

The deployment of individual and agency coaches in Physical Education, school sport and physical activity.

The following guidance is for schools as they plan to engage and deploy visiting support staff within physical education and sport (PESSPA).

This document is aimed at:

- a) Governors (with responsibility for PESSPA)
- b) Head teachers
- c) Subject Leaders
- d) National Governing Bodies
- e) Coaches
- f) Coach Managers/Deployers

This guidance is based upon the recommendations of The Association for Physical Education (www.afpe.org.uk) and *Safe Practice in Physical Education School Sport and Physical Activity, 2016* (afPE/Coachwise Ltd).

Key Definitions

‘Support staff’ is the term given to all adults, other than trainee teachers, 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), as the school authority, 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 fulfil 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.

Where the term **‘school’** is used, this includes school sport partnerships, community learning partnerships and others working on behalf of the school.

Where the term **‘lesson’** is used this includes sessions organised by the school for the pupils and delivered before school, during lunchtimes and after school, whether on or off-site.

The school procedures for engaging support staff, such as coaches, should address three essential questions:

- **Is it legal** to engage this person? This will be determined by the requirements of a broad range of legislation that sets out whether particular individuals are prohibited from working with children and young people. The relevant **vetting** and background checks need to be completed carefully.
- **Is it safe** to employ this person? **Safe recruitment** procedures include checking and confirmation of disclosure certification, qualifications and authenticity of identity, and a relevant governing body of sport coach licence (where relevant).
- **Is it effective** to engage this person? This will be determined by the expertise the person brings to the school, how their expertise may **add** to the professional learning of the school staff, how the quality of student learning experiences will be improved, and whether the PESSPA programme will be beneficially broadened.

The Non-Delegable Duty of Care

The head teacher carries responsibility for ensuring all adults teaching the pupils have the necessary skills to fulfil the demands of the tasks to which they are deployed. The school authority (local authority, governors, trust) will always maintain the responsibility for pupils where a duty is provided through a third party such as an individual coach or a coaching agency. The agency or individual coach provides their service on behalf of the school authority and **the responsibility for the care of the pupils cannot be delegated**. This means that the school has a responsibility to check that whoever performs the duty does so without fault.

This principle of holding the school authority always responsible for the duty of care of the pupils applies only where school provides some aspect of education or where it opts to offer or promote particular experiences. This could be in lessons or out of lessons, on-site or off-site and be led by school staff or others. Where the school has no direct involvement in the promotion, organisation or delivery of an event, thus having no control over those who take part, then the agency has the responsibility for those taking part. This could for example apply to an external letting of school facilities.

In undertaking a **competence assessment**, it is good practice for class teachers to directly supervise during the initial phase of support staff teaching. Direct supervision involves support staff working alongside a class teacher in order that the teacher can intervene at any time, as necessary. At a later stage, distant supervision of support staff might be appropriate, according to their competence and the level of responsibility assigned. This would allow support staff to work at some distance from a class teacher, possibly out of sight, in a different facility or even off site. However, frequent monitoring by the teacher would be part of good management. (*Where Physical Education and sport premium funding for primary schools is being used to employ support staff in curriculum time, the support staff should always teach alongside the class teacher to satisfy the criteria of this funding.*)

Effective assessment of competence to teach PESSPA establishes that a member of staff:

- understands the importance of considering forethought in their planning
- can teach the relevant techniques, tactics or compositional skills safely, accurately and at a level that is appropriate to the ability, confidence and previous experience of the students involved
- provides appropriate progressive practices to enable and support student improvement
- effectively applies the safety issues relevant to the specific activity
- has a secure knowledge of, and can appropriately apply, the rules if the activity is a sport
- knows the abilities, confidence and particular needs of the students
- has well-developed observational and analytical skills to ensure that what is going on is safe, and amend or stop anything that is deemed unsafe
- has effective class control.

Assessing the Competence of support staff to deliver Physical Education, School Sport and Physical Activity

Head teachers and other managers of coaching support staff are strongly advised to ensure the following:

1. Safe Recruitment by:

- Arranging a face to face interview
- Making the decision whether the coach is engaged in regulated activity and so requires a DBS. If the coach is to work alone with students, enhanced disclosure certification is necessary. If the coach will be supervised at all times by a member of staff who holds enhanced disclosure, the coach does not need disclosure.
- Checking qualifications – see original certificates; accept a Level 2 award as the normal baseline qualification for each activity the coach is expected to teach. Further guidance on the minimum qualifications of coaches deployed in schools is available [here](#).
- Checking the coaches Professional Learning & experience of working with pupils. (eg attendance at safeguarding and concussion awareness and management workshops)
- Exploring the coach's motivations
- Checking original reference/s
- Providing appropriate service level agreement - Provide a written summary and include in contract as appropriate. Schools' must share their insurance provision and what aspects he/she needs to provide for him/herself (according to employment status) re:
 - employers' liability (compulsory by law) –
 - public liability (essential but not compulsory through law) – to meet the responsibility for 'third party' claims against the activities of the individual/group and legal occupation of premises
 - professional liability (desirable) – legal cover against claims for breaches of professional duty
 - by employees acting in the scope of their employment (eg giving poor professional advice)
 - hirers' liability (desirable) – covers individuals or agencies that hire premises against any liability for injury to others or damage to the property while using it

- libel and slander insurance (optional) – cover against claims for defamation (eg libellous material in publications)
 - personal injury – accidental bodily injury – or deliberate assault (desirable)
 - miscellaneous – a variety of types of insurance such as travel (compulsory or required for best practice) or motor insurance (compulsory – minimum of ‘third party’) – check personal exclusions and excesses individual carries.
- Identifying line management process
 - Agreeing period of probation
 - Checking compliance

2. **Induction By**

- Sharing School Policies including risk assessments, emergency evacuation, referral and incentives, behaviour management, first aid, managing suspected concussion, safeguarding procedures and something about the ethos of the school – how staff work with children and young people (such as looking for success in young people, rewarding achievement).
- Allocation of lead staff for induction

3. **Qualifications, experience and qualities necessary for a coach to work alone by**

- Expecting a Level 2 award in the activity being delivered
- Ensuring evidence of effective behaviour management of large groups (Common Inspection framework – 2015)
- Checking by observation/Ofsted the quality learning & teaching

4. **Day to day management of the coach by**

- Establishing a mentoring programme

5. **Monitoring quality and effectiveness by**

- Establishing & agreeing a mentoring process

6. **Identification and provision of professional learning by**

- Identifying & agreeing a Professional Learning programme to support the monitoring outcomes

7. **Dealing with inadequate performance by the coach by**

- Proactively monitoring the coach’s work, as set out in 5 above.
 - Intervene immediately if a coach’s performance is inadequate and poses a health and safety risk to the students or has the potential to impact on their welfare.
 - Review the situation with the coach after any lesson in which their performance is technically inadequate.

- Agree and provide supportive continuing professional development to improve inadequate aspects of performance.
- Monitor for improvement.
- Terminate a short-term contract if little or no improvement occurs, or initiate competency procedures if a longer-term contract exists.
- Terminate a longer-term contract where competence does not improve.

The Primary PE and Sport Premium?

The **physical education and sport premium funding** for primary schools in England ([Please click here for more information](#)) has enabled many primary schools to engage the support of coaches and physical education apprentices to enhance their PESSPA offer where a need has been identified.

In line with national partners (AfPE, sports coach UK, Sport England, Youth Sport Trust, the County Sport Partnership Network, Ofsted and UK Active), it must be stressed that **coaches should not be used to replace or displace teachers in curriculum time.**

Vision

All pupils leaving 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.

To ensure sustainability and effective use of this investment, it is important that coaches are only deployed to deliver against indicators of improvement identified from the following:

- the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
- the profile of PE and sport being 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.

The use of coaches has been identified as one of the possible uses for the Primary PE and Sport Premium. It is important to benchmark any deployment of coaches against the intended outcomes and indicators of improvement and to prompt future steps. There is a very effective self-review template designed by the principal stakeholders to address concerns raised in recent Ofsted and Department for Education reports. ([Please click here for more information](#))

Further guidance about the deployment of external providers and sports coaches can be found by referring to [The Coaching in Primary Schools Toolkit](#), developed by sports coach UK