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**Job Title: Swimming Instructor Grade/Level: Level 4**

**Job Purpose:**

* To create a learning Environment that enables students to fully access swimming lessons no matter their disability.
* To support designated curriculum area(s).
* To monitor and support student progress.
* To implement and deliver an appropriate broad, balanced relevant and differentiated award schemes for swimming.
* To assist and support intervention strategies in KS3 and KS4 for all ability levels.
* To assist and support intervention strategies in KS5 for all ability levels, when they access the pool, e.g. Explorers, Discoverers and PMLD students.

**Reporting to:**

SLT Lead

**Liaising with:**

Key Stage Leaders, Subject Leaders, teaching staff, parents.

**Responsible for:**

No line management responsibility.

**Core Duties:**

* To support the progress of students at different stages of achievement.
* To safeguard and promote the safety, well-being and welfare of the students.
* To support staff in ensuring a high-quality learning experience for students which meets external and internal standards.
* To be responsible for the completion of certification including giving certificates to key stage lead teacher to present to students in assembly.
* To contribute to the development of the swimming programme by researching any new courses.
* To contribute to the school and subject development plan and its implementation.
* To assist in the planning and preparation of courses and lessons with reference to the school’s policies.
* To meet with PM team leaders to set and review appropriate objectives in line with personal, professional and school priorities.
* To develop constructive relationships and work actively with other members of the pool team.
* To maintain student records through the relevant Award Scheme assessment procedure and use the records to inform teaching.
* To contribute to the school’s quality assurance programme.
* To communicate effectively with parents when required.
* To follow the school’s Behaviour for Learning strategy.
* To provide and develop activities for the classroom based on parts of the award schemes.
* To check R.A. for every class and display the relevant medical and or behavioural issues. Inform other staff of the student’s needs.
* Ensure relevant medications are brought with the students and are available if needed. Report any H + S concerns to the relevant management.
* To promote the school’s stated vision.
* To follow the school’s policies and practices.

**General:**

* Contribute to Campus life and the overall vision, values and guiding principles of the Campus.
* Attend and participate in training events and participate in project teams.
* Attend, lead and participate in regular meetings.
* Comply with policies and procedures relating to safeguarding, child protection, health, safety and security and confidentiality, reporting any concerns.
* To carry out any other reasonable requests as and when required.
* Contacts will be internal at all levels, parents/carers, Trustees, Governors, community groups, Health, Social Services, Local Education Authority, contractors, external agencies.

Whilst every endeavour has been made to outline the main responsibilities and duties of the post, the above is not an exhaustive list of responsibilities. As business changes roles will naturally evolve. Job descriptions will be reviewed with postholders and updated periodically to reflect this.

**All employees are expected to:**

1. Continue personal and professional development, and engage actively in the Performance Management process and take ownership of it.
2. Play a full part in the life of the school and support its distinctive vision and ethos.
3. To follow and promote actively the school’s policies and procedures.
4. Undertake any other duties as specified by the Headteacher not mentioned above.
5. Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
6. Attend and participate in training events to increase skills and knowledge.

All employees are expected to be courteous and welcoming to colleagues, students, visitors and telephone callers.

**Professional values and practice**

The Level 4 Swimming Instructor must demonstrate, through their practice, that they:

1. Have high expectations of children and young people with a commitment to helping them fulfil their potential.
2. Establish fair, respectful, trusting, supportive and constructive relationships with children and young people.
3. Demonstrate the positive values, attitudes and behaviour they expect from children and young people.
4. Communicate effectively and sensitively with children, young people, colleagues, parents and carers.
5. Recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people.
6. Demonstrate the commitment to collaborative and cooperative working with colleagues.
7. Improve their own knowledge and practice including responding to advice and feedback.

**Professional knowledge and understanding**

The level 4 Swimming Instructor must demonstrate, through their practice, that they:

1. Understand the key factors that affect children and young people’s learning and progress.
2. Know how to contribute to effective personalised provision by taking practical account of diversity.
3. Have sufficient understanding of their area of expertise to support the development, learning and progress of children and young people.
4. Have achieved a nationally recognised qualification at level 2 or above in English/ Literacy.
5. Know how to use ICT to support their professional activities.
6. Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support.
7. Understand the objectives, content and intended outcomes for the learning activities in which they are involved.
8. Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation.
9. Know how other frameworks that support the development and well-being of children and young people impact upon their practice.

**Professional skills**

Teaching and Learning Activities must take place under the direction and supervision of an assigned teacher and in accordance with arrangements made by the Headteacher of the school.

**Planning and expectations**

The Level 4 Swimming Instructor must demonstrate, through their practice, that they:

1. Use their area of expertise to contribute to the planning and preparation of learning activities.
2. Use their area of expertise to plan their role in learning activities.
3. Devise clearly structured activities that interest and motivate learners and advance their learning.
4. Plan how they will support the inclusion of the children and young people in the learning activities.
5. Contribute to the selection and preparation of resources suitable for children and young people’s interests and abilities.

**Monitoring and assessment**

The level 4 Swimming Instructor must demonstrate, through their practice, that they:

1. Monitor learner’ responses to activities and modify the approach accordingly.
2. Monitor learners’ progress in order to provide focused support and feedback.
3. Support the evaluation of learners’ progress using a range of assessment techniques.
4. Contribute to maintaining and analysing records of learners’ progress.

**Teaching and learning activities**

The level 4 Swimming Instructor must demonstrate, through their practice, that they:

1. Use effective strategies to promote positive behaviour.
2. Recognise and respond appropriately to situations that challenge equality of opportunity.
3. Use their ICT skills to advance learning.
4. Advance learning when working with small groups.
5. Advance learning when working with whole classes without the presence of the assigned teacher.
6. Advance learning when working with individuals.
7. Organise and manage learning activities in ways which keep learners safe.
8. Direct the work, where relevant, of other adults in supporting learning.