



## **Sports Coach**

### **JOB DESCRIPTION**

#### **Role Purpose:**

The purpose of this role is to promote healthy lifestyles and raise self-esteem through the delivery of high quality PE lessons and sport activities.

#### **Key Accountabilities:**

Reporting to the PE Lead, this post holder will be accountable for

#### Support for Teaching and Learning

- To plan and prepare structured PE lessons appropriate to the pupil's age and ability in order to cover PPA and any other cover that is required.
- To ensure that the activity within each session offers progressive development towards defined goals, including those related to the national curriculum requirements.
- To organise and deliver afterschool, and lunch time physical activity in order to increase the quality of School Sport available.
- To organise and deliver festivals and inter school competitions in a range of sports and activities for all pupils at the academy.
- To be a positive role model, creating a fun environment in which to motivate and encourage young people to participate in sport or physical activity.
- Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate.
- Establish constructive relationships with pupils and interact with them according to individual needs.
- Understand and support independent learning and inclusion of all pupils as required.
- To carry out administrative duties as necessary e.g. maintain accurate attendance registers, carry out risk assessments and to ensure the security of yourself and others.
- To be responsible for the care and collection of sports equipment.
- To collect all Ofsted related school sport data and work with key staff to ensure that this data is available and up to date at all times.
- To deliver high quality Physical Education lessons across the school, differentiating and adapting learning programmes to suit the needs of all pupils
- To cover lessons in absence of a class teacher.
- To liaise with staff from other academies, schools & outside agencies when required.
- To help organise and participate in educational visits for pupils to enrich the curriculum

#### Culture

- Responsible for the Health and Safety, security and welfare of self and colleagues in accordance with E-ACT's policies and procedures, reporting all concerns to an appropriate person.
- Responsible for working in accordance with E-ACT's policy relating to the promotion of Equality, Diversity and Inclusivity

Undertake any other duties appropriate to the grade of the post as requested by your Line Manager

E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.



## PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

**This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.**

## OUR VALUES

Thinking Big	<ul style="list-style-type: none"><li>• Show energy, enthusiasm and passion for what you do</li><li>• Demand the highest quality in all that you do, and in the work of your team</li><li>• Willing to champion new ideas and think beyond the status quo</li><li>• Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better</li><li>• Be open to new ideas and change where it will have a positive impact on the organisation</li><li>• Show a willingness to embrace different ideas and ways of thinking to improve E-ACT</li><li>• Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work</li><li>• Commitment to self-development, and developing your wider Team</li><li>• Ability to self-reflect on yourself, your performance, and to think about how this could be improved further</li><li>• Ability to encourage ideas from others in order to improve the organisation and build your team's confidence</li></ul>
Doing the Right Thing	<ul style="list-style-type: none"><li>• Have integrity and honesty in all that you do</li><li>• Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work</li><li>• Take responsibility and ownership for your area of work</li><li>• Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils</li></ul>



	<ul style="list-style-type: none"><li>• Be transparent and open</li><li>• Be resilient and trustworthy</li><li>• Stand firm and stay true to our mission</li></ul>
Showing Team Spirit	<ul style="list-style-type: none"><li>• Understand how you can have a greater impact as a team than you can as an individual</li><li>• Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission</li><li>• Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level</li><li>• Recognise and celebrate the success and achievements, no matter how small, of your colleagues</li><li>• Be generous with sharing your knowledge to help to develop others</li><li>• Understand and be willing to receive suggestions and input on your area of work from others</li><li>• Support your colleagues, even when this means staying a little later, or re-prioritising some of your work</li><li>• Be aware of other peoples' needs and show an ability to offer genuine support</li><li>• Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams</li></ul>



## KNOWLEDGE, EXPERIENCE & SKILLS

**Requirement**

**E** – Essential

**D** – Desirable

**Assessed at**

**A** – Application Stage

**I** – Interview Stage

**P** – During the probationary period

		<b>E</b>	<b>D</b>	<b>A</b>	<b>I</b>	<b>P</b>
<b>Organisational Fit</b>	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
<b>Knowledge</b>	TA3 qualification or relevant experience	X		X	X	X
	GCSE Maths and English minimum grade 4 or equivalent	X		X	X	X
	Knowledge and understanding of how children learn and how to motivate them	X		X	X	X
	Knowledge of strategies for spelling, reading and number skills	X		X	X	X
	Knowledge of strategies to develop learning	X		X	X	X
	Knowledge of and compliance with policies and procedures relevant to child protection, health and safety.	X		X	X	X
	Knowledge of the issues related to working with children who reside in areas of high socio-economic deprivation	X		X	X	X
<b>Experience</b>	Relevant educational experience supporting a child/children in a primary school setting	X		X	X	X
	Experience of working with children who have a wide variety of educational needs	X		X	X	X
	Experience of updating assessments and Individual Education Programmes	X		X	X	X
	Experience of liaising with the SENCO and outside agencies	X		X	X	X
	Relevant educational experience supporting a children in a primary school setting	X		X	X	X
<b>Skills</b>	Ability to work with an individual child or with a group	X		X	X	X
	Demonstrable expertise in your specialist area	X		X	X	X
	Ability to work closely with parents	X		X	X	X
	Ability to model acceptable behaviours and encourage good social skills	X		X	X	X
	Ability to extend children's thinking skills	X		X	X	X

