

Job Description	Support Staff
Role:	Swim Instructor
Salary/Grade:	Band 8 SCP 17-22
Introduction & Prime Objectives of the Post:	
The Swim Instructor will work under the direction and control of the senior leadership team, a classroom teacher or designated supervisor. In the role you are expected to support the ethos of the school and work supportively with teachers and class based support staff in their responsibility for the development and education process by providing care and supervision to primary age children who have special educational needs, by utilising a good standard of practical knowledge and skills. The role will involve a range of activities including hydrotherapy pool/swimming support, classroom support, 1-1 or small group working, supporting with specialist interventions, and lunchtime supervision / support. May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description. This role involves engaging with pupils in regulated activity relevant to children.	
Key Duties & Responsibilities:	
• To support pupil access to hydrotherapy / swimming sessions by setting appropriate physical development targets and assess the progress towards these. • To plan engaging sessions for pupils within the hydrotherapy pool ensuring the full use of all the interactive sensory equipment available. • To evidence progress through photographs and videos. • To set targets / next steps for pupils alongside class teacher. • To provide written reports on pupil progress and liaise with each pupil's class teacher. • To update the Hydrotherapy policy and provide information for the website. • To support pupils both within the water and on the poolside. • To support students with personal care and changing for Hydrotherapy / swimming lessons. • To support pupils to develop water confidence and communication skills for students in the hydrotherapy pool. • Supervise the activities of the individual or groups of children to ensure their safety and facilitate their development • Assist at an appropriate level with the provision of general care and welfare of children including: assistance with the personal hygiene routine, e.g. toilet training, changing of incontinent children, dressing and undressing. • The changing of soiled clothing including its disposal in an appropriate way. • Assist in the administering of medicines or medical interventions as instructed by parents or medical professionals. • Assist with students eating and drinking support following personal plans or professional advice. • Assist with the identification, monitoring and reporting of children's general health and welfare.	

- Support children to be independent.
- Promote pupil independence, and reinforcing the children's self-esteem through praise and encouragement.
- Assist with the provision of general care and welfare to pupils, being mindful of the need to maintain a safe environment at all times.
- Adhere to and maintain school policies, routine and codes of conduct.
- Ensure that pupils are able to safely use equipment and materials provided and being aware of the range of resources available.
- Undertake the training required for you to carry out those activities necessary to meet the physical and emotional needs of the pupil, including pupils with educational, physical, sensory, communication and/ or emotional special needs.
- Monitoring individual pupils' problems, progress, achievements and condition, and report these to the teacher as appropriate.
- Work closely with the class teacher and other colleagues to support the administration and organisation of educational activities for individuals and groups of pupils, including marking and record keeping in line with school policies and practices.
- Maintain personal and professional development to meet the changing demands of the job.

Effort Demands:

- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary, e.g. dealing with a sick, injured or distressed child.
- Will contribute to the overall ethos/work/aims of the school.
- Will appreciate and support the role of other professionals.
- Will be willing to work over two school sites.

Environmental Demands/Working Conditions:

- Will have long periods of sitting or standing, and in the hydrotherapy pool.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.
- The post holder may be subjected to antisocial behaviour from pupils directly or members of the public/parents/site users, including aggressive and anti-social behaviour. You are expected to follow the schools policy and procedures for behaviour management, and any specialist training when dealing with incidents.
- The post holder is expected to be an exemplar of good attendance for pupils. This is important for both the consistency to very vulnerable pupils and to role model for pupils' achievements possible when people have good attendance in work and school.
- To ensure their professional practice meets the requirements of the Equalities Act at all times.

- All staff are expected to contribute to and adhere to the policies and procedures for the school. Particularly staff must regularly familiarise themselves with and follow; policies and procedures for health and safety, including ensuring the health and safety needs of themselves and others through dynamic risk assessments
- Safeguarding including child protection, Keeping Children Safe in Education and PREVENT
- E-safety and the use of social media in order to protect the pupils and the school.
- The use of phones, photographs and videos
- Behaviour (including anti bullying) policy and principles
- Policies and procedure linked to the Equalities Act
- Manual handling.
- Report all concerns to an appropriate person.

Other Considerations:

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.
- This job description is illustrative of the responsibility of the post and not necessarily a comprehensive list of tasks. Post-holders are expected to undertake work in line with the level and pay band of the post determined by the Headteacher/Line Manager.
- This school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment
- This school is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Special Conditions of Service: No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

Advanced Threshold Fluency Duty Required: In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.

Date:	September 2023

PERSONNEL SPECIFICATION:

Essential (E) on appointment or Desirable (D) willing to gain in 6 months of starting in post

	Essential	Desirable
Qualifications/ Training	- GCSE Mathematics and English (A-C) or equivalent - Qualified Swimming Instructor or Level 4 HLTA qualification - Life Saver qualification or a commitment to undertake this training - Paediatric First Aid, or a commitment to undertake this training - A willingness to access training as required e.g. Halliwick, MOVE, Learning through Aquatics, STA – People with Disabilities - Evidence of further training/development and/or willingness to participate in further training and development opportunities e.g. Team Teach, Moving & Handling, Special Educational Needs and/or particular learning area such as sign language and bi-lingual	Other relevant qualifications relating to the post e.g. Level 4 NVQ in Health/Childcare
Experience	- Competent swimmer - Experience of working in a team - Extensive experience of working with pupils who have complex and special needs - Experience of working with or caring for children of relevant age e.g. voluntary organisation or parental/caring responsibilities - Experience of working in a relevant discipline - Clerical/administrative experience	
Knowledge, Skills & Ability	- Will possess a full and in depth working knowledge of the School's relevant policies/procedures/codes of practices with an outline understanding of relevant legislation. - Will have in depth knowledge of the policies covering their service area. - In depth knowledge of childcare with an understanding/awareness of the principles of child development and learning processes as appropriate. - Working knowledge of relevant learning programmes/strategies.	

	• Excellent organisational and problem solving skills with the ability to work proactively and independently • Excellent communication skills • Enhanced advisory, guiding, negotiating and persuasive skills at a developed level • Excellent numeracy/literacy skills • Excellent ICT skills • Ability to use relevant equipment/resources • Ability to self-evaluate learning needs and actively seek new learning opportunities • Ability to understand classroom roles and responsibilities • An understanding of the needs of a multicultural society • An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs • In depth knowledge and practical experience of behaviour management • Knowledge and commitment to schools Equality policy • In depth knowledge and practical experience of Health and Safety requirements • In depth knowledge and practical experience of child protection • Ability to relate well to pupils and adults • Ability to work constructively as part of a team with a willingness to share knowledge, expertise and experience • Ability to remain calm under pressure; prioritising conflicting demands • Demonstrate a commitment to working with children of the relevant age • Demonstrate good co-operative, interpersonal and effective listening skills • In depth knowledge and practical experience of maintaining confidentiality in matters relating to the school, its pupils, parents or carers
Character & Values	• A personal and professional commitment to equal opportunities, diversity and the promoting of good race relations. • Willingness to continue to review own professional development
Personal Circumstances	• Legally entitled to work in the UK • Able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010 • In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an advanced threshold Level.