A checklist to assist when working with sports coaches

Prior to working with children

Name of Coach

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| The Coach | Yes/Evidence/Date | No/Evidence/Date |
| Arrange a face-to-face interview with each coach to confirm they are at least 18 years of age. |  |  |
| Confirm identity using original document (passport, driving licence, recent utility bill with home address) |  |  |
| Check the DBS |  |  |
| Agree a period of induction with lesson observations to check for competency |  |  |
| Check Qualifications – see originals. A minimum of a Level 2 in the area of PE they are delivering |  |  |
| Check coach is fully aware of what, if any, insurance provision is made by the school and what the coach needs to provide. |  |  |
| Set out a clearly defined role, identifying any limits of responsibility, lines of supervision, management and communication |  |  |
| Go through relevant school policies – PE Policy, Behaviour, Safe guarding |  |  |
| Inform coach of children with SEND |  |  |
| Inform coach of school rewards system – house points, Dojo’s |  |  |
| Go through fire drill and evacuation procedure. Info them of assembly point and registration of the group they are working with |  |  |
| Show the coach toilets and staffroom |  |  |

Checklist for period of induction through lesson observations

Headteacher/ SLT

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| The Teacher | Yes/Evidence/Date | No/Evidence/Date |
| The lesson is well planned with clear learning outcomes.  Understands the importance of applying 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 of the activity if a sport |  |  |
| Knows or is able to quickly judge 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 |  |  |

Checklist for class teacher when working with a coach

Class Teacher has duty of care at all times for their students

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| The Teacher | Yes/Evidence/Date | No/Evidence/Date |
| Check the coach has received a summary of school and subject procedures and understands what is required of them |  |  |
| Ensure the coach receives relevant information on students/ groups (e.g., SEND, medical conditions, illness, family bereavement, behaviour issues, students recovering from injury) |  |  |
| Explain what they are to teach and where the lesson fits into the sequence of lessons |  |  |
| Go through the prior learning the children have had in this area of PE and the year group expectations |  |  |
| Determine who will assess the students |  |  |
| Ensure the coach is supported and valued, and accepted as a member of staff |  |  |
| Monitor the dialogue, language used and relationship between students and coach |  |  |
| After each lesson discuss the teaching and learning. Assess the children’s progress and plan for next lesson together to ensure all children make progress and lessons are adapted to meet the needs of the children. |  |  |