

SUPPORT STAFF

JOB DESCRIPTION

ROLE TITLE	Swimming Instructor
LOCATION	The Bridge School, flexible across the Trust
GRADE / SCALE POINT – SALARY	Grade 5 (below the bar)
REPORTING TO	Deputy Headteacher

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

JOB PURPOSE

- Teaching all children in weekly swimming lessons
- Teaching individual lessons to children needing 1:1 support
- Teaching both in and out of the swimming pool
- Liaising with site staff regarding the facility
- Liaising with teachers on a regular basis and providing short and long-term target for children as well as lesson plans for daily lessons

KEY TASKS & RESPONSIBILITIES

- To liaise with class teachers concerning the ability of pupils, their progress and any special considerations.
- To ensure the safety and well-being of pupils in and around the pool by being vigilant to safety at all times.
- To assist with the changing and welfare of pupils in the changing rooms before and after swimming lessons.
- To direct the work of the considerable number of TA's that assist with all aspects of swimming lessons.
- To prepare and clear away equipment used during lessons.
- To prepare lessons that provide appropriate activities for the various abilities of the pupils.
- To liaise with therapists regarding specialist movement and/or medical requirements.
- To keep records of the progress made by pupils.
- To contribute to report writing.
- If the pool is out of use, to assist in the classroom under the direction of the class teacher.
- To keep up to date with resuscitation and first aid techniques.
- To adhere to all health and safety procedures.
- To keep up to date with current approaches to the teaching of swimming.
- To liaise with swimming instructors from other special schools in order to share ideas of good practice.
- To attend, when required, open evenings/training days and staff meetings.
- To attend in service training sessions as requested.

The duties and responsibilities of any post may change from time to time and post holders may be expected to carry out other work not explicitly mentioned above which is considered to be appropriate to the level of responsibility vested in the post.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Actively contribute to and promote the overall ethos and values of the School and the wider Trust.
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the line manager or a member of the Senior Leadership or Trust Executive Leadership Teams which fall within the scope of the post.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
Technical or Specialist	<p>ASA or STA Level 2 teaching qualification</p> <p>Understanding of the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved, and understanding of the place of these in the related teaching programme</p> <p>Knowledge of the key factors that can affect the way pupils learning</p> <p>Awareness of the statutory frameworks relevant to their role</p> <p>Knowledge of the legal definition of Special Education Needs and familiarity with the guidance about meeting SEN given in the SEN Code of Practice</p> <p>Knowledge of a range of strategies to establish a purposeful learning environment and to promote good behaviour</p> <p>Experience of working with/supervising pupils including knowledge of behavioural and learning difficulties</p> <p>Knowledge and use of a range of equipment</p> <p>Basic knowledge of first aid</p>	<p>National Rescue Award for Swimming Teachers and Coaches (NRASTC)</p> <p>Current First Aid certificate</p> <p>Evidence of CPD</p> <p>Broad awareness and understanding of medical conditions such as asthma, epilepsy etc</p> <p>Evidence of one-to-one support</p>
Literacy and Numeracy	<p>Ability to support teachers in evaluating pupils' progress through a range of assessment activities</p> <p>Contribute to maintaining and analysing records of pupils' progress</p> <p>Ability to read and understand school policies and procedures relevant to area of work</p> <p>Ability to complete reports such as incident report forms, behaviour diary, progress report etc.</p>	
Organisational	<p>Knowledge of school policies and procedures</p>	<p>Awareness and understanding of relevant government initiatives</p> <p>Good knowledge and understanding of the school's structure</p>
Problem Solving	<p>Ability to recognise and resolve more complex problems, referring unusual or difficult problems to classroom teacher or other appropriate person</p>	
Creative Thinking	<p>Creative ways of learning / making learning interesting</p>	
Planning	<p>Working within a framework, planning lessons, including how they will provide feedback to pupils and colleagues on pupil's learning and behaviour</p> <p>Contribute effectively to the selection and preparation of teaching materials that meet the diversity of pupils' needs and interests</p>	

Interpersonal and Communication	<p>When working with small groups of pupils, the post holder must be able to adapt support given to pupils depending on age and/or ability</p> <p>Sensitivity to pupils' needs</p> <p>Ability to promote and support the inclusion of all pupils</p> <p>Ability to recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures</p> <p>Ability to support teachers in evaluating pupils' progress through a range of assessment activities</p> <p>Monitoring pupils' responses to learning tasks and modify their approach accordingly</p> <p>Monitor pupils' progress, providing feedback to teachers, and giving constructive support to pupils as they learn</p> <p>Using clearly structured teaching and learning activities to interest and motivate pupils, and advance their learning</p> <p>Ability to guide the work of other adults supporting teaching and learning</p> <p>Organise and manage safely the learning activities</p> <p>Advising and guiding pupils on the best way to handle situations</p> <p>Encouraging pupils to participate in or complete tasks</p> <p>Providing advice and guidance to Teaching Assistants on procedures and policies</p> <p>Ability to conciliate between pupils in relationship / friendship disputes</p>	
Level of Autonomy	<p>Able to make day-to-day decisions about own workload, within clear guidelines and procedures.</p> <p>Able to work with small groups of pupils and 1:1</p> <p>Able to make decisions on when to refer queries / problems to teaching staff or line manager</p> <p>There are set procedures to follow in a medical emergency.</p>	