

Title of Job: Sports Coach

Section: Schools  
Scale: 5

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### JOB DESCRIPTION

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PERSON REPORTS TO: Head teacher / Deputy Heads and Strategic Leaders

STAFF SUPERVISED: None

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PURPOSE OF JOB: To provide sports lessons for whole classes and support the school in attending sporting events out of school hours and providing afterschool sports activities for groups of pupils

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### EQUAL OPPORTUNITIES:

The Council has a strong commitment to achieving equality of opportunity in both services to the community and the employment of people and expects all employees to understand and promote its policies in their work.

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### DUTIES AND RESPONSIBILITIES

1. To undertake the following duties with minimal supervision, demonstrating a thorough knowledge of the work areas and a degree of independence of action and initiative.
2. To lead on the planning and delivery of sports lessons, based on the national requirements within PE, to whole classes with the support of another adult present.
3. To assist in monitoring and recording the progress of individual pupils in accordance with school procedures and reporting to the class teacher.
4. To give oral and written feedback to pupils on their attainment in order to promote further progress.
5. To assist the teacher in setting appropriate learning and behaviour expectations of pupils and supporting pupils appropriately to achieve these.
6. To provide extended sports activities for groups of pupils (breakfast and after school)
7. To attend sporting events with groups of pupils in school times and out of school time as required.
8. To liaise with outside agencies in relation to sporting events.
9. To liaise with the PE co-ordinator in relation to resources for effective PE lessons.

10. To liaise with the deputy head and PE co-ordinator in relation to timetables for PE lessons.
11. To work alongside other adults, including teachers, trainee teachers and other support staff.
12. To attend training sessions relevant to the post
13. To support the school in promoting sports and links with secondary schools and sporting organisations
14. To be flexible with working hours in order to support out of hours learning (including holiday periods).
15. To take part in in-service training, relevant performance management arrangements and other meetings as directed in normal contracted working hours; to be conversant with school policies and procedures.
16. To maintain confidentiality at all times with regard to all aspects within the school.
17. Other appropriate duties relevant to the purpose of the post and within the grading and competency of the postholder, as reasonably required by the teacher/Headteacher

## Person Specification for the post of Sports Coach

These are the criteria upon which the selection process will be based. At each stage of the process the merits of each applicant will be assessed to determine how far the criteria have been matched. These stages are:-

A) Short listing by the selection panel.

B) Interview by selection panel.

	<u>Factor</u>		<u>Requirement</u>
1.	Education, Training and	1.	Competent English and Mathematics
	Qualification:		skills assessed through a standard test.
		2.	Relevant Sports Degree
		3.	Coaching qualifications in multiple sports
2.	Experience:	1 .	Experience of working in a primary school or with children including parental experience.
		2.	Able to demonstrate experience of dealing sympathetically and constructively with children
3.	Knowledge and Understanding:	1.	Demonstrate an understanding of the place of the school in educating primary pupils and in promoting the spiritual, moral, social and cultural development of pupils from a multicultural community.
		2.	Demonstrate an understanding of the role of the teacher and their own role in relation to teachers, other support staff, and pupils.
	Point 4, 5 and 6 under Knowledge and Understanding are only required if recruiting to a qualified position	3.	Demonstrate knowledge and basic understanding of literacy and Numeracy.
		4.	Demonstrate ability to use knowledge and understanding to support pupils and to assess their progress in PE

		5.	Demonstrate awareness of how pupils learn and the factors that affect their progress.
		6.	Demonstrate an understanding of the different approaches needed to support the learning of various groups of pupils, including bilingual English learners and pupils with special educational needs.
4.	Commitment to and understanding	1.	The Equal Opportunities practice of: throughout the school including the Authority's policy of inclusive education
		2.	The promotion of community involvement in the school in order to raise achievement.