

**Polden Bower and  
Avalon Federation**

**JOB DESCRIPTION**

<b>Name:</b>			
<b>Grade:</b>	13	<b>Salary Range:</b>	Point 6-11
<b>Job Title:</b>	Hydro Pool Attendant/Lifeguard/Leisure Facilities Assistant		
<b>Reports To:</b>	Class Teacher		
<b>Main Purpose of Job:</b> <i>Briefly – what is the job there for and why is it being done? Please attach an organisation chart to show clearly, the department structure and where the job fits with this.</i>			
<p><b>This Job Description is directed towards a Hydro Pool Attendant/Lifeguard/Leisure Facilities Assistant in a Special School.</b></p> <p>To provide safe and supportive supervision of hydrotherapy pool sessions for pupils with special educational needs and disabilities (SEND). This role involves lifeguarding duties, supporting pupils in the water, maintaining a clean and safe environment, and assisting with the general operation of the school's leisure and sports facilities.</p> <p>You will play a vital role in the physical and therapeutic development of pupils, working closely with teaching staff, physiotherapists, and occupational therapists.</p>			
<b>Main Responsibilities and Duties:</b> <i>What needs to be done? – Describe the main responsibilities and duties required of the job. This should include responsibilities for the support or management of clients, employees, budgets, processes and equipment.</i>			<b>% of Time</b>
<p><b>Hydrotherapy Pool</b></p> <ul style="list-style-type: none"> <li>• Supervise hydrotherapy sessions, ensuring pupil safety at all times.</li> <li>• Act as a qualified lifeguard during all sessions and respond effectively to emergencies.</li> <li>• Assist pupils in and out of the pool using hoists, ramps, and other mobility equipment.</li> <li>• Support children with physical, sensory, and learning difficulties,</li> </ul>			

<p>including those with profound and multiple learning disabilities (PMLD).</p> <ul style="list-style-type: none"> <li>• Ensure the hydrotherapy area is clean, safe, and welcoming, including regular checks of water quality and pool hygiene.</li> <li>• Liaise with staff and therapists to ensure pupil needs are met during sessions.</li> <li>• Promote a calm, supportive atmosphere that encourages pupil engagement and participation.</li> <li>• Follow all safety procedures and regulations</li> <li>• Work as part of a team</li> <li>• Complete the mandatory safety checks</li> <li>• Follow all the federation and partnership's policies &amp; safeguarding procedures</li> </ul> <p><b>Leisure &amp; Facilities Support</b></p> <ul style="list-style-type: none"> <li>• Help set up and clear away equipment for PE, sport, and therapy sessions.</li> <li>• Monitor and maintain cleanliness in changing rooms, storage areas, and equipment rooms.</li> <li>• Report maintenance issues promptly and carry out routine checks of pool and leisure equipment.</li> <li>• Provide assistance during sports day events, community sessions, and school functions.</li> </ul>	
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**Facts and Figures:** Give facts and figures that help to give a picture of the job. This should include any statistics relevant to the job, for example the number of clients supported, type and value of equipment, resources or premises for which the job has responsibility, size of budgets controlled or which the job has some impact on and, if appropriate, numbers of staff managed.

The Pool Operating Procedures are followed at all times. There is a copy available on the School SharePoint and a hard copy on poolside. Number of students are dependent on class sizes and pool procedures usually less than 10 at any one time, but must use dynamic risk assessments. Working with all schools across the federation and partnership.

**SUPPORTING PROCESSES**

**Problem Solving and Creativity:** Give examples of the problem solving and creativity involved in the job. This should include resolving issues over interruptions to work deadlines, priorities and changing demands. How often do these issues occur?

On a daily basis, within prescribed school guidelines and under the direction of

teachers, develop a range of strategies to engage individuals and groups of pupils, often with differing requirements, in the experience of learning and in their personal, social, health and moral education. For example, developing a reward system appropriate to each individual pupil.

Use problem-solving skills to overcome access, behavioural, or communication challenges in a calm, patient manner.

Take initiative to modify or troubleshoot equipment to meet diverse needs safely.

**Additionally**, creativity and innovation are needed to meet the special education and care needs of individual pupils therefore show initiative to build on established programmes.

**Decision Making:** Give examples of the types of decisions which the job has responsibilities for making, including where appropriate those relating to resources, budgets and employees. Show where there is authority of freedom to act and where there is an impact via recommendations or advice.

Within the agreed school policies, guidelines and rules, decide on when and how to apply a range of strategies for the benefit of pupils in relation to their education activities, behaviour and care. These decisions often need to be made immediately to deal with the situation presented.

Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to a teacher.

There will often be a need to make immediate decisions, without initial referral to teachers, in relation to immediate care, control and safety of pupils with special educational or personal needs that will be reported after the incident.

**Physical Effort and Working Conditions:** Give details and the frequency of any special effort needed, including the prolonged or frequent use of IT equipment and describe any particular working conditions, other than those encountered in a normal office environment, to which the job holder is subjected eg noise, outside working, unpleasant surroundings.

A normal school environment, although the post holder may be involved in external school activities, such as swimming and educational visits.

Most of the working day is spent standing, with periods of crouching / bending to engage pupils in activities.

Substantial physical effort is required on a regular basis in providing assistance to pupils with significant physical disability. There may be an occasional need to physically lift pupils, such as for safety or care needs.

There are often physical risks associated with intervention in incidents of challenging behaviour, including aggression.

**Contacts and Relationships:** Give details of the range and type of people within the Council or external organisations and including the recipients of services it is necessary to contact in order to carry out the responsibilities of the job. What is the range and purpose of the contact eg providing information or advice, directing, monitoring, influencing, motivating.

Contact with all staff in school to pass and receive information, advice, guidance, suggestions and ideas.

Contact with Health professionals to provide daily support for the pupils with known medical conditions.

Contact with parent carers and other agencies to provide support for pupils, such as giving feedback on pupils' progress. Such communications can be delicate in nature depending on a pupils' particular needs.

Supporting and delivering training within the federation and partnership.

**Additional Information:** *Anything else which is relevant to the job which is not adequately covered elsewhere.*

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

1. The postholder is expected to work to the best of their ability, to be diligent, honest and ethical in the performance of duties, and to conduct personal and professional life to the highest standard such that public confidence in their integrity is sustained.

2. This job description does not form part of the contract of employment and is not a comprehensive definition of the post. The duties of this post may vary from time to time according to the needs of the federation & partnership following consultation with the job holder. It will be reviewed periodically.

3. The postholder is expected to participate and engage with workplace learning and development opportunities to continually improve their own performance.

4. The postholder may deal with sensitive material and should maintain confidentiality in all school-related matters as set out in their statement of terms and condition of employment.

5. Information about how and why we collect your data can be found in the Privacy Notice for Staff which you are required to comply with.

6. You are expected to take reasonable care of your own health and safety and to be mindful of the safety of others, to cooperate with instructions, to minimise and mitigate potential hazards and risks to others, and to appropriately report hazards, illnesses, or injuries in accordance with our Health & Safety Policy.

**Knowledge, Skills and Experience: (To be completed by the Line Manager)** *The minimum general education standard, qualifications, training and level of experience required by the job holder to be fully effective in the job. Note that this information should relate to the requirements of the job and not what may be available from existing job holders.*

Experience of working with children in an educational setting.

Qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, to be numerate and literate, a team worker and to have good oral and written communication. Background knowledge of the curriculum and schools' policies and procedures and the ability to maintain confidentiality at all times.

Knowledge of pupils' individual targets and, where appropriate may require more specialised knowledge in specific areas.

Must be willing to undertake further training as required to fulfil their role.

Significant empathy with pupils who have additional or special educational needs. Where appropriate, to be prepared to undertake special skills training eg signing, PECS, to meet the needs of the pupils.

A willingness to attend courses as required to enhance your knowledge, understanding and skills to improve the level and quality of support given to pupils and teachers.

Knowledge of legislation and regulations applicable to the support and care of pupils.

An education standard equating to GCSE grade C in English, Mathematics and Science would be desirable, together with a qualification relevant to supporting the learning process in schools.

A suitable qualification for this post would be NVQ Level 3 or BTEC in Learning Support, or similar or evidence of sustained training and development in relevant skills to enable the post holder to work to the appropriate standards.

**Agreed** that the Job Description is a fair and accurate statement of the requirements of the job:

Employee: ..... Date: .....

Executive Head Teacher: ..... Date: .....