager and Designated Safeguarding Lead (DSL). Deliver or arrange practical training in medical procedures (e.g. buccal anti-convulsant administration, diabetes management and insulin, adrenaline auto-injectors and anaphylaxis response), and assess and sign off individual staff competence through observed practice. Maintain a staff competence register and be accountable for its accuracy.
- 1.7 **Safeguarding:** Recognise and act on health-related safeguarding indicators, such as self-harm, disordered eating, fabricated or induced illness, substance misuse, sexual health concerns, and missed treatment as possible neglect. Work with the DSL/DDSLs to record, report and follow up concerns, and contribute to safeguarding case discussions and multi-agency meetings.

- 1.8 **Multi-agency working and transition:** Act as the College Group's lead contact for external healthcare agencies, specialist nurses, GPs, feeder schools and local NHS services, attending meetings in person where needed to secure smooth transitions and ongoing medical support. This also includes managing contextual medical situations, escalating regular information to the senior leadership team.
 - 1.9 **Return to study and reintegration:** Lead planning meetings for students returning after illness, surgery or hospital admission, agreeing phased returns and adjustments with the student, their family and curriculum teams.
 - 1.10 **Advocacy and inclusion:** Build collaborative partnerships with Curriculum Areas, pastoral teams and academic staff to communicate student needs. Represent the needs of students with medical conditions in EHCP annual reviews, admissions decisions and curriculum planning, including challenging practice that creates barriers to education or to participation in college life and extracurricular activities.
 - 1.11 **Policy and compliance:** Lead on all medical and health-related policies and procedures across the College Group, making sure they reflect the Equality Act 2010, the SEND Code of Practice 0–25, Keeping Children Safe in Education, health and safety legislation (including the Health and Safety (First-Aid) Regulations 1981), and national guidance on supporting students with medical conditions.
 - 1.12 **Health records and digital systems:** Maintain accurate, confidential health records and oversee any digital or automated tools used for health records, alerts or triage. Validate their outputs, keep human decision-making for all clinical and safeguarding matters, and make sure special category health data is handled in line with UK GDPR.
- 2 Accountability and Supervision**
- 2.1 The post holder is accountable for the clinical and safety decisions made within the student health service and works within the limits of their professional competence, seeking specialist advice where appropriate. They will have access to external clinical supervision alongside line management from the Group Director of Safeguarding (DSL) and Wellbeing.
- 3 General Duties**
- 3.1 Promote a teaching, learning and working environment that is free from discrimination, harassment and bullying and where all students and staff feel safe to express their individuality.
 - 3.2 Be responsible for safeguarding and promoting the welfare of students.
 - 3.3 Maintain student morale and discipline within the college site.
 - 3.4 Through CPD ensure you keep up to date with relevant industry and academic development.
 - 3.5 Conduct yourself whilst undertaking college duties within the parameters of the Group's values.
 - 3.6 Any other duties commensurate with the level of responsibility within the Group.

NOTE

This post is not exempt from the Rehabilitation of Offenders Act 1974. For further details on our policy on the Recruitment of Ex-Offenders can be found [here](#).

N.B. This job description is current at the date of issue. It will be reviewed annually and may be updated by the principal.

PERSON SPECIFICATION - STUDENT HEALTH AND MEDICAL SUPPORT LEAD

	Essential	Desirable	Source of Evidence
EDUCATIONAL AND PROFESSIONAL QUALIFICATIONS			
Recognised qualification in nursing, allied health or a related clinical or health field.	X		AF / IV
Evidence of continuing professional development, particularly in clinical practice, health and safety, or safeguarding.	X		AF / IV
Current First Aid at Work qualification (or willingness to obtain one before starting in post).	X		AF / IV
Current professional registration, e.g. with the Nursing and Midwifery Council (NMC) or Health and Care Professions Council (HCPC).		X	AF / IV
Mental Health First Aid qualification.		X	AF / IV
Qualification or accredited training in medicines management or in training others in clinical procedures.		X	AF / IV
EXPERIENCE			
Experience of providing direct care to individuals with medical needs, including responding to medical emergencies, in a school, college or healthcare setting.	X		AF / IV
Proven experience of conducting health risk assessments and writing robust individual care or support plans.	X		AF / IV
Experience of making and recording professional judgements about risk and being accountable for those decisions.	X		AF / IV
Experience of liaising effectively with families, external healthcare professionals (e.g. GPs, specialist nurses, NHS services) and internal staff, including in multi-agency meetings.	X		AF / IV
Experience of delivering or coordinating training for staff on medical procedures.	X		AF / IV
Experience of managing confidential medical records within an educational or clinical setting.	X		AF / IV
Experience of working with young people and adults aged 16–25, including those with SEND and EHCPs.		X	AF / IV
Experience of working under clinical supervision or a clinical governance framework.		X	AF / IV
Experience of assessing and signing off the practical competence of others.		X	AF / IV
Experience of developing or leading a health service across more than one site.		X	AF / IV
SKILLS, KNOWLEDGE AND ABILITIES			
Strong understanding of safeguarding protocols, legislation and best practice (including Keeping Children Safe in Education), and the ability to recognise health-related safeguarding indicators.	X		AF / IV

	Essential	Desirable	Source of Evidence
Knowledge of the legal and regulatory framework for supporting students with medical conditions, including the Equality Act 2010, the SEND Code of Practice and national guidance on the administration of medicines.	X		AF / IV
Knowledge of medical conditions commonly managed in an educational setting (e.g. epilepsy, diabetes, anaphylaxis, asthma) and the associated emergency response.	X		AF / IV
Ability to exercise sound professional judgement in complex, ambiguous or high-pressure situations.	X		AF / IV
Ability to assess the practical competence of others and give clear, constructive feedback.	X		AF / IV
Ability to communicate sensitively and professionally with a wide range of people, including young people, parents and carers, and clinical professionals, including in difficult conversations.	X		AF / IV
Excellent organisational and record-keeping skills with a high degree of accuracy and attention to detail.	X		AF / IV
Competence in using management information systems or databases for health record-keeping, with the ability to critically check the accuracy of digital or automated outputs.	X		AF / IV
PERSONAL QUALITIES			
Highly motivated, proactive and resilient, with the ability to remain calm and decisive in emergency situations.	X		IV
Commitment to equality, diversity and inclusion.	X		IV
Empathetic and approachable, with a firm student-centred approach to removing barriers to learning.	X		IV
Ability to work independently across multiple sites, exercising judgement without direct supervision.	X		IV

KEY:

Evidence of all of the elements marked AF or AF/IV must be present in the application form in order to be shortlisted for an interview

All of the elements marked IV will be assessed at interview.

All of the elements marked AF/IV will also be assessed at interview.

All or some of the elements may be assessed by the Test/Presentation