HEALTH AND SAFETY AT WORK
CODE OF PRACTICE 11.1

Adults Supporting Learning
In
PHYSICAL EDUCATION AND SPORT 2014

This document supplements the guidance in Code of Practice 11, October 2008 as it relates to non-teaching staff involved in the provision of Physical Education and Sport activities.

*Adults Supporting Learning (ASL) has been previously termed Adults other Than Teachers (AOTTs).*

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Revised April. 2014
Physical Education and School Sport is a high-order priority for the Essex County Council and Active Essex as commissioners for Sport and Physical Activity.

Physical Education is compulsory in all four Key Stages of the National Curriculum. Essex County Council and Active Essex strongly support the view contained within the National Curriculum documentation that;

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.


Essex County Council and Active Essex are pleased that the government has extended the Primary Sport Premium initiative. This ensures that circa £4,000,000 in ring fenced funding for School Sport will come into Essex primary schools each year until 2016. Active Essex is charged with monitoring the delivery of this programme. Many schools are utilising this funding to support a wide number of delivery methods. In order to ensure safe, secure and effective delivery of;

*Teaching and Learning within curriculum time and coaching outside of the curriculum,*

schools should look to the guidance contained within this document.
Schools should also take into account Ofsted requirements around behaviour and safety and also;
‘Supplementary subject-specific guidance for inspectors on making judgements during visits to schools – April 2014’.

In addition this guidance will help all schools to support this safe and effective delivery and also achieve the ‘UK Physical Activity Guidelines’ (Department of Health July 2011).


All children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day. Vigorous intensity activities, including those that strengthen muscle and bone, should be incorporated at least three days a week.

It aims to further support schools using ASL in delivering curriculum, Out of Hours Learning, extra-curricular activities and activity supporting the Sainsbury’s School Games.
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ASL in PE and School Sport

Adults Supporting Learning (ASL) introduction

This code of practice should be read in conjunction with the Schools Service Health, Safety and Welfare Policy and Code of Practice Number 11, ‘Physical Education’ (P.E.). It indicates the standards required for supervision of Physical Education and school sport activities where the activity involves Adults Supporting Learning (ASL). This code also draws heavily on the National Guidance provided by the Association for Physical Education.

It is strongly recommended that the P.E. curriculum be delivered by teachers. This is in-line with the local and National P.E. and School Sport Professional Development (CPD) Programme in up-skilling all staff to deliver high quality physical education and whole school improvement.

However, where this is not possible, this guidance can assist schools in the use of ASL with regard to workforce remodelling as well as out of school hours / extra-curricular learning. In this instance, there will need to be a high degree of scrutiny when deeming levels of competency. This policy may also be appropriate for use as a subject generic policy.

Adults Supporting Learning (ASL) defined

Adults Supporting Learning can be defined as School Support Staff, Directly Employed Sports Coaches, Volunteers, Paid Coaches, Coaches from an Agency and Self Employed Coaches.

They can all make a significant contribution to a young persons’ learning by providing support to teachers and thereby students. They can enhance a young person’s experience in a variety of ways, and make a valuable contribution to the range and standards of physical education and school sport, both during the curriculum and extra-curricular time. To ensure good practice it is recommended that all ASL should have experience of delivering to the relevant Key Stage and be supported by appropriate educational schemes of work. Continuity, progression, assessment and full inclusion should be planned for.

*Head Teachers should, on behalf of their employer, ensure that ASL are appropriately managed at all times.*
Safeguarding Requirements and other Pre-employment Checks for ASL.

Full details of the pre-employment checks, including those relating to safeguarding children that are required before
- directly employing ASL,
- employing ASL through a third party (e.g., agency, sports club),
- engaging volunteers as ASL or
- engaging self-employed individuals as ASL

are set out in the ECC Education HR Service Pre-Employment Checks Procedure (located under “Pre-employment Checks” on the HR pages of the infolink). This guidance also sets out the requirements for placing these individuals on the Single Central Record.

If you do not use ECC Education HR Services your HR advisor should advise on the details.

In summary, the following checks should be satisfactorily completed before confirming the appointment for anyone who will be directly employed by the school.
- Medical Screening
- References
- Qualifications (if specific qualifications are a requirement)
- Identity
- Self disclosure (SD2)
- Disclosure and Barring Service Children’s Barred List*
- Essex List and Indices**
- Right to work in the UK
- Disclosure and Barring Service Checks (DBS)***
- Certificate of Good Conduct (if relevant—individuals who have lived or worked outside the UK)

* Required if the role to be undertaken meets the definition of Regulated Activity (almost all ASL roles will fall into this category). Details and definition of Regulated Activity are set out in section 10.2 of the pre-employment check procedure, or seek guidance from your HR provider.

**Essex maintained schools

***Guidance on when and how an existing DBS can be accepted (portability) is in section 10.3 of the pre-employment check procedure.

In summary, DfE statutory guidance (Keeping Children Safe in Education) indicates that there is no need for a new DBS check if the individual has an enhanced DBS certificate including a DBS Barred List check and has been employed in a Regulated Activity position in a school/academy in England since 12 May 2006 and not has a break in employment exceeding 3 months.

Individuals who are likely to work in more than one school may find it helpful to register with the DBS online update service so that prospective employers can complete an on-line status check.
For **volunteers** taken on directly by the school as ASL then the same checks should be undertaken although the right to work in UK will not be relevant and medical checks will not be undertaken.

For ASL **engaged through 3rd Parties (eg agencies, sports organisations)** schools should obtain written confirmation from the 3rd party that all necessary checks have been carried out and should then carry out their own identity checks.

For ASL **engaged on a self employed basis** evidence of a satisfactory enhanced DBS check and DBS Childrens Barred list must be seen and identity checked. It is recommended that schools do not accept DBS certificates that are more than 2 years old (n.b. this timescale relates to self employed only)

It is the responsibility of the self-employed person to ensure that a DBS check has been carried out but the school can arrange this through the umbrella body they use if the individual has no means to achieve this.

It is also imperative that you read the HMRC advice on employment status and complete their Employment Status Indicator Test (links to HMRC website on HR section of ‘Infolink’ under “Recruitment”) before engaging anyone on a self-employed basis

**The use of Adults Supporting Learning (ASL) without teaching qualifications**

The modernisation of school workforces and ever broadening opportunities offered to young people, both on and off site, has led to supervision and teaching responsibilities being given to adults who may not hold a teaching qualification.

In these circumstances, the teacher always maintains overall responsibility for what is taught as well as the pastoral aspects including the conduct, health and well-being of the young people involved.

**Minimum standards.**

The core minimum standards specify that a lead coach (or a coach running a session on their own) should be at least 18 and have at least a (UKCC) Level 2 coaching qualification. This ensures that the lead coach is an adult.

An assistant coach should be 16 or over and hold a Level 1 qualification. (For non-UKCC qualifications, the governing body would need to confirm that a qualification allowed a coach to lead a session.). A Level 1 coach should run sessions independently.

**Active Essex’s CoachMark Scheme.**

Active Essex working on behalf of Essex County Council, has implemented a CoachMark scheme which standardises and enforces minimum operating standards for coaching delivery across Essex. The scheme ensures that all coaches (paid or voluntary) have achieved the minimum operating standards, specifically those delivering Sport England funded projects e.g. Sportivate, Satellite Club and Primary School Premium. These standards are in line with national guidance from sports coach UK and National Governing
Bodies of sport. The move also supports Essex’s neighbouring county coaching schemes including Herts Sports Partnership CoachMark;

(www.coachingherts.org.uk/coachmark/index)
and Suffolk Sport's Top Coach;

(www.suffolksport.com/page.asp?section=00010001003500020008&sectionTitle=topcoac)

and making it easier to recognise and support coaches working across county borders.

**It is recommended that headteachers or appointed staff check that coaches have attained these additional standards in order to ensure the highest quality coaches are employed**

CoachMark minimum standards:

- DBS check
- Appropriate insurance
- In date Safeguarding and Protecting Children certificate
- In date Emergency/First Aid certificate
- Minimum of Sport England NGB Level 1 coaching certificate
- Agree to code of conduct (within environment they are delivering)

CoachMark will be administered by Active Essex who will be implementing this process via open evenings to verify documentation provided by coaches. Alternatively coaches will be able to bring documentation for verification sign off to the Active Essex offices. Whilst not a preferred method there will be the opportunity for coaches to scan their documents through to Active Essex.

administration@activeessex.org

**CAPRE (Children’s Activity Professionals Register).**

In addition schools may decide to enquire whether and coaches or coaching companies employed are members of CAPRE the Children’s Activity Professionals Register. A Children’s Activity Professional is someone who delivers physical activity for children and young people in the area of multi-disciplinary games, sports, and physical activity.

CAPRE, is an independent register for individuals working in the children’s physical activity industry which:

-Recognises the expertise and qualifications of those working in children’s activity Roles.
-Offers assurance to parents, schools and employers that all registered children’s activity professionals have suitable qualifications and the ability to perform their specific roles.
-Provides a system of regulation to ensure that individuals meet agreed National Occupational Standards, which describe the knowledge, competence and skills of good practice.

The Register is owned and operated by SkillsActive, the not-for-profit Sector Skills Council for Active Leisure, Learning and Well-being. A list of registered coaches within an area can be viewed at;
CAPRE receives support from COMPASS, and other key organisations in the industry: Fit for Sport, Let Me Play, Fulham FC Foundation, Super Camps and Sports Plus Scheme.

All CAPRE Members:
- Meet the industry’s nationally recognised qualification standards
- Are committed to professional development
- Are bound by a Code of Ethical Conduct.

Induction and Supervision of Adults Supporting Learning (ASL)

All ASL should receive an induction programme which includes opportunities for professional development and regular systematic monitoring. This should address whole school, physical education and sport-specific issues. Schools should delegate a named member of staff to induct an ASL, ensuring that the individuality and ethos of that school and relevant school specific issues are highlighted.

This code provides schools with the appropriate Induction and Competency standards to assist with this process (see Appendices 2 & 3 & 4).

ASL who have a break of more than 3 months working in County schools should review the processes and competencies from the onset of the induction to safeguard young people in their care (see Appendix 7).

Where a degree of independence is required, progress towards this must be developed over time. The member of school staff involved maintains responsibility for the students, regardless of whether he/she is present.

The standards of expertise, discipline, relationships and risk management expected of all adults working with young people need to be consistent, providing a safe working environment. This applies at all times including on and off site school related activities.

Gradual indirect supervision over a planned time period, whilst competency is established, should prevail to ensure quality provision by the ASL.

It is inappropriate for a Graduate Teacher Trainee, Initial Teacher Trainee or a Newly Qualified Teacher to take a supervisory role of ASL. Schools are strongly advised to stipulate ASL supervision guidance in their own School Policies and protocol documentation related to the deployment of ASL.

(i) **School Support Staff**
They must always work under the direction of a teacher, whether in a whole class or group situation.

(ii) **Directly Employed Sports Coaches**
They must always work under the direction of a teacher, whether in a whole class or group situation.
(iii) Volunteers
Volunteers can be defined as any adults external to the school staff who work with young people with the permission of the Head Teacher. Examples include coaches, instructors, sports development officers, sports leaders, ITT trainers, parents and other helpers. Such people would be working for free and have no contractual or legal relationship with the school or the council. They must always work under the direction of a teacher, whether in a whole class or group situation.

If they are not employed as members of staff, volunteers operate under different conditions to employees. Clear operating procedures therefore need to be established (see (v) ‘Self Employed Coaches’).

It is essential when a school is approached by a prospective ASL that sports clubs have accreditation, or at least individual coaches from that club have accreditation/qualification/approval by sports’ governing body and their certificates are checked and are up to date. (see Active Essex’s CoachMark Scheme page 7).

It is recommended that Parents should be informed when volunteers and paid coaches are used to enhance physical education programmes.

Schools and school sport partnerships should keep a database of all volunteers and paid coaches, including details of competency, qualifications and work undertaken. Schools must ensure evidence of certification checks are logged & kept, for future reference by appropriate agencies.

(iv) Coaches from an Agency
To ensure consistency of practice, schools should ensure that the same named coaches will be used for delivery and the guarantee that all relevant checks are made. or all coaches. They must always work under the direction of a teacher, whether in a whole class or group situation.

(v) Self Employed Coaches
They must always work under the direction of a teacher, whether in a whole class or group situation.

Insurance Cover.
- It is essential that correct/valid certificate is produced in respect of qualifications. Information regarding the levels of coaching accreditation required by sporting bodies can be found by visiting:  
  
  www.sportscoachuk.org/primary-school-head-teachers-web

  • Where there needs to be a contract there should be a contractual indemnity for damages and costs. This must be legally ‘watertight’. Where in doubt speak to a legal adviser (Essex Legal Services).

  • Included should be a contractual clause requiring contractors to take on a defence or be bound by a deed of admission of liability, where a non-delegable fault is alleged (again seek legal guidance). It is unlikely the school will have any staff legally trained to be able to assess a contract in particular clauses relating to
indemnities, insurance and the taking over of a legal defence etc, again a school may wish to take legal guidance.

**Young Leaders assisting schools**

Direct supervision by school staff is always required when minors (people under the age of 18) assist with the delivery of activities, e.g. Junior Sports Leaders. Regardless of their experience and qualifications, minors cannot be legally responsible for a group of young people and must always work alongside a member of school staff. A separate liability insurance may be required if minors are working on a separate site to the school.

**Determining levels of Adult other Than Teacher (ASL) supervision**

The Head Teacher or delegated member of staff determines each ASL level of competency, details of which are recorded.

Initially, a teacher should directly supervise ASL at all times to determine their level of competence and to ensure an appropriate induction (Appendix 2) has taken place. Direct supervision involves ASL working alongside a teacher, whereby the teacher can intervene at any time, if necessary. This ensures continuous assessment of competency.

The level of supervision required for ASL should be determined by a thorough risk assessment based on their competence in the following areas (see Appendix 3 and Appendix 4):

- Relationship with pupils
- Knowledge and understanding of pupils
- Pupil Management
- Observation and analysis skills
- Screening/induction check (E.g. Completion of DBS Enhanced Check)
- Expertise in activities (* see below)

Once three formal assessments (Appendix 3) have evidenced competency within a Partnership this may allow them to work at some distance (indirect supervision) from a teacher, possibly out of sight. Frequent monitoring by the teacher is essential, with an annual review of competency to take place.

* Schools will need to seek guidance when determining levels of competency in the above areas, especially ‘Expertise in activities’. It is required that advice is sought from one of the following:

  - Senior School Manager/Teacher
  - Staff School Development Manager
  - Director of Sport/Head of Physical Education
  - Essex Local Authority PE Adviser

_Schools may also wish to utilise information provided by the Association of Physical Education in both their publication;_
**Safe Practice in Physical Education & School Sport**

or by visiting


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**NB:** A Qualified teacher should be present and direct the learning at all times until the Head Teacher deems the ASL competent and capable to direct a group, supported by an appropriate risk assessment. Refer to Essex Health & Safety at work Code of Practice 11.

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### ASL working across many schools,

It is essential that each individual school undertakes an induction for each ASL working in their school, even if they have completed a ‘full’ competency check in another school or partnership.

### Qualifications

National Governing Bodies outline minimum qualifications required to safely lead PE and sport within schools can be found by visiting;


- **Review** - a review of each ASL should occur annually, related to the determination of competency levels. If an ASL had a break of employment in the County of more than 3 months the process must begin again, with an enhanced DBS & list 99 check (see Appendix 7 & Essex recruitment procedures link: ?)

### Frequently asked questions

**Q.** Who has overall duty of care for Adults Supporting Learning within my school?

**A.** The employer, in other words the Local Authority for Community and Voluntary Controlled Schools and the Governing Body for Voluntary Aided and Foundation schools. However, the tasks relating to health and safety e.g. ensuring the employers policy and procedures are implemented, is delegated to the Headteacher and onwards to the schools staff.

**Q.** Can an ASL take a school team to an external fixture?
A. This guidance is for any ASL working with young people on your school site. Separate and specifically adapted Induction and Competency checks should be completed before an ASL assumes responsibility for a group of pupils at a venue other than your school site. (See Appendices 2 & 3)

Q. I use a number of ASL/Volunteers and Paid Coaches in my school. Given their experience and relationship with the school, how long should levels of competency be assessed for:

EG 1; A Highly qualified football coach who has been working in my school for over 3 years?
A. Formal competency checks could take place very early on and over a short time period (e.g. within half a term). The induction checks must be rigorously completed before the coach could work ‘indirectly’, or under ‘distant’ supervision.

EG 2; A netball coach who has recently acquired their National Governing Body qualification but who hasn’t worked in my school or any neighbouring school before?
A. Direct supervision should be in place until this coach has completed the induction and formal competency checks. Formal checks should take place every month or half term allowing sufficient time for the coach to complete the ongoing induction process.

EG 3; A highly qualified cricket coach who has been working in a neighbouring school and has completed an induction and competency check with them?
A. Liaise with the neighbouring school to access a copy of their competency checks. However, it is strongly recommended that each school conducts its own competency checks. Full induction must be completed before this coach works ‘indirectly’ or at ‘distant’ supervision.

EG 4: A volunteer parent who wants to run our school football practices?
A. The volunteer should work under direct supervision of a teacher until they obtain the appropriate qualification, insurance, completes induction and competency checks.

EG 5: A self-employed coach is introduced to my school, can they be employed as an ASL?
A. Self-employed sports coach may be employed by a school if the Head Teacher has ensured that all the appropriate pre-employment checks have been undertaken (see link below) & the levels of supervision have been determined appropriately (see Appendix 7)
Core Principles in Young Peoples PE and School Sport

Outlined below are the core principles in young people’s PE and school sport. Teachers and ASL should work through these carefully explaining each point.

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<tr>
<th>Child Protection/ Safe Guarding Young People</th>
<th>Equality</th>
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<tr>
<td>It is incumbent upon all organisations employing adults working with young people to ensure policies are in place to safe guard all young people in their care.</td>
<td>All young people should be treated in an equitable and fair manner regardless of age, ability, gender, religion, social and ethnic background or political persuasion.</td>
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<tr>
<th>Importance of childhood</th>
<th>Importance of sports leaders</th>
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<td>The right to happiness within childhood must be recognised and enhanced at all levels of PE and school sport.</td>
<td>Sports leaders play a vital role in PE and school sport. The right of sports leaders to obtain a healthy sense of achievement and satisfaction through their involvement in a young person’s PE and school sport should be recognised.</td>
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<th>Needs of the child</th>
<th>Education and training</th>
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<td>All children’s PE and school sport experiences and contexts must be guided by a young person-centred approach.</td>
<td>Adults who take responsibility for young people in PE and school sport have a duty to ensure that they are competent to provide safe and rewarding experiences for those in their care through appropriate continuing professional development (CPD), which includes opportunities for training and education.</td>
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<th>Integrity</th>
<th>Benefit of PE and school sport for Young People</th>
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<td>Adults interacting with young people in PE and school sport should do so with integrity and respect for the young person.</td>
<td>Young people have much to gain from PE and school sport. Their natural sense of fun and spontaneity can blossom in positive PE and sporting environments. PE and school sport provide an excellent medium in which young people can learn new skills, become more confident and maximise their own unique potential.</td>
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<th>Fair Play</th>
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<td>All young people’s PE and school sport should be conducted in an atmosphere of fair play.</td>
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<th>Quality atmosphere and ethos</th>
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<td>A young person’s PE and school sport should be conducted in a safe, positive and encouraging atmosphere. A child-centred ethos will help to ensure that competition and specialisation are kept in their appropriate place.</td>
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<th>Area of induction</th>
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**Signatures: (to be signed once induction complete)**

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<th>Head teacher</th>
<th>ASL:</th>
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## Adults Supporting Learning—Competency Assessment Form

All ASL must be encouraged to develop the competencies listed below whilst working alongside the teacher, to determine the eventual level of supervision required.

<table>
<thead>
<tr>
<th>Name of ASL:</th>
<th>Area(s) of Activities delivered:</th>
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### Area of Assessment:

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<tr>
<th>Quality of relationships</th>
<th>Date</th>
<th>Ass</th>
<th>Comment/Evidence:</th>
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<td>Do they show value, care and respect to all young people?</td>
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<td>Are they an appropriate role model?</td>
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<td>Do they seek to promote the ethos of the school?</td>
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<td>Work well with the school staff?</td>
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<th>Knowledge of the young people – Do they identify and respond to individual</th>
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<th>Ass</th>
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<th>Young person management &amp; organisation</th>
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<td>Do they outline the aims of the session to young people?</td>
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<td>Do they ensure that instructions are understood?</td>
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<td>Do they match young persons’ confidence, strength and ability in pair &amp; group tasks?</td>
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<td>Do they have effective strategies for control &amp; motivation of young people?</td>
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<td>Do they apply school procedures &amp; routines – e.g. Child protection, emergency action, handling equipment, risk assessment etc?</td>
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</table>
4 Knowledge of the activities & demonstrations
- Do they understand how and where their work fulfils or complements the relevant national curriculum programme of study or the wider curriculum?
- Do they demonstrate the appropriate level of expertise to enable learning to take place?
- Do they exhibit a range of learning and teaching strategies, e.g. appropriate demonstrations?
- Do they understand the overall needs of the age group with whom they are working?
- Do they use space safely & well, differentiated equipment, differentiated practice and effective progression?
- Do they know & apply rules of the activity?

5 Observation and analytical skills
- Do they provide a safe working & learning environment?
- Do they identify areas of development and strategies for improvement?

6 Screening/Induction
- Does the ASL meet the screening criteria, is documentation up to date & have the relevant policies & procedures been read?

Assessment statements (1-4):
1) Confident individual is competent to lead activity through indirect supervision.
2) Areas of development to be addressed, which if tackled would deem the individual competent to lead activity through indirect supervision in the future.
3) Significant areas of development to be addressed.
4) ASL deemed not appropriate to be used in this school */ partnership* delete as appropriate

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<th>Signed:</th>
<th>Head Teacher:</th>
<th>Date:</th>
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<th>External Assessor:</th>
<th>Date:</th>
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AIPE GUIDANCE ON THE EFFECTIVE USE OF COACHES WITHIN SCHOOLS.

Appendix 4

BEST PRACTICE GUIDANCE ON THE EFFECTIVE USE OF INDIVIDUAL AND AGENCY COACHES IN PHYSICAL EDUCATION AND SPORT (PES). (afPE 2012).

The Association for Physical Education (afPE) has produced the following concise guidance for head teachers and other leadership staff responsible for deploying visiting support staff within physical education and sport (PES). This guidance is available on the afPE website: www.afpe.org.uk and pages 66-69 in Safe Practice in Physical Education and Sport, 2012 (afPE/Coachwise Ltd).

“Support staff” is the term given to all adults without qualified teacher status (QTS) who contribute to the teaching of pupils in schools. This term includes regular staff on the school roll as well as visiting staff, whether occasional or regular contributors. In physical education and sport contexts such contributors are usually coaches employed directly or indirectly on short term arrangements.

Employers (local authorities or governors/trustees) have a legal duty under the requirements of section 3 of the Health and Safety at Work Act, 1974 to ensure that, so far as is reasonably practicable, others not in their employment (in this interpretation - the pupils) are not exposed to risks to their health and safety. One aspect of this duty is to ensure that the adults teaching the pupils are competent to fulfill the demands of the tasks to which they are deployed. The head teacher, as manager of the school, technically deploys all staff, whether on the school roll or visiting staff. As such the head teacher fulfills this duty under section 3 on behalf of the employer and carries responsibility for ensuring all adults teaching the pupils have the necessary skills to fulfill the demands of the tasks to which they are deployed. Jones v Manchester Corporation, 1958, reinforces this management responsibility.

Where an external agency is contracted to provide expertise for teaching some or all of the physical education and school sport (PES) programme the responsibility for ensuring such competence does not rest solely with the agency but is deemed to be a shared responsibility between the agency and the head teacher (on behalf of the employer) because the head teacher exercises “detailed control” on the work of the visiting coach as a temporary employer – “having control and responsibility for assigned staff” (Hawley v Luminair Leisure Ltd 2006).

Where the term “school” is used, this includes school partnerships, community learning partnerships and others working on behalf of the school. Where the term “lesson” is used this includes sessions delivered before school, during lunchtimes and after school.

Head teachers and other managers of coaching support staff are strongly advised to ensure……..

<table>
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<tr>
<th>1. Safe Recruitment by:</th>
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<tr>
<td>a. Arranging a face to face interview with each coach to confirm identity using original documents (passport, driving licence, recent service provider bill confirming current home address);</td>
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<tr>
<td>b. Verifying whether the coach is barred from working with children and checking CRB enhanced disclosure - see original and record number; decide if portability applies and is acceptable; check with original responsible authority and establish whether additional information is on the CRB form - if so, require a new certificate from the coach to access the additional information. If no response is received to enquiry or information is held a new disclosure certificate is essential.</td>
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<td>c. Checking qualifications – see originals; accept Level 2 award as normal baseline qualification for each activity the coach is expected to teach, diverting from this standard only if the coach is observed prior to acceptance and demonstrates exceptional coaching qualities and is working towards a Level 2 qualification; refer to the HLTA standards for your baseline (<a href="http://www.hlta.gov.uk">www.hlta.gov.uk</a>);</td>
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<tr>
<td>d. Checking training undertaken and experience of working with children and young people – e.g. child protection workshops;</td>
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<td>e. Exploring motivations to work with children and attitudes towards children and young people;</td>
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<td>f. Checking reference(s) - investigate any gaps in coaching employment, any conditional comments in the reference;</td>
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<td>g. Checking with relevant National Governing Body that coach is currently licensed to coach (qualification cannot be rescinded if NGB license to coach can be if any poor practice or abuse issues have arisen);</td>
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<td>h. Ensuring correct employment status and employment rights are known to the coach – provide written summary/include in contract as appropriate;</td>
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<tr>
<td>i. Ensuring coach is fully aware of insurance provision and what aspects s/he needs to provide for self (according to employment status) re:</td>
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</table>
i. Employers’ liability (Compulsory) – legal liability for injuries to employees (permanent/temporary/contracted for services) arising in course of employment,
ii. Public liability (Essential) – legal responsibility for “third party” claims against the activities of the individual/group and legal occupation of premises,
iii. Professional liability (Desirable) – legal cover against claims for breaches of professional duty by employees acting in the scope of their employment, e.g. giving poor professional advice,
iv. Hirers’ liability (Desirable) – covers individuals or agencies that hire premises against any liability for injury to others or damage to the property whilst using it,
v. Libel and slander insurance (Optional) – cover against claims for defamation, e.g. libellous material in publications,
vi. Personal injury - accidental bodily injury - or deliberate assault (Desirable) – arranged by the individual or the employer,
vii. Miscellaneous - a variety of types of insurance such as travel (Compulsory or Required) or motor insurance (Compulsory) (minimum of “third party”) – check personal
viii. exclusions and excesses individual carries;
j. Setting out a clearly defined role identifying any limits of responsibility, lines of supervision, management and communication, specialist expertise needed (e.g. children with individual special needs) and ensure they are appropriately qualified/experienced to undertake the role,
k. Determining an agreed period of probation and monitor coach’s performance and attitude closely during this period,
l. Checking that all of above have been addressed by the agency or by the school before a self-employed or agency appointed coach begins work,
m. Agreeing appropriate induction package that must be fulfilled:
2. Induction by:
a. The head teacher or their representative presenting the coach with a summary of relevant school policies and procedures, including: risk assessments, emergency evacuation, referral and incentives, behaviour management, first aid, child protection procedures and something about the ethos of the school – how they work with children and young people (such as looking for success in young people, rewarding achievement);
b. Identifying a member of staff to manage induction into school procedures who will:
   i. arrange meeting with SENCO and class teacher/s as appropriate for specific information about pupils;
   ii. monitor and assess competency of coaches through observations and discussions with pupils and other staff;
   iii. determine the coach’s role in contributing to the overall assessment of pupils;
3. Qualifications, experience and qualities necessary for coach to work alone by:
a. expecting a Level 2 award as the normal baseline qualification for each activity the coach is expected to teach. Diverting from this standard only if the coach is observed prior to acceptance, demonstrates exceptional coaching qualities and is working towards a Level 2 qualification;
b. Checking previous experience in working with small/large groups;
c. Checking behaviour management skills;
d. Checking;
   i. quality of relationships – the way the coach cares for and respects pupils, is an appropriate role model and promotes the ethos of school;
   ii. developing knowledge of the pupils – their levels of confidence, ability, individual needs, medical needs and behaviour;
   iii. pupil management – how they match pupils’ confidence, strength and ability in pair and group tasks, maximise participation, have strategies for effective pupil control and motivation, apply the school’s standard procedures and routines – e.g. child protection, emergency action, jewellery, handling and carrying of equipment;
   iv. knowledge of the activities - appropriate level of expertise to enable learning to take place in the activity/ies being delivered, use of suitable space for the group, differentiated equipment, differentiated practice, evident progression and application of rules;
   v. observation and analytical skills - providing a safe working and learning environment, ability to identify faults and establish strategies for improvement;
4. Day to day management of coach by:
a. Checking that the coach has received a summary of school and subject procedures and understands what is required; (including clear guidelines in relation to handover of responsibility at the start and end of lessons/sessions)
b. Ensuring the coach receives relevant information on pupils/groups - e.g. illness, family bereavement, behaviour issues;
c. Monitoring promptness;
d. Establishing regular review and evaluation of coach’s work;
e. Determining who assesses pupils’ work;
f. Ensuring the coach is supported, valued and is accepted as a member of staff;
g. Monitoring dialogue and relationship between class teacher and coach;

5. Monitoring Quality and Effectiveness by:
   a. Ensuring direct monitoring of coach for agreed period - use criteria set out in 3 above;
   b. Setting up continual indirect monitoring to ensure pupils make progress and enjoy lessons/sessions;
   c. Ensuring that pupils are engaged in consistent high quality learning, using challenging and stimulating activities that support them to achieve their potential, not just activities that keep them “busy, happy and good”.

6. Identification and provision of continuing professional development by:
   a. Evaluating the coach’s abilities against HLTA standards;
   b. Arranging attendance on aFPE/sports coach UK ASL induction course;
   c. Agreeing essential qualifications and desirable qualifications – plan and provide for personal development programme beyond NGB coach qualifications to enable coach to proceed from emerging to established and advanced rating;

7. Dealing with inadequate performance by the coach by:
   a. Proactively monitoring the coach’s work as set out in 5 above;
   b. Where performance is inadequate and poses a health and safety risk to the pupils or has the potential to impact on their welfare intervene immediately, where performance is technically inadequate then review situation with coach after the lesson;
   c. Agreeing and provide supportive continuing professional development to improve inadequate aspects of performance;
   d. Monitoring for improvement;
   e. Where little or no improvement occurs then terminate short term contract or initiate competency procedures if longer term contract;
   f. Where necessary terminate longer term contract where competence does not improve.

www.afpe.org.uk
The employment and deployment of coaches can help you maximise the Primary PE and Sport Premium

How the employment and deployment of coaches can help you maximise 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
- Training children and young people in physical activity
- Increasing healthier pupils who are more engaged across the whole curriculum.

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

- To improve the quality of existing PE teaching through continuing professional learning in PE for all staff, so that all pupils enjoy 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 specialization 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 the achievements of all pupils.

The poster will provide you with the information you need to:

- Identify the strengths and weaknesses of your school's PE and sport provision.
- Develop a plan to address any weaknesses and to ensure that the benefits of PE and sport are fully realised.

What is sports coaching?

The outcomes of good or high-quality sports coaching:

- Improved physical skills in children through increased opportunities in school and the wider community.
- Better physical, technical, tactical and mental understanding of a range of sports.
- Developing children's 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

There are different roles for coaching. However it is recognised that some teachers will have expertise in some sports. In PE and school sport, some teachers will be able to achieve 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.bfclty.org.uk). 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 nuance for competition

Wider school outcomes
- To your workforce
- Positive role models
- Adults other than teachers supporting learning
- To your pupils (where appropriate)
- Life skills development
- Sports leadership skills
- Aidng their transition from primary to secondary

The Physical Education Curriculum

The curriculum is designed to ensure the child makes significant progress and achievement in all areas of school curriculum, i.e. it involves that teachers are up-skill 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.

PFA 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 and PFA time by using PFA funding and the PE and Sport Premium.

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

- Coaches should have a sound understanding of what safe practice is in PE and school sports.
- Therefore coaches can develop pupils' understanding of being safe and feeling safe in physical activity.

The coach has been through an appropriate induction process by the school, is thoroughly prepared and comfortable.

Schools who adopt the correct and methodical approach to the delivery of PE, and have a well-structured and input-rich approach to the curriculum, are more likely to achieve higher standards and a greater level of success.

Schools that have a system in place to regularly monitor and evaluate the quality and effectiveness of PE teaching, are more likely to achieve higher standards and a greater level of success.

The School Sports Premium (SSP) is a strand of the PFA funding, which is available to all schools. It is intended to provide support for schools to improve the quality of PE and school sport and to deliver the national strategy for PE and school sport through the following:

- To develop pupils' performance in all sports, thus improving future productivity and health.
- To ensure that every pupil is physically active for at least 60 minutes per day.
- To increase the number of pupils who are highly active.
- To increase the number of pupils who take part in competitive sports.
- To increase the number of pupils who succeed in personal as well as competitive sports.
- To increase the number of pupils who participate in community and leisure sport.
- To improve the physical literacy of all pupils.
- To improve the skills of all pupils.
- To improve the health of all pupils.
- To improve the well-being of all pupils.
- To improve the performance of all pupils.
- To improve the quality of all pupils.
- To improve the confidence of all pupils.
- To improve the competence of all pupils.
- To improve the knowledge of all pupils.
- To improve the understanding of all pupils.
- To improve the attitudes of all pupils.
- To improve the values of all pupils.
- To improve the behaviour of all pupils.
- To improve the self-esteem of all pupils.
- To improve the motivation of all pupils.
- To improve the resilience of all pupils.
- To improve the leadership of all pupils.
- To improve the communication of all pupils.
- To improve the organisation of all pupils.
- To improve the planning of all pupils.
- To improve the teaching of all pupils.
- To improve the learning of all pupils.
- To improve the assessment of all pupils.
- To improve the feedback of all pupils.
- To improve the marking of all pupils.
- To improve the organisation of all pupils.
- To improve the planning of all pupils.
- To improve the teaching of all pupils.
- To improve the learning of all pupils.
- To improve the assessment of all pupils.
- To improve the feedback of all pupils.
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- To improve the organisation of all pupils.
- To improve the planning of all pupils.
- To improve the teaching of all pupils.
- To improve the learning of all pupils.
- To improve the assessment of all pupils.
- To improve the feedback of all pupils.
- To improve the marking of all pupils.
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- To improve the organisation of all pupils.
- To improve the planning of all pupils.
The employment and deployment of coaches

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

START

- Consider the roles of coaches in supporting students and the school.
- Develop your coaching principles and values.
- Identify any additional support needs.
- Agree on a coaching strategy.
- Set clear goals and performance indicators.
- Ensure coaches are suitably qualified and experienced.
- Develop a coaching infrastructure.
- Consider the implementation of a coaching strategy.
- Implement the coaching strategy.
- Monitor and evaluate the coaching strategy.
- Adjust the coaching strategy as needed.

Signposting

- See Minimum Standards infrastructure guidelines on the website.
- Contact the Sports Council for advice on implementing and deploying coaching strategies.
- Connect with the CPC commissioner on the implementation and deployment of coaching strategies.
- See the sports coach UK Coaching Standards for guidance.
- Consider the Sports Council for guidance on the implementation and deployment of coaching strategies.
- Contact the Sports Council for advice on the implementation and deployment of coaching strategies.
- Engage with the Sports Council for advice on the implementation and deployment of coaching strategies.
- Review the sports coach UK Coaching Standards for guidance.
- Consider the Sports Council for advice on the implementation and deployment of coaching strategies.
- Connect with the CPC commissioner on the implementation and deployment of coaching strategies.

Acknowledgements

This Employment and Deployment of Coaches framework has been developed by:
- Youth Sport Trust (YST)
- Association for Physical Education (APE)
- County Sports Partnership Network (CSPN)
- Sport England (O3)
- Sports Coach UK (SCUK)
- CSPE network

This flowchart has been designed to help you explore your use of coaches and decide which steps, if any, you need to take to maximise their impact or potential impact on your pupils.
**Screening Guidance for Adults Supporting Learning**

For most up to date information on DBS consult Essex CC Human Resources &/or [www.DBS.gov.uk](http://www.DBS.gov.uk)

<table>
<thead>
<tr>
<th>Type of worker</th>
<th>Voluntary worker</th>
<th>Paid worker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insurance classification</td>
<td>Assistant or helper e.g. parent</td>
<td>Service provider e.g. qualified coach</td>
</tr>
<tr>
<td>Insurance cover</td>
<td>Local Authority insurance by agreement</td>
<td>To be determined by employer. Could include: Public liability insurance - Five million pounds indemnity &amp; Personal Accident Insurance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Full membership to sports coach UK provides appropriate levels of insurance for qualified coaches. The cover includes Coach’s Liability Insurance with a £5 million indemnity and a Personal Accident Insurance. Full membership is £73 per annum &amp; student £64 per annum– As of Jan 2007. Tel 0113 290 7612.</td>
</tr>
<tr>
<td>Type of DBS check</td>
<td>Volunteers are at no charge however applications must be made through a registered body that usually make an additional administration charge.</td>
<td>Enhanced Disclosure if progressing to work with indirect supervision Consult Essex Human Resources for up to date fee structure.</td>
</tr>
</tbody>
</table>
The Essex Recruitment Policy should be referred to for any employment issues:
http://esi.essexcc.gov.uk/vip8/si/esi/content/binaries/documents/Recruitment_procedure_UPDATE_(2).doc

Detailed guidance notes ‘Applying for a Disclosure’ can be obtained from:
Disclosure Service, DBS PO Box 110, Liverpool, L3 6ZZ Telephone: 0870 9090844, www.disclosure.gov.uk

<table>
<thead>
<tr>
<th>Minimum First Aid Qualification to be determined by the employer:</th>
<th>Useful contact details:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>British Red Cross, 0207 235 5454</td>
</tr>
<tr>
<td></td>
<td>St John’s Ambulance, 0207 235 5231</td>
</tr>
<tr>
<td></td>
<td>Royal Lifesaving Society, 01789 773994</td>
</tr>
<tr>
<td></td>
<td>Sports Coach UK, 0113 274 4802</td>
</tr>
</tbody>
</table>

NB: - Costings may increase over time so regular checks are required. Names of providers are only examples; other providers may also offer competitive services