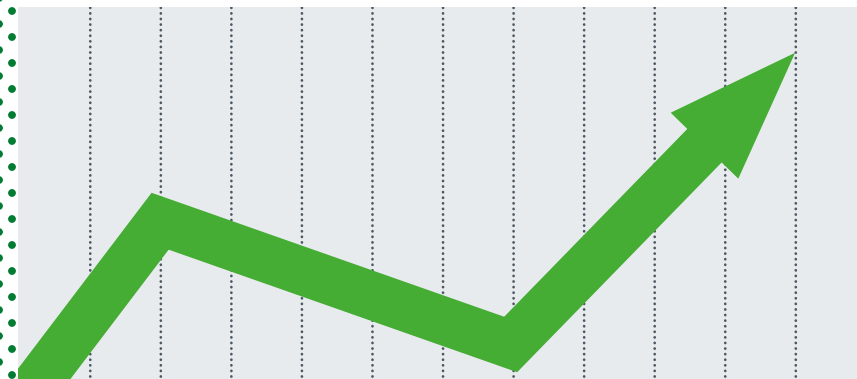


# The employment and deployment of coaches



## How the employment and deployment of coaches can help you maximise the Primary PE and Sport Premium



### Maximising the Primary PE and Sport Premium

The additional investment of the Primary PE and Sport Premium funding, will enable a measurable and sustained improvement through:

- PE and sport, underpinned by high quality teaching
- Increasing participation levels in physical activity
- Increasing healthier pupils who are more engaged across the whole curriculum.

#### The four objectives of the Primary PE and Sport Premium funding are:

- To improve the quality of existing PE teaching through continuing professional learning in PE for generalists, so that all primary pupils improve their health, skills and physical literacy, and have broader exposure to a range of sports
- To increase participation levels in competitive sport and healthy activity of pupils, and maintain these into adolescence
- To increase the quality of initial teacher training in PE and sport, and to promote PE specialisation in primary level workforce
- Schools understand and value the benefits of high quality PE and sport, including its use as a tool for whole school improvement.

To ensure sustainable impact of this investment, schools should review their PE and school sport provision in order to identify where their key priorities are in terms of improving PE and school sport for all pupils.

This poster will provide you with the information you need to consider how the employment and deployment of coaches can help you to enhance the provision of PE, school sport and healthy activity across your school. The flow chart over the page is designed to provide guidance in relation to the employment of your coaches and consider what steps, if any, you need to take to maximise their impact or potential impact for your pupils and school, and signpost you to where help can be found.



### What is sports coaching?

#### The outcomes of good or high quality sports coaching:

- Improved sports skills in children through increased opportunities in school and the wider community
- Better physical, technical, tactical and mental understanding of a range of sports
- Development of wider life skills through sport which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership
- Age and stage appropriate provision.



### What is PE teaching?

#### Outcomes of good or better PE curriculum delivery:

- Develop all young people's physical literacy in order for them to engage in lifelong participation
- Young people make progress in, and understand how to move effectively. They will then go on to achieve their potential in a variety of activities
- Develop young people physically, socially, morally, culturally and spiritually
- Young people understand the importance of being safe and feel safe in physical activity.

### Working with coaches

Coaches are different from teachers (however it is recognised that some teachers will have expertise in some sports) in that they have detailed knowledge, understanding, qualifications and experience in specific sports.

When coaches complement teachers (where they feel they need support), outstanding outcomes can be achieved by using their technical knowledge and skills.

## Where can coaches support your school's PE and school sport offer?

Firstly schools need to ensure that their PE and school sport provision is appropriate, if you are unsure please refer to the Ofsted inspection framework, the national curriculum for PE and recently published Physical Literacy Framework (this can be downloaded from [www.bit.ly/ystplf](http://www.bit.ly/ystplf)). This will support schools' understanding of what they should be providing in PE, physical activity, school sport and competitive sport, as well as ensure teachers and coaches are working towards outstanding delivery.

## Coaches can support your PE and school sport provision through:

### Physical Education

**Expertise**  
Direct delivery of parts of the lesson where they have the expertise, under the direction of the teacher

**Peer mentoring (if appropriate)**  
— Knowledge transfer to teachers  
— Build confidence in teachers

### School sport

**Enrich**  
A wider range of sports and activities

**Enable**  
Develop skills and competence

**Extend**  
Improve performance and prepare for competition

### Wider school outcomes

**To your workforce**  
— Positive role models  
— Adults other than teachers supporting learning

**To your pupils (where appropriate)**  
— Lifeskills development (i.e. communication skills)  
— Aiding their transition from primary to secondary

## The Physical Education Curriculum:

The teacher's role is to ensure the child makes significant progress and achievement in all areas of school curriculum. It is therefore vital that teachers are up-skilled and supported and not replaced or displaced by coaches.

Appropriately qualified coaches can help to up-skill teachers' technical knowledge in specific activities, but should support and not replace teachers in curriculum provision.

#### PPA time:

To make a sustainable impact with the Primary PE and Sport Premium, schools should adopt best practice when deploying coaches by ensuring they work alongside teachers. Schools must also ensure they do not double-fund PPA time by using PPA funding and the PE and Sport Premium.

## Working with coaches in your school

### The recognised minimum standards for coaches employed to work in school sport:

- Minimum age — 18 years old for all paid coaches working in schools
- Appropriate qualifications — the minimum qualification, recommended by the National Partners, for a coach or professional working in a primary school context is considered to be a UKCC level 2 coaching qualification or equivalent in the activity being delivered\*
- Appropriate insurance cover that covers them for the duties you have asked them to carry out at the school
- Policies and procedures. As a minimum, your school should have in place, and require a coach to sign up to, the following policies: code of practice, equality, participant welfare, health and safety, which should be part of a thorough school induction
- Safeguarding children and vulnerable groups — must have a DBS check completed where necessary.

### The additional recommendations (best practice) of coaches working in support of PE:

- Coaches should have a sound understanding of what safe practice in PE and sport looks like. Therefore coaches can develop pupils' understanding of being safe, and feeling safe in physical activity. Refer to Safe Practice 2012 at [www.bit.ly/afPE-publications](http://www.bit.ly/afPE-publications)
- The coach has been through an appropriate induction process by the school, so is thoroughly prepared and comfortable in the environment
- Schools to ensure that they have a system in place to regularly monitor and evaluate the coaches provision
- afPE believes that by 2015, coaches employed in or by schools supporting Curriculum time PE should be working towards a 1st4sport/afPE Level 2 and 3 in supporting PE and school sport or equivalent, to comply with the forthcoming afPE Safe Practice Guidance for Schools
- Coaches may consider a Multi-Skills Level 2 qualification. [www.1st4sportqualifications.com](http://www.1st4sportqualifications.com)



\*The UKCC Level 2 coaching qualification or equivalent, recommended by National Partners, is the minimum requirement for coaches employed to work within the school context, however it is acknowledged that other volunteers, including Level 1 assistant coaches, and under-18s, including young leaders, may support delivery, but this must be under the direct supervision of a qualified teacher or Level 2 coach.

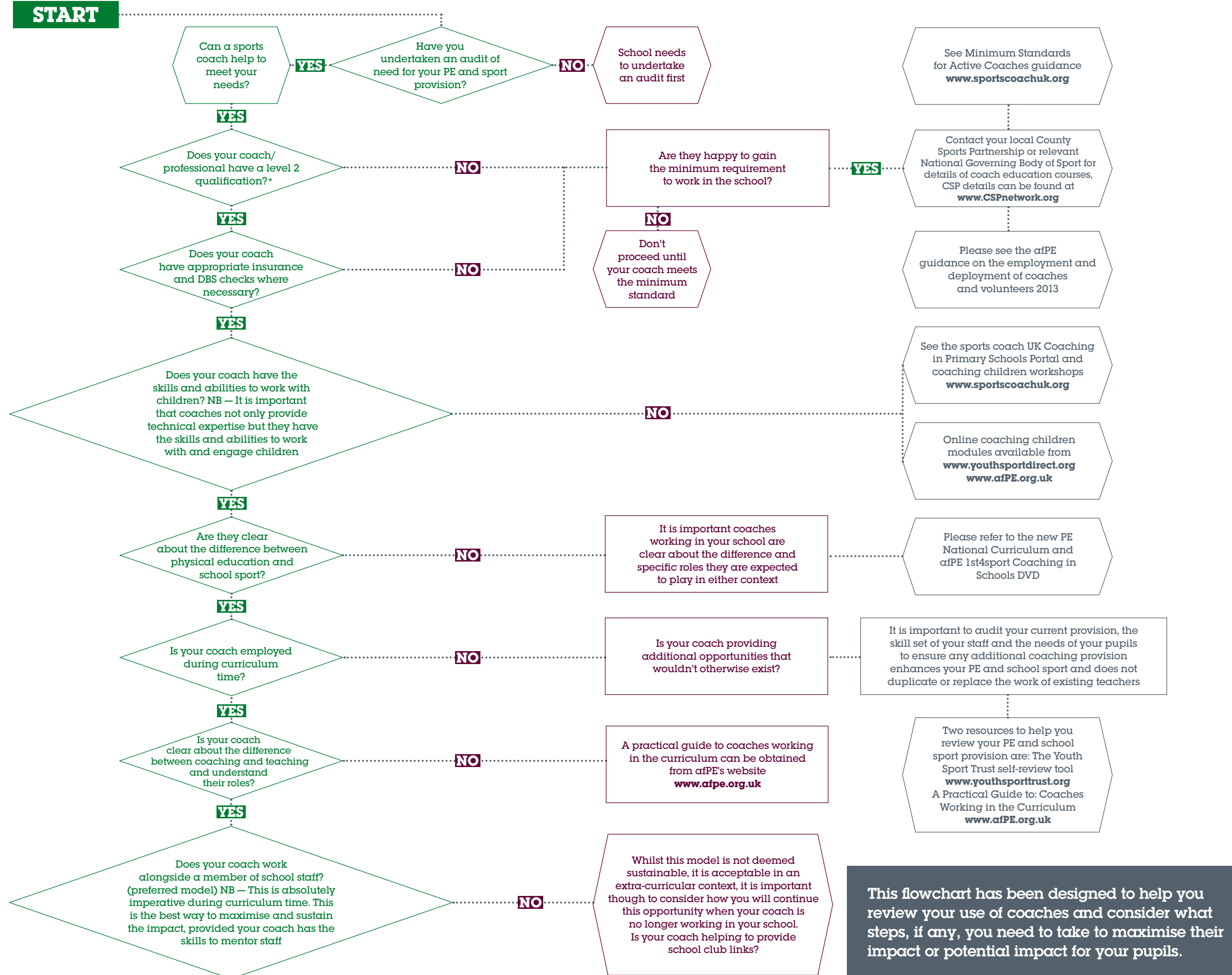


# The employment and deployment of coaches



## How can coaches best support your school's PE and school sport offer?

## Signposting



\* The UKCC Level 2 coaching qualification or equivalent, recommended by National Partners, is the minimum requirement for coaches employed to work within the school context, however it is acknowledged that other volunteers, including Level 1 assistant coaches, and under-18s, including young leaders, may support delivery, but this must be under the direct supervision of a qualified teacher or Level 2 coach.

This flowchart has been designed to help you review your use of coaches and consider what steps, if any, you need to take to maximise their impact or potential impact for your pupils.

## Acknowledgements

This Employment and Deployment of Coaches framework has been developed by:

- Youth Sport Trust (YST)
- Association for Physical Education (afPE)
- County Sports Partnership Network (CSPn)
- Sport England (SE)
- sports coach UK (scUK)