

PE & SPORT
PREMIUM:

**A GUIDE
TO THE USE
OF COACHES
IN SCHOOL**



activenorfolk

FOREWORD

If we want the young people of today to grow up with positive attitudes towards sport and physical activity, then it's vital that they are offered the best possible experiences in education and in the community. The PE and Sport Premium provides an unprecedented opportunity to provide these positive early experiences, creating a generation with positive attitudes towards sport and physical activity.

We know that 80% of schools across the country are deploying external coaches in or out of curriculum time. Therefore, coaches have a significant role to play in promoting positive attitudes and behaviours and when deployed effectively great coaches can have a long-lasting impact on the young people they coach and the teachers they work with.

This Coaches Guide provides high-quality, practical and impartial information with which schools can make informed decisions about how to use their PE and Sport Premium.

We're really pleased to be able to provide this resource and sincerely hope that you find the contents useful in your efforts to provide high-quality and memorable experiences of sport and physical activity for children.

Ben Jones – Director, Active Norfolk

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INTRODUCTION

Coaches can have a positive and far-reaching impact on pupils in a school setting. They can bring knowledge, skills, enthusiasm and passion, which in turn can lead to greater engagement from pupils in healthy and active lifestyles. Coaches do this through supporting high quality lessons, providing engaging and diverse extra-curricular opportunities, and promoting exit routes out to clubs.

However, there are some important considerations when employing and deploying a coach. This guide aims to support schools to first determine whether a coach can add value to the school's offer and if they can, how to effectively employ and deploy coaches in their settings to help achieve whole school outcomes and maximise the benefits for the school, the pupils and the coach.

THIS GUIDE OUTLINES

- Processes to help you decide whether a coach adds value to the school's offer
- Considerations for recruiting and deploying the right coach for the school
- Processes for induction and integration into the school
- Tips to manage the ongoing school-coach relationship

The guide does not refer to the use of core budget for coaches, however, much of the best practice outlined may also be applied to this spend.

Finally, the guide is not designed to be a comprehensive summary of HR and employment law in respect to coaches working in schools. **Approximately 80% of schools are currently utilising a portion of their PE and Sport Premium on coaches, and this guide is written with this practice in mind.** It aims to support schools to ensure the impact of any spend is maximised.

This document will refer to the terms physical activity, sport and PE. There are important distinctions to be made between these three, which can be seen in the poster in **Appendix 1**. It is worth familiarising yourself with the definitions of each ahead of using this guide.

WHAT IS THE PE AND SPORT PREMIUM?

In March 2013 the government announced that it was to provide additional funding of **£150 million per annum** to improve provision of physical education and sport in primary schools in England - the **Primary PE & Sport Premium (PESP)**. This funding - provided jointly by the Departments for Education, Health and Culture, Media and Sport - is allocated to primary school headteachers. The funding is ring-fenced and therefore can only be spent on provision of PE and sport in schools.

The funding has since doubled through investment raised by the sugar levy which was introduced as part of the childhood obesity strategy. Funding for the PESP has been committed to continue until 2020.

PURPOSE OF FUNDING:

Schools must spend the funding on additional and sustainable improvements to their provision of PE and sport. They will have the freedom to choose how they do this but must use the funding to encourage the development of healthy and active lifestyles.

VISION:

All pupils leave primary school physically literate, and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.

OBJECTIVE:

To achieve self-sustaining improvement in the quality of PE and sport in primary schools. Indicators of such improvement might include:

- The engagement of all pupils in regular physical activity. The Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
- The profile of PE and sport is raised across the school as a tool for whole-school improvement
- Increased confidence, knowledge and skills of all staff in teaching PE and sport
- Broader experience of a range of sports and activities offered to all pupils
- Increased participation in competitive sport

YOU SHOULD NOT USE YOUR FUNDING TO:

- Employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of your core staffing budgets
- Teach the minimum requirements of the national curriculum – including those specified for swimming (or, in the case of academies and free schools, to teach your existing PE curriculum)
- Fund capital expenditure

THE ROLE OF COACHES IN THE PE AND SPORT PREMIUM

When deployed well, coaches can provide a positive contribution to maximising the PESP and achieving the aims, vision and objectives of the funding. Coaches' technical knowledge, skills, confidence, and experience can help create high quality PE, sport and physical activity provision in a school setting. This could be through:

- **Delivering engaging extra-curricular clubs, increasing the breadth and range of opportunities available**
- **Working with teachers to support delivery of lessons whilst improving confidence and knowledge of staff**
- **Providing links to community activity for pupils**
- **Promoting healthy and active lifestyles through positive experiences**
- **Role modelling active lifestyles**
- **Developing an intervention strategy to work specifically with a group of pupils to extend their skills further beyond the core curricular offer or used to engage and enthuse a group of pupils who are disengaged**
- **Improving performance and preparing for competitions such as the Norfolk School Games**

Coaches can be funded through the PESP but they must contribute to the outcomes, and therefore must be **sustainable and additional**.

Coaches or specialist teachers cannot be employed to deliver your core curriculum, but you can employ them to sustainably improve and enhance the curriculum offer, for instance by upskilling school staff. Coaches can be employed to deliver extra-curricular activities, but this must be additional to what the school was originally offering.

There are several considerations to employing and deploying a coach in your school that you need to consider to ensure that it is a positive experience providing maximum impact for pupils.

This guide will highlight these considerations and support you through employing and deploying coaches effectively.



CONSIDERATIONS FOR EMPLOYING OR DEPLOYING A COACH

BEFORE YOU START

Could a coach or activity professional enhance your school's provision for PE, sport and physical activity, and support your school's wider outcomes?

The following diagram outlines the main steps to help you work through all the considerations.

CONSIDER SIDP PRIORITIES:

- Can PE, sport, and physical activity contribute?
- Remember physical activity can impact on behaviour, cognitive functions such as memory and attention, emotional wellbeing, physical wellbeing and more.

REVIEW CURRENT SPEND AGAINST SELF-REVIEW:

- Use the self-review tool in **Appendix 6** of this guide to assess performance against key indicators.
- Really consider whether ALL pupils are benefitting from the PESP, especially the least engaged and most inactive.

IDENTIFY AREAS FOR DEVELOPMENT/OUTCOMES:

- Where can you have the greatest impact? Think impact not outputs - an intervention that dramatically improves the life of one pupil is more valuable than one that engages 100 but makes no difference.
- Can you evidence your reasons for identifying these areas?
- Link the areas for development with your SIDP.

DEVELOP INTERVENTIONS:

- Be creative – don't be afraid to try new ideas.
- Involve pupils, and speak to other schools.
- Consider sustainability of any intervention - determine how you will measure the impact of the intervention.

REVIEW STAFF KNOWLEDGE, SKILLS AND CONFIDENCE:

- Are the staff confident to deliver the interventions?
- Is teaching and learning consistent across all staff so that all pupils are receiving high quality PE?
- Are there skills gaps that could be filled?
- Could this be improved through training?

STAFF HAVE KNOWLEDGE, CONFIDENCE AND SKILLS TO DELIVER INTERVENTION

STAFF DO NOT HAVE KNOWLEDGE, CONFIDENCE AND SKILLS TO DELIVER INTERVENTION

CONSIDER AND PLAN STAFF CAPACITY TO IMPLEMENT/DELIVER INTERVENTION

- PESP funding can be used to pay for staff time to plan PESP activity.

STAFF PLAN AND DELIVER INTERVENTION

STAFF DO NOT HAVE CAPACITY TO IMPLEMENT INTERVENTIONS

USE THIS GUIDE TO CONSIDER HOW A COACH CAN HELP ACHIEVE YOUR OUTCOMES



YOU'VE DECIDED YOU NEED A COACH:

Once you have made the decision that employing a coach can improve your provision there are many considerations to ensure that you recruit the right coach to undertake the right role, and that they are supported and challenged to be as effective as possible.

There are some key principles to keep in mind through the process:

- **Where coaches are deployed using PESP they should be supporting teachers and school staff, not providing PPA**
- **You should recruit and manage a coach with the same rigour as you would anyone else delivering your curriculum – this will help maximise outcomes for pupil, school and coach**
- **Sustainability should be considered whenever using PESP. What would the ongoing impact of the spend be if the funding stopped tomorrow?**
- **You cannot use PESP to deliver your curriculum requirements**
- **The school retains duty of care throughout any coached activity**
- **Ofsted will observe a coached lesson with the same criteria as a taught lesson**

TO HELP ENSURE THAT BOTH SCHOOL AND COACH RECEIVE THE MAXIMUM POSSIBLE BENEFIT FROM THE RELATIONSHIP, THIS GUIDE WILL HELP TO ANSWER THE FOLLOWING QUESTIONS:

How do we find the right coach for our school and pupils?

What needs to be in place once the coach is recruited?

How do we manage the ongoing school-coach relationship?

FINDING THE RIGHT COACH FOR YOUR SCHOOL AND PUPILS

This section offers some guidance on recruiting the right coach for your school.

WHAT WILL THE COACH BE DOING?

What are the outcomes expected of using the coach? What difference are you looking to achieve for your pupils? Linking to SIDP, school values, mission and vision of the school, to find the right coach for your school you need to consider what that coach will be doing and therefore what skills they will need.

For example, a coach that will be shadowed by teachers to support curriculum delivery will require different skills to a coach who is delivering extra-curricular activities targeted at your least engaged and inactive pupils to improve wellbeing.

It's important that you consider the skills required and tailor your recruitment to find the right coach for the role.

WHAT ARE THE SKILL GAPS YOU ARE FILLING?

Having undertaken the flowchart in the previous section, what areas have you identified for development that a coach may be able to contribute towards? Consider these areas for development and consider what the coach will need to improve your practice.

For example, if you need to enhance your inclusive practice you will need a coach with different skills than if you need to enhance teachers' technical knowledge of a sport or activity.



PROFESSIONAL STANDARDS AND QUALIFICATIONS

Depending on the role you intend the coach to perform and the skills you have identified that coach to need, you will need to check that they have the relevant qualifications and meet professional standards.

The most important consideration is that you have undertaken the processes outlined in this guide and identified the coach as someone who is competent and someone that you are confident will add value to staff and young people.

If you are challenged about a coach working in your school would you be able to evidence the processes you put in place to ensure they are appropriate?

A set of nationally recognised professional standards for those coaching children outside of curriculum time have been published by Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) on behalf of Sport England and in consultation with national partners.

The standards set out minimum deployment requirements to help drive the quality of coaching delivered to children and the factsheet can be found in appendix 2.

More information on CIMSPA standards can be found here www.cimspa.co.uk/standards-home/professional-standards

It is important to consider the qualifications and experiences of the coach. For example, if the activity is designed to be an enjoyable activity, targeted at reducing inactivity in those least engaged, then skills and competencies relating to that outcome may be more important than an in-depth knowledge of a particular sport.

In any case, the coach should be working towards the CIMSPA professional standards described above, which aim to ensure that the coach is equipped not just to deliver the activity but to understand the unique nature of the school environment and how to maximise outcomes for young people.

The process outlined above is likely to be no different to how you recruit members of teaching staff: you consider what skills gaps you have, what role you need performing, and you consider relevant qualifications and experience. Coaches should be no different.

Just like teachers, coaches can have a lasting impact on the children they work with and therefore should be recruited and deployed within the school with the same rigour as teaching staff and the same level of expectation should be set.

Like all school staff, any coach working in a school should be recruited under the guidelines of 'Safer Recruitment' as outlined in the DfE's *'Keeping Children Safe in Education'* (2016) guidance. Refer to the supporting information included in **Appendix 3**.

COACHING PROVIDERS:

There are a number of coaching providers who employ coaches and can deploy them in your school to help you meet the need that you have identified. Providers can bring a wealth of experience of working with schools and skilled coaches.

All of the guidance outlined still applies: the school must identify the need, decide the outcomes and determine the skills, experience and qualifications required of the coach. This will help the provider identify an appropriate coach, but the school should still take measures to be confident that they are the right coach for the school and the role.

Safer recruitment remains the responsibility of the school, and you must have taken the necessary measures to check that the coach is safe to work in your school as outlined above. Following this guidance will help ensure safe and effective practice and a healthy relationship between school and provider.

There are numerous coaches and coaching providers available in Norfolk, many of whom may be promoting a service that can help fulfil the role you require, making it difficult to know who is right for your school.

TO HELP MAKE A DECISION, CONSIDER:

- Ensuring they can offer the service that you have identified and meet the guidance outlined in this guide
- Speaking to other schools who work with this coach/provider
- Visiting the coach and observing one of their sessions
- Looking at social media and website to assess feedback of the coach/provider
- Meeting and discussing options with more than one to understand the differences in offer and value

MEETING A COACH/COACHING PROVIDER:

It is advisable to have the Headteacher and the PE lead at the meeting with the coach or provider. Have an agenda for the discussion to ensure all relevant information and requirements are covered. This also supports both sides to be able to hold each other to account, should the need arise.

SUGGESTED DISCUSSION POINTS:

- Link to the SIDP and progress of children
- Outcome expectations:
 - Students
 - Staff
- Expectations and accountability:
 - School
 - Coach
- Curriculum / extracurricular activities being delivered
- Skills, competencies and qualifications of required coach
- Communication procedures including how to raise and escalate issues
- Process for ongoing review
- Costing - is the cost appropriate and proportionate (to the total funding amount)?

The PESP must provide excellent value for money, both overall cost and outcomes. Some key considerations when making these decisions should be clearly linked to the core purpose of the funding.

KEY CONSIDERATIONS:

- Consider the level of impact being achieved through the coach's input.
- Are the impact and outcomes proportionate to other spend in school?
- Consider the level of expertise that you are receiving and what that level of expertise would cost in other areas of the school offer. Is this in line with what you would expect to pay?
- Remember there should be a clear distinction between the core PE budget and the PESP funding
- Are there longer-term, sustainable outcomes from using this coach that will have a legacy beyond PESP funding?

A NOTE ON IMPACT

It is important to understand what is meant by impact as this is often misunderstood in the context of sport and physical activity. **Impact is the difference that an intervention has made on a person - not the number of people that have been involved.**

For example, if you run a lunchtime activity session for those not currently participating in any extra-curricular sports, stating that 20 young people participate every week is not a measure of the **impact** but of the **output**.

The impact on those young people may be the health and fitness improvement that you notice, improved behaviour, achievement, self-esteem or possibly the school National Child Measurement Programme results.

SIGNED AGREEMENT

Once you have found the right coach for you, whether through a provider or an individual, it is important that the outcomes, expectations and accountability measures discussed in the initial meeting are formalised into a contract to be signed by both parties.



WHAT NEEDS TO BE IN PLACE ONCE THE COACH IS RECRUITED?

Once you have identified and recruited the right coach for your school you should consider what the coach needs to know in order to be effective, safe and confident in their role.

INDUCTION

A coach should be inducted into the school the same way that any member of school staff is. This should include:

- An opportunity to meet key people
- An introduction to the ethos of the school
- Provision of relevant policies and procedures (including child protection, staff behaviour policies, fire and evacuation procedures)
- Risk Assessments
- Logistics (tours of facilities, etc)
- Work programme
- Assessment approach and schemes of work if applicable
- Training needs and development opportunities including attendance at inset as required
- Co-coaching/co-teaching/buddying systems where required

PROBATION PERIOD

It is best practice to build in a probation period for your coach. Set a trial period to review the post holder's performance against the job description.

This guidance is in alignment with the 'Safe Practice in PE Manual – 2016' written by the Association for PE (afPE), the national body for PE. It is a critical point in a range of ways. Considerations should be well thought through on the grounds of:

- **Recruitment and retention of staff or coaching professionals delivering PE to the children.**
- **Are all staff or coaching professionals aware of the most up to date Health and Safety procedures for what they are teaching and their environmental factors?**
- **It is an area that must be a whole school priority and have all relevant processes and management structures underpinning it.**



SET EXPECTATIONS OF BOTH PARTIES AND DEVELOP AN AGREED PLAN

It is imperative that both the coach and the school are clear on the outcomes and expectations of each other. You should adapt the signed agreement into an operational plan that outlines:

- **Activities to be delivered**
- **Timelines**
- **Impact outcomes including methods of measurement**
- **Teacher and coach role**
- **Key specific considerations such as medical conditions, behaviour issues or facility limitations**

It is important that this plan is collaboratively developed to allow contributing expertise of both school and coach, ensuring collective commitment and creating the best possible approach to achieving stated outcomes.

There is a suggested template for this in **Appendix 4**.

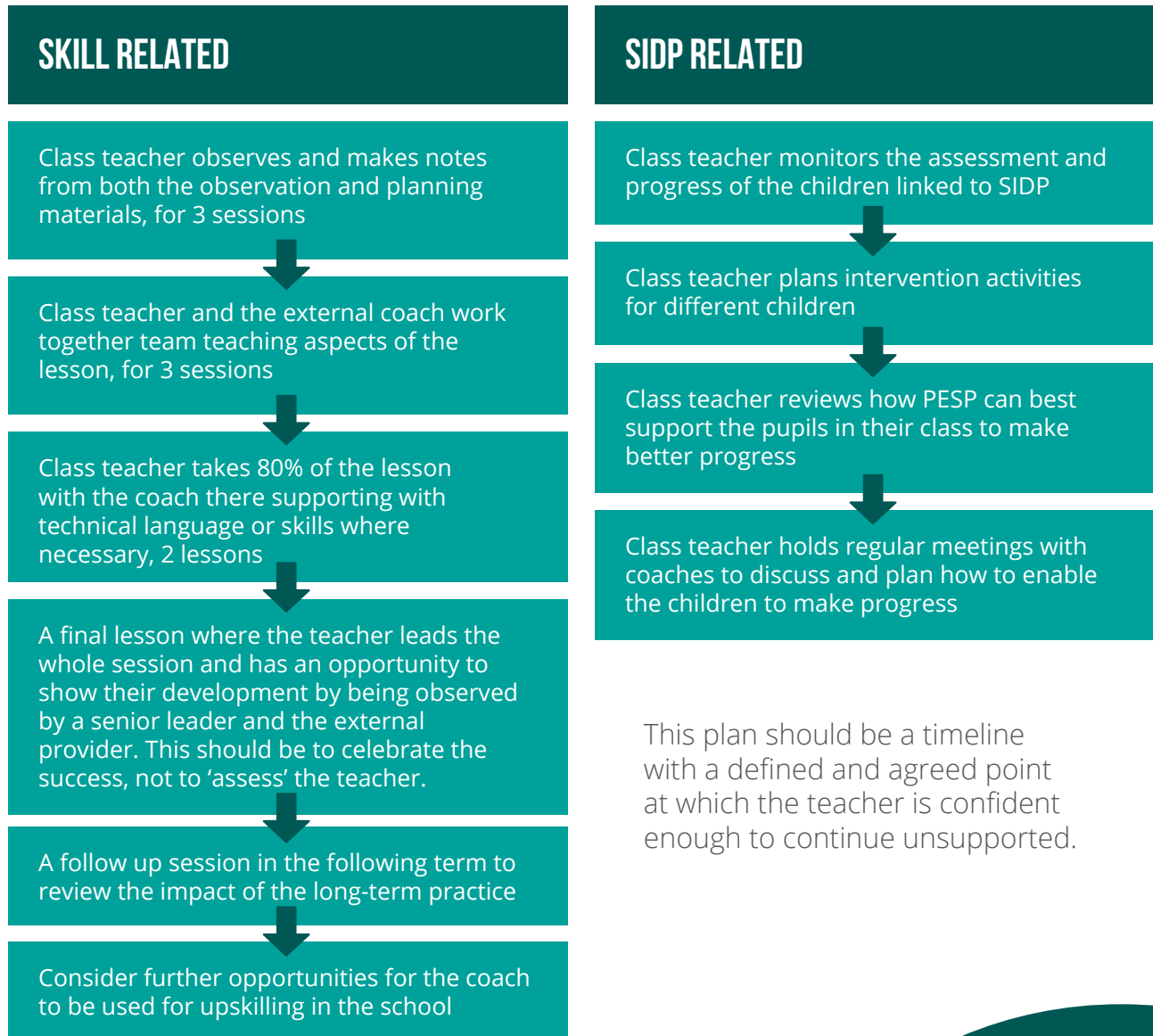
INCREASING STAFF CONFIDENCE, KNOWLEDGE AND SKILLS THROUGH COACHES

A key benefit that coaches can bring to a school is CPD for staff in delivering PE, sport and physical activity. This helps to make the spend on coaches sustainable and can help develop more happy, healthy, confident and knowledgeable staff. Coaches can support staff to:

- Increase knowledge and confidence in a particular activity, sport or skill
- Offer new ideas and creative activities
- Understand the breadth of benefits of physical activity
- Develop a better understanding of community activities for young people to access



Where the upskilling of staff is identified as an outcome, there needs to be a clear plan of how this will happen and what are the specific areas for development. An agreed structure, with timelines, should be put into place between the coach and the teacher at the outset. An example of this could be:



This plan should be a timeline with a defined and agreed point at which the teacher is confident enough to continue unsupported.

MANAGING THE ONGOING SCHOOL-COACH RELATIONSHIP

AN EMPLOYED COACH

Once the plan is in place and the activities are being delivered there needs to be regular dialogue and discussion between school and coach to ensure the plan is being fulfilled, and both parties are happy with the relationship and the progress. Again, a coach should be managed like any other member of staff.

UK Coaching have developed a coach's session observation template, see **Appendix 5**. When coaches are delivering within the curriculum you should use your usual lesson observation approach. Remember that Ofsted will not distinguish between a coach and a teacher leading a lesson, the lesson should be high quality regardless.



DEPLOYED COACH

If you have recruited a coach through a coaching provider, then hold regular review/monitoring meetings with the provider too. This gives you the opportunity to discuss progress against the agreed plan and highlight successes, issues, and develop solutions.

It is important that you are happy with the coach that is being deployed by the coaching provider. There may be circumstances where it is necessary for a provider to deploy a different coach than the coach that you have agreed upon, using the guidance from this document. In this event there are some considerations:

- **How frequently is this happening?**
- **Is the inconsistency affecting the impact of delivery?**
- **Is the inconsistency affecting the dynamic with the pupils?**
- **Has the new coach got the skills, knowledge, experience that you identified as needed?**
- **Does the new coach know the policies and procedures of the school?**

A ONE-OFF CHANGE FOR A SESSION/LESSON

At times this is unavoidable. In this instance ensure that the coach understands progress against the agreed plan, policies, procedures, behavioural issues and any other key information that they will need to keep the session impactful and safe. The same process should be applied as if a member of school staff phones in sick – is there a resource or file that holds all relevant information on the cover that somebody could pick up and understand? Even better can this be stored electronically e.g. on a school portal?

THE COACH IS CHANGING REGULARLY WITH NO CONSISTENCY

Consider the questions above. This may well be having a detrimental effect on the quality of the activity provided for the young people. You went through a diligent recruitment process to ensure the right coach was identified, and this needs to be rectified.

CHANGE IN REGULAR COACH

If your coach is no longer available, perhaps they have moved jobs, then return to the start of the process in this guide and ensure the right replacement is identified, recruited and inducted in line with the guidance.

Remember that the activity being delivered is the school's responsibility, the curriculum is the school's curriculum. The school must maintain ownership of the activity being delivered, with the coach or coaching provider as a collaborative contributor given their skills and experience.

Definition of Physical Activity, Physical Education and School Sport*

Physical activity, physical education and school sport are similar in that they all include physical movement, but there are important differences between them, as outlined below:



Physical Activity is a broad term that describes bodily movement, posture and balance. All require energy. It includes all forms of physical education, sports and dance activities. However, it is wider than this, as it also includes indoor and outdoor play, work-related activity, outdoor and adventurous activities, active travel (e.g. walking, cycling, rollerblading, scooting) and routine, habitual activities such as using the stairs, doing housework and gardening.

Physical Education is the planned, progressive learning that takes place in school curriculum timetabled time and which is delivered to all pupils. This involves both 'learning to move' (i.e. becoming more physically competent) and 'moving to learn' (e.g. learning through movement, a range of skills and understandings beyond physical activity, such as co-operating with others). The context for the learning is physical activity, with children experiencing a broad range of activities, including sport and dance.



School Sport is the structured learning that takes place beyond the curriculum (i.e. in the extended curriculum) within school settings; this is sometimes referred to as out-of-school-hours learning. Again, the context for the learning is physical activity. The 'school sport' programme has the potential to develop and broaden the foundation learning that takes place in physical education. It also forms a vital link with 'community sport and activity'.



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* extracted from afPE's Health Position Paper 2015

Minimum Deployment Requirement Guidance for the Deployment of Sports Coaches Outside of Curriculum Time



A set of nationally recognised professional standards for those coaching children have been established by the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) on behalf of Sport England. More information can be found at www.cimspa.co.uk/deploy

The Minimum Deployment Requirements have been developed to help drive the quality of coaching delivered to children. We would encourage schools and partners to support coaches to access further training that would allow them to go beyond minimum requirements and meet the additional recommendations laid out here.

25% of coaches are being deployed in breaks and lunchtimes

80% of Primary Schools pay to deploy coaches

60% of coaches are being deployed in after-school activities

During the transition period (Academic years 2019/20 to 2021/22)	Following the transition period (Academic year 2022/23 onwards)
<ul style="list-style-type: none"> Minimum age 18 CIMSPA-endorsed training based on professional standards for coaching, coaching children, coaching in the school environment and safeguarding technical standard, or Governing Body Level 2 (or above) qualification in the activity being delivered Any additional technical standard required for the activity being delivered (eg gymnastics) Enhanced DBS check Appropriate insurance 	<ul style="list-style-type: none"> Minimum age 18 CIMSPA-endorsed training based on professional standards for coaching, coaching children, coaching in the school environment and safeguarding technical standard Any additional technical standard required for the activity being delivered (eg gymnastics) Enhanced DBS check Appropriate insurance

These professional standards will help support the requirement for coaches to demonstrate the knowledge, skills and behaviours to work with this age group and in this environment. School leaders **must** ensure that coaches have the technical expertise for each activity they are delivering.

Out of hours activities delivered directly by school staff or on behalf of the school are the **responsibility** of the Headteacher and governing body. Headteachers **always** need to ensure they are complying with their employers requirements regarding qualifications and evidence of coach competence. This will necessitate working to the employers minimum operating standards, which all coaches **must** meet.

How can this improve outcomes for children?

We feel the new professional standards will help to ensure the wants and needs of children are met. Here is what young people told us they want from their coach:

Keeps me involved all the time and makes it so everyone can take part

Is always really positive and tries new things every week

Makes sure I don't hurt myself

Knows what other things may help me



APPENDIX 3

SAFER RECRUITMENT WHEN EMPLOYING COACHES

TAKEN FROM 'KEEPING CHILDREN SAFE IN EDUCATION' 2018:

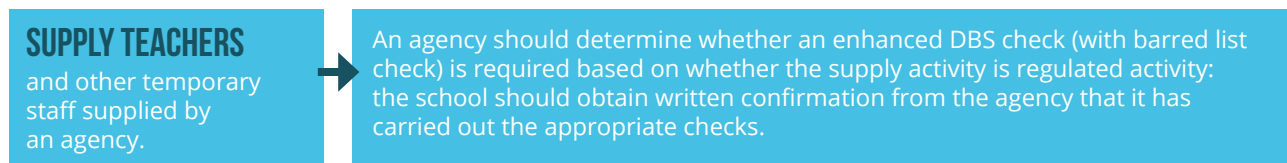
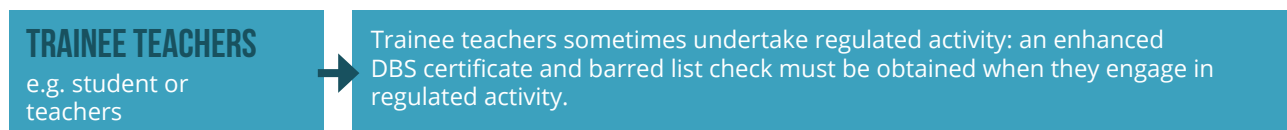
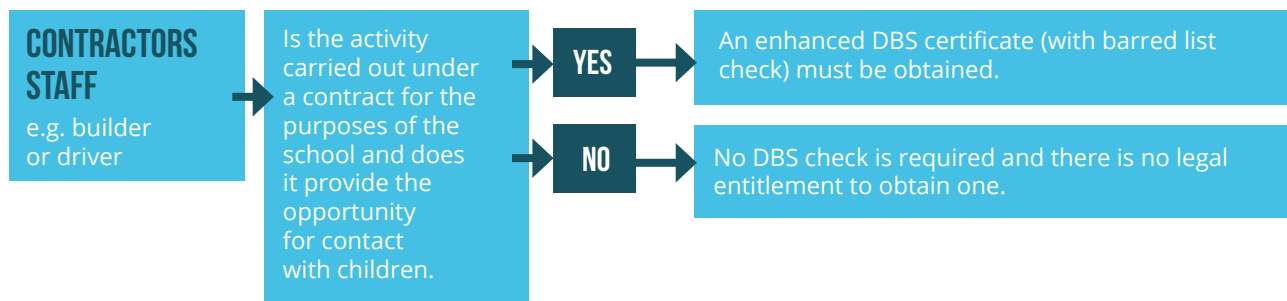
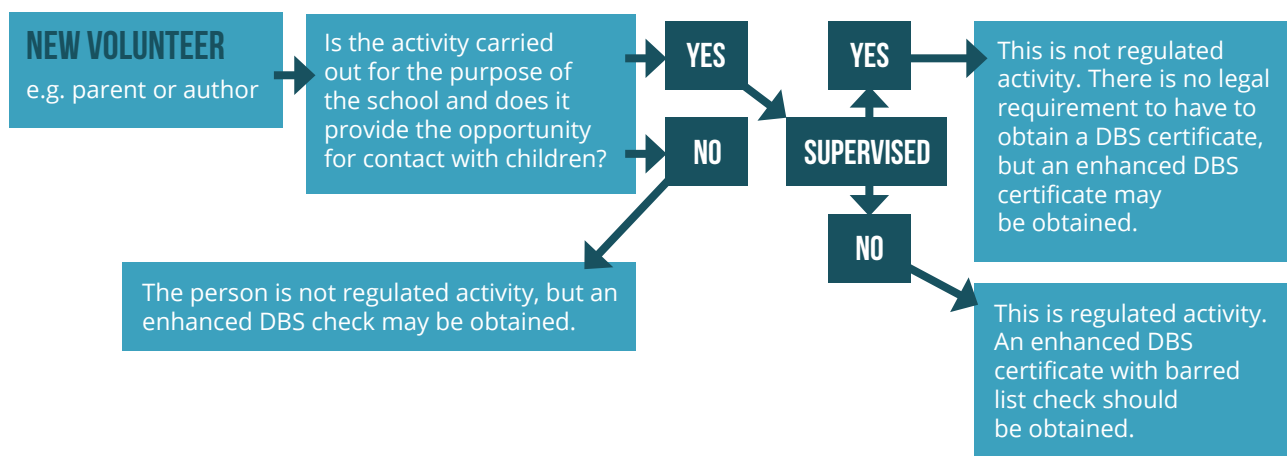
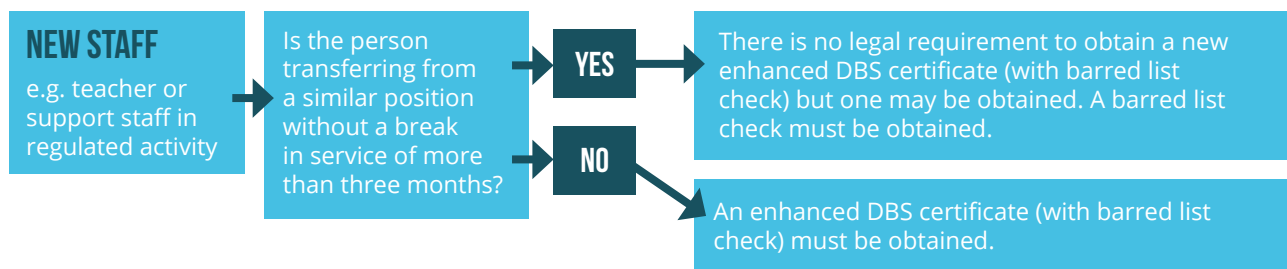
- The considerations outlined should help build a job description and person specification outlining the specific role and the essential and desirable criteria for prospective coaches.
- Obtain at least two written references, preferably including one from their last employer. Include someone who can comment on the applicant's previous work with children.
- Advertisement for the role should contain a statement of intent around safeguarding including explaining that where relevant Disclosure and Barring Service (DBS) checks will be carried out on preferred candidates along with validation of qualifications and references.
- Ideally, written references should be sought on all short-listed candidates and obtained before interview, this allows for any concerns or discrepancies to be followed up.
- An application form helps to assess a coach's suitability for a post, allowing an employer to shortlist who they want to interview for the role. It also requires the candidate to supply details of employment history which allows any gaps in employment to be identified and accounted for, and followed up where necessary.
- Ideally referees should be contacted directly (e.g. by phone) to confirm the reference. Open references should not be accepted as part of a safer recruitment process.

DBS checks: The organisation should have and follow clear guidelines to establish which roles are eligible for criminal records checks, and ensure that applicants for eligible posts are required to comply. Positive criminal records information should be risk assessed.

A DBS (Disclosure and Barring Service) check must be requested by the school that the coach is going to coach/volunteer with. It's not possible for the coach to request a DBS check for themselves. Schools are legally required to assess the role and determine whether it's one that requires a DBS check, as not all roles require one (the flow diagram that follows will help identify the need for a DBS check).

UK Coaching have developed an online tool to support schools to effectively recruit coaches including templates such as job descriptions, person specifications and application forms. These are available from www.ukcoaching.org, however if you choose to use these templates it is important to adapt them to personalise and tailor the documents to your needs and your school.

FLOWCHART OF DISCLOSURE AND BARRING SERVICE CRIMINAL RECORD CHECKS AND BARRED LIST CHECKS



Activities listed under the guidance's definition of regulated activity and which are carried out frequently.

APPENDIX 4

EXAMPLE COACHING ACTION PLAN

ACTIVITY	e.g. after school multi-skills session
DELIVERY TIMES	Tuesday 3:30pm
TARGET GROUP	Inactive Yr 5/6 girls currently not attending other extra-curricular clubs
INTENDED IMPACT	Pupils to demonstrate improved self-confidence and physical health. Improved confidence of staff
IMPACT MEASURE	Staff observation of confidence in school. Distance covered in Daily Mile. Staff confident to lead delivery for final 6 weeks
CONSIDERATIONS (SUCH AS BEHAVIOUR, MEDICAL CONDITIONS OR FACILITY LIMITATIONS)	Pupil x has medical condition x. Treatment guidance and emergency contact available at x.
DELIVERY PERIOD	Until end of Summer term
REVIEW DATE	Last Tuesday of each half term

COACH ROLE

Work with staff member to plan all sessions prior to start of delivery outlining activities and progression.

Lead session including warm up and cool down

Support teacher to become more confident in delivering independently

STAFF ROLE

X member of staff leading on this activity

Work with coach to plan all sessions prior to start of delivery outlining activities and progression.

Assist session and learn from coach as outlined in CDP plan

Support in managing behaviour.

Provide risk assessment

Confirm consent of participants

Register of attendance

APPENDIX 5

COACHED SESSION OBSERVATION TEMPLATE

CANDIDATE NAME: _____

DATE: _____

Did you observe the candidate doing or considering the following?
Tick the appropriate statement and add comments if necessary:

PLANNING, HEALTH AND SAFETY	COMMENTS
<input type="checkbox"/> Producing a session plan that reflects the needs of the group <input type="checkbox"/> Checking the venue, environment and equipment	
INTRODUCTION TO THE SESSION	COMMENTS
<input type="checkbox"/> Presenting themselves appropriately (dress, language) <input type="checkbox"/> Introducing themselves and welcoming the participants <input type="checkbox"/> Identifying session aims/learning	
ORGANISATION	COMMENTS
<input type="checkbox"/> Using the space available effectively <input type="checkbox"/> Maintaining the involvement of all participants <input type="checkbox"/> Grouping participants appropriately <input type="checkbox"/> Maintaining control of the group <input type="checkbox"/> Ensuring safe delivery of a session	
COMMUNICATION	COMMENTS
<input type="checkbox"/> Gaining attention of all participants throughout <input type="checkbox"/> Giving clear and concise instructions <input type="checkbox"/> Having effective positioning and body language <input type="checkbox"/> Giving appropriate feedback to participants <input type="checkbox"/> Using questions to encourage participant feedback <input type="checkbox"/> Using appropriate language with participants	

DEVELOPING SKILLS AND UNDERSTANDING

- Identifying key coaching points
- Providing effective demonstrations
- Differentiating tasks/skills based on the ability of participants
- Setting up activities with appropriate progression
- Advising and correcting technique where required

COMMENTS

COACH ATTRIBUTES

- Demonstrating enthusiasm
- Making the session fun and enjoyable
- Creating a positive environment
- Participants responded positively to the coach

COMMENTS

TOTAL SCORE:

 **25**

ANY ADDITIONAL COMMENTS

INTERVIEWER SIGNATURE: _____

DATE: _____

APPENDIX 6

PE AND SPORT

PREMIUM SELF-ASSESSMENT TOOL

This self-review tool will help you assess your school's provision & outcomes in PE and school sport. It will also help you identify your school's priorities. It's easy to use — answer the questions by selecting your level of provision as **emerging**, **established** or **embedded**.

To find out how Youth Sport Trust Membership can help you address those priorities contact our team (**01509 226600**) and they will put you in touch with our local representative.

Our Membership also offers professional development opportunities for your staff, including training, events and conferences, school visits from our trained experts and athlete mentors and access to resources.

Whatever your level of provision — emerging, established or embedded — you'll benefit from being part of a national network where you can learn from, and share practice with, the best schools in the country.

Youth Sport Trust Membership also offers access to a nationally accredited Quality Mark which expands on these questions and celebrates your school's success.



QUESTIONS	EMERGING	ESTABLISHED	EMBEDDED
1. Does your school have a vision for PE and school sport?	There is a limited (or no) vision which identifies the potential for a whole school approach to, or recognises the value of PE and school sport.	There is a vision statement, adopted across the school and included in public documents available to parents.	There is a clear vision statement included in the school's aims that recognises the value and impact of high quality PE and school sport which pupils and parents understand and have contributed to.
2. Does your PE and sport provision contribute to overall school improvement?	PE and sport are recognised for the impact they have on a positive school ethos and there is some attempt to use major sporting events or the positive values of sport in whole school strategies.	PE and sport are celebrated across the life of the school. The context of sport is regularly used in other curriculum lessons and as a whole school theme.	PE and sport is a central part of the school development plan. The context of sport is used across the curriculum and the skills and positive values of sport are integrated into the school ethos. PE and sport are used to engage the wider community & foster positive relationships with other schools.
3. Do you have strong leadership and management of PE and school sport?	The headteacher understands the importance of PE and school sport and there is an identified PE co-ordinator.	The PE co-ordinator is a skilled professional who has developed core provision and is supporting all staff. The headteacher values PE and school sport and it is integral to school development.	There is a detailed PE development plan with short and long term targets that enable all pupils (including target groups) to progress and achieve. The PE co-ordinator is highly skilled, able to motivate staff and has the support of the headteacher, staff, governors, pupils and parents. Staff regularly participate in CPD relevant to high quality PE.
4. Do you provide a broad, rich and engaging PE curriculum?	The PE curriculum covers the minimum National Curriculum expectations in a safe, yet limited, range of environments. It focuses mainly on developing pupils' physical skills. Pupils receive less than two hours timetabled PE each week.	The PE curriculum is broad and balanced, going beyond the National Curriculum expectations. It is fun and delivered safely in a range of environments, which develops all physical skills and leadership and coaching skills of pupils. All pupils receive two hours of timetabled PE.	The PE curriculum is diverse, providing pupils with the confidence to try new activities as well as enhancing their existing skills in a diverse range of environments. There are opportunities for all pupils to develop their leadership, coaching and officiating skills. All pupils receive two hours or more of timetabled high quality PE.
5. How good is the teaching and learning of PE in your school?	The confidence and competence of staff varies. A limited number of lessons are good or outstanding. Most pupils make some progress but assessment lacks rigour. Limited reporting of progress to parents or carers.	Most staff are confident and competent to use a range of teaching and learning styles in PE. Most lessons are good or outstanding. The majority of pupils make good progress, which is fully reported to parents or carers, and there is a sound assessment process.	All staff are confident and competent to deliver high quality PE and the quality of all lessons is good or outstanding. Teaching and learning styles are matched to lesson content and to encouraging all pupils to participate. All pupils make good progress which is clearly reported to parents or carers. Assessment involves pupils fully and identifies and celebrates their achievements.
6. Are you providing high quality outcomes for young people through PE and school sport?	Most pupils are engaged in PE and can demonstrate their level of understanding and skill. The majority of behaviour is good and pupils are starting to make healthy lifestyle choices.	All pupils are engaged in PE and can demonstrate their level of understanding and skill. Behaviour is good across all PE lessons and pupils co-operate in collaborative and competitive situations. All pupils are starting to make healthy lifestyle choices.	All pupils are engaged, motivated, demonstrate a high level of understanding and skill and take some lead in high quality PE lessons. Behaviour is excellent across all PE lessons and pupils make decisions that challenge and inspire them even further. All pupils consistently make healthy lifestyle choices.
7. Are you providing a rich, varied and inclusive school sport offer as an extension of the curriculum?	Most pupils are able to access a basic range of opportunities to take part in school sport through clubs and competitions. Through these opportunities pupils learn about training and competing, although leadership development is not catered for. Provision for, and the inclusion of, young disabled pupils is inadequate.	The school sport offer includes activities that cater for and appeal to all pupils. The programme enables pupils to utilise a range of skills and establish participation habits through regular clubs and competitions both within and between schools. Pupils enjoy participation and leadership, this enhances their understanding of sports participation and increases the likelihood that they will continue to take part.	All pupils are able to access a broad offer of school sport activities (as participants, leaders or organisers). An extensive range of sports is available, including opportunities for young disabled people, through a programme that both responds to demand and introduces sports activities that the pupils may not otherwise experience. Numerous young people represent the school and are part of community clubs that the school has links with. Pupils' achievements are celebrated and shared with parents or carers.
8. Are all pupils provided with a range of opportunities to be physically active and do they understand how physical activity can help them to adopt a healthy and active lifestyle?	Staff in the school have a knowledge and understanding of the key behaviours of a healthy and active lifestyle. There is a programme of extra-curricular and informal opportunities that promote physical activity, but the breadth of the provision is limited and the offer is universal.	The school is committed to supporting every child to be physically active. Staff can identify target groups of pupils that are deemed less-active and barriers to their participation are being addressed. Positive attitudes towards healthy and active lifestyles are encouraged among all pupils.	The school has a clear physical activity policy which incorporates PE and school sport but also offers informal physical activity such as break-time activity, active travel and supervised play. Strategies are in place so that pupils are consulted about the activities offered. Positive attitudes towards healthy and active lifestyles are encouraged among pupils and staff, and is extended to parents or carers.
9. Does your school know how to effectively utilise the new PE and school sport funding?	Consideration has been given and a basic plan of how to use the funding is being established.	It is clear how the planned budget will improve provision and outcomes in PE, physical activity and school sport.	Budgets are monitored regularly, enabling the school to see which elements of spend have the greatest, and most sustainable impact.



active norfolk

This guide has been developed in partnership
with key national and local organisations including:

