

Information Pack

for Adults Other Than Teachers
*Incorporating handouts from the
Physical Education Awareness Course*



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Heather Douglas (scUK)

Sue Wilkinson (BAALPE)

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Nicky Fuller

Bobbie Trafford (scUK)

Dave Renshaw (Sport England)

Elaine Burgess

Steve Mothersill

Geoff Edmondson (BAALPE)

Tony Pannell (BAALPE)

Peter Whitlam (BAALPE)

Simon Fairhall

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Coachwise Solutions

Coachwise Ltd

Chelsea Close

Off Amberley Road

Armley

Leeds LS12 4HP

Tel: 0113-231 1310

Fax: 0113-231 9606

E-mail: enquiries@coachwisesolutions.co.uk

Website: www.coachwisesolutions.co.uk

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Introduction

Welcome to this Information Pack

Developed for Adults Other Than Teachers (AOTTs) assisting in the delivery of physical education and school sport, this information pack contains the essential information you need to take with you when attending the *Physical Education Awareness Course* (see below for further details).

You are recommended to keep the information pack in a file. By adding evidence of your professional development, it can become a portfolio of your school-based experience and will be particularly useful if you start to assist in another school.

Examples of suitable evidence include:

- Curriculum Vitae (CV)
- details of coaching qualifications
- references
- course attendance certificates
- first aid certificate
- evaluation forms.

Don't worry if you don't have anything to add to your information pack just yet. Everyone has to start somewhere and you will find that you quickly accumulate evidence to expand your portfolio.

This information pack is just one of three elements of the AOTTs support package available. The other two are outlined below:

Physical Education Awareness Course

This course should be available through your local education authority (LEA). Designed to give AOTTs an insight into physical education, it introduces the National Curriculum and key issues in physical education, and signposts to further development opportunities.

For further information, contact sports coach UK (scUK)¹, BAALPE², PEA UK³ or your LEA.

School Induction Pack for Teachers and Adults Other Than Teachers

Developed in consultation with practising teachers from around the country, this pack provides guidance for all schools on working with coaches, parents and adult assistants in physical education and school sport. Topics covered include:

- screening of AOTTs
- duty of care
- child protection
- recommended induction procedures
- planning and preparation
- monitoring and evaluation
- development opportunities.

A selection of pages from the *School Induction Pack for Teachers and Adults Other Than Teachers* is provided on pages 21 to 28 of this pack.

1 Telephone 0113-274 4802 or visit www.sportscoachuk.org

2 Telephone 01905-855584 or visit www.baalpe.org

3 Telephone 0118-378 6240 or visit www.pea.uk.com

Why become an AOTT?

Getting involved in the delivery of physical education and school sport offers numerous opportunities, both for you and the school(s) in which you work. The school environment provides a unique chance to work with children from a variety of ages, abilities and backgrounds. Even if you don't have experience or qualifications, with the correct guidance, you could make a positive contribution to their development.

AOTTs are no longer perceived as *just another pair of hands*, but as invaluable assistants to the teachers they work with. Depending on your experience and qualifications, your role could vary from observing to assisting and even, eventually, to planning and leading a session. The scope of your role is up to you and the teacher(s) responsible for you, and should be developed over time.

As an AOTT, you will face new challenges and develop new skills, all of which will contribute to your own personal development. In addition, the school(s) in which you work may be able to provide other professional development opportunities (eg coaching courses via the *Coaching for Teachers* programme).

How do you become an AOTT?

There are two types of AOTTs:

Stage One AOTT No recognised coaching qualifications; should never be left unsupervised with a group of young people.

Stage Two AOTT School-based experience and a recognised coaching qualification.

There are a number of ways to get involved as an AOTT. If you are a parent, the simplest way is to contact the subject leader at the school(s) you wish to assist. If you are a coach, you may need to speak to the local education authority or sports development unit responsible for the school you wish to assist.

The school will usually carry out an induction with you during which you will be asked about your qualifications and experience. This will help to determine your initial role within sessions. You will also be asked for information that will enable a police check to be carried out. This is a standard procedure that applies to all school staff. During the induction, you will also be given important information about the school. This will help you to support the teacher(s) with whom you will work more effectively.

Coaching for Teachers

Funded by the Department for Education and Skills (DfES) and coordinated by scUK, this programme provides teachers with access to national governing body coaching qualifications. As an AOTT, you are eligible to attend Coaching for Teachers courses when nominated by your host school and can also therefore take advantage of great professional development opportunities.

For further information, contact scUK on 0113-274 4802.

Glossary of terms

AOTTs	Adults Other Than Teachers	People who do not hold a recognised teaching qualification but who are involved in the delivery of physical education and school sport
BAALPE	British Association of Advisers and Lecturers in Physical Education	An organisation that supports the work of teachers and advisers in physical education
CSLA	Community Sports Leader Award	Leadership award for students from Key Stage 4 and above
CPD	Continuing Professional Development	Training and personal development opportunities for adults working in schools
DCMS	Department of Culture, Media and Sport	The government department responsible for sport
DfES	Department for Education and Skills	The government department responsible for education
Differentiation		A teaching strategy which facilitates inclusion
ITT	Initial Teacher Training	The period of school- and university-based training received by students
Inclusion		Overcoming potential barriers to learning and assessment for individuals and groups
JSLA	Junior Sports Leader Award	Leadership award for Key Stage 4 students
KS	Key Stage	One of the four stages of the National Curriculum (eg KS 2)
LEA	Local Education Authority	The unit of local government responsible for education
NGB	National Governing Body	An organisation responsible for a particular sport (eg Lawn Tennis Association)
OSL	Out of School Hours Learning	School-based work completed in addition to the statutory requirements of the National Curriculum (replaces extra-curricular)

Glossary of terms (continued)

PEA UK	Physical Education Association of the United Kingdom	An organisation that supports the delivery of physical education in the UK
STEPS	Space Task Equipment People Safety	A simple approach to modifying an activity
TOPS		A mainly primary-focused programme which provides resources and training in physical education for teachers
TTA	Teacher Training Agency	The organisation responsible for the training of teachers
scUK	sports coach UK	Formerly the National Coaching Foundation; supports the development of coaching across the UK
YST	Youth Sport Trust	An organisation dedicated to the development of sporting opportunities for young people aged 3–19

National Curriculum and Key Stages

Breadth of Study – Key Stages 1 and 2

Minimum coverage of contexts, activities, areas of study, and range of experiences required:

- Key Stage 1 – dance activities, games activities and gymnastic activities. (Swimming can be taught at Key Stage 1. If all requirements in the programme of study are met, then there is no need to deliver it in Key Stage 2.)
- Key Stage 2 – dance, games and gymnastics plus two from swimming and water safety activities, athletics or outdoor adventurous activities (OAA).
- The use of information and communication technology at Key Stages 1 and 2 is not necessary.

Breadth of Study – Key Stage 3

Minimum coverage of contexts, activities, areas of study, and range of experiences required:

- Four activity areas including games. One of dance and gymnastic activities plus two others from athletics, OAA, swimming and water safety, dance and gymnastics.
- It is statutory to consider the use of information and communication technology.

Breadth of Study – Key Stage 4

Minimum coverage of contexts, activities, areas of study, and range of experiences required:

- Two activity areas – schools must offer games to those pupils who want it.
- Pupils follow the National Curriculum – therefore anyone doing GCSE games must receive a non-game activity in core lessons.
- It is statutory to consider the use of information and communication technology.

From Physical Education Awareness Course Tutor Pack

Statutory Physical Education School Curriculum				
Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4	Post 16
<p>Three areas of activity</p> <p>Three compulsory:</p> <ul style="list-style-type: none"> • Games activities • Dance activities • Gymnastics activities 	<p>Five areas of activity</p> <p>Three compulsory:</p> <ul style="list-style-type: none"> • Games activities • Dance activities • Gymnastics activities <p>Plus two optional from:</p> <ul style="list-style-type: none"> • Swimming activities and water safety* • Athletics activities • Outdoor and Adventurous Activities <p>* Swimming must be chosen unless full KS2 requirements are taught at KS1</p>	<p>Four areas of activity</p> <p>One compulsory:</p> <ul style="list-style-type: none"> • Games activities <p>Plus three optional from (at least one of which must be dance or gymnastic activities):</p> <ul style="list-style-type: none"> • Dance • Gymnastic activities • Athletics activities • Outdoor and Adventurous Activities • Swimming activities and water safety 	<p>Two areas of activity</p> <p>Two optional from:</p> <ul style="list-style-type: none"> • Games activities • Dance • Gymnastic activities • Athletics activities • Outdoor and Adventurous Activities • Swimming activities and water safety <p>Options GCSE</p>	<p>Non-compulsory</p> <p>Recreation at the discretion of the school</p> <p>Options A Level</p>

Reproduced from *Statutory PE School Curriculum* © Gillian Harrison October (1999)

Guide to Stages, Year Groups and Ages

Stage of Schooling	Year Group	Age of Pupils
Foundation	Pre-school	4
	Reception	5
Key Stage 1	Year 1	6
	Year 2	7
Key Stage 2	Year 3	8
	Year 4	9
	Year 5	10
	Year 6	11
Key Stage 3	Year 7	12
	Year 8	13
	Year 9	14
Key Stage 4	Year 10	15
	Year 11	16
Post 16	Year 12	17
	Year 13	18

Linking the Four Key Aspects

The revised programmes of study for physical education have been constructed around four key aspects. These key aspects describe the knowledge, skills and understanding that must be taught.

The four aspects of physical education in which pupils make progress within and across key stages are:

- acquiring and developing skills
- selecting and applying skill, tactics and compositional ideas
- evaluating and improving
- knowledge and understanding of fitness and health.

The four aspects should be seen as:

- connecting
- interrelating
- impacting upon each other.

They provide the platform for teaching, assessing and reporting.

Connecting the four aspects using the example of a handstand as part of a routine would be as follows:

- Acquiring and developing skills
Learn to do a handstand
- Selecting and applying skill, tactics and compositional ideas
When to perform a handstand and how to move in and out of it
- Evaluating and improving
Consider the other aspects
- Knowledge and understanding of fitness and health
Developing the necessary upper body strength

Inclusion

Examples of Differentiation

Equipment – balls

- Lighter balls travel slower and provide more time
- Larger balls are easier to see, track, catch or hit
- Softer balls travel more slowly on the floor.

Space/Targets

Changes can be made to:

- size and distance.

Activities

Rolling

Using:

- under arm and over arm
- right and left hand.

From:

- sitting, kneeling, standing
- one or two strides
- a run-up.

Kicking

Using:

- right and left foot
- run and kick, turn and kick
- inside and outside of foot
- a ball appropriate to strength and skill needed for activity.

Striking

From:

- the ground, a tee, the air
- the left/right from a feed, (self or partner), rolled, bounced, thrown in the air.

You should use a:

- bat
 - stick
 - racket
- appropriate to strength, size and skill.

Summary of Mosston's Teaching Styles

These range along a continuum from styles of teaching where the teacher makes all the decisions through to the learner making the decisions and the teacher acting as a consultant.

- Directed:** Teacher relays all information, explanations, instructions etc.
Advantages – it is advantageous in situations where safety is paramount.
Disadvantages – usually there is only one appropriate way of responding and there is a strong element of right or wrong.
- Practice:** After initial input by teacher and/or demonstration, pupils are given opportunities to practise the skills/activities.
Advantages – the pupils can decide on the pace of their work and the teacher is able to give individual feedback.
Disadvantages – some of the class may be ready to move on before others. Also children may only do a task once and then stop.
- Reciprocal:** Pupil teaches (an)other pupil(s). Tasks are set in pairs or small groups where one person observes and gives feedback to the performer(s). Clear criteria must be set by the teacher.
Advantages – there is immediate feedback for the performer and the pupil's role as the teacher can help to increase understanding of the task set. Good for social interaction.
Disadvantages – too much talk and not enough action.
- Self-check:** Pupils are given specific criteria to check their own work. This is an extension of *practice*.
Advantages – pupils are evaluating their performances as they work and can plan ways to improve.
Disadvantages – they are unable to see their own performance and may make inaccurate assessments of their own work.
- Inclusion:** Differentiated tasks set within a group according to ability, experience etc.
Advantages – everyone is working to their own ability/experience level.
Disadvantages – pupils may make inappropriate choices and choose tasks that do not match their ability.

Continued...

From Physical Education Awareness Course Tutor Pack

Guided Discovery: Teacher provides a sequence of tasks and questions which guide pupils towards discovering answers for themselves.

Advantages – through finding out answers for themselves, pupils' understanding is more likely.

Disadvantages – time-consuming.

Problem-solving: Open-ended tasks that allow for a variety of responses (brainstorming). The learner is encouraged to discover new solutions.

Advantages – differentiation is catered. There are no right or wrong answers.

Disadvantages – progression can be limited and no new skills learned.

Learner's Design: Pupils negotiate their own programme within a specific subject area.

Advantages – more pupil control of learning is enabled.

Disadvantages – high degree of motivation and self-discipline required.

Self-teaching: Pupils both decide on the subject matter and design their own programme. Pupils both ask and answer their own questions.

Advantages – pupils have total control of learning and teacher becomes a consultant.

Disadvantages – high degree of pupil motivation, self-discipline and knowledge of subject area are required.

Some considerations about the selection of appropriate teaching styles:

Young children (0–7 years) – enjoy exploring skills. They are still in their simplest forms and cannot be linked to other skills. During their explorations, they gradually gain more control. Therefore, they benefit most from indirect forms of teaching that promote exploration and discovery.

Junior through to secondary – skill combinations become possible. Teaching can be direct or indirect and emphasis can be placed on the application of the skill.

Top secondary to adult – where advanced skills can be learned by concentrating on refinement, accuracy, precision and economy of movement. More individualised programmes are appropriate here.

© Sue Jones, Department of Exercise and Sports Science,
Manchester Metropolitan University

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Importance of Small-sided Games in Physical Education

Why Mini-sport?

- Mini-sport offers all young people, irrespective of their abilities, an exciting and challenging opportunity to get involved in sport.
- By using the modified version of the game, young people's core playing skills, social skills and overall physical and psychological development are greatly enhanced.
- It develops greater self-confidence.
- It can form the basis for lifelong participation in sport.

The Key Issues

Mini-sport:

- focuses the needs of the young person
- reflects educational thinking
- emphasises fun not competition
- means winning is kept in perspective
- offers an opportunity for young people to play with friends
- adapts the adult game to suit young people (eg rules, equipment, numbers)
- activities are promoted for both boys and girls.

The mini-sport approach can be incorporated into any junior club coaching session or teaching session by doing the following:

- Scale down the play area
- Use adapted equipment
- Be flexible with rules
- Use shorter playing periods
- Rotate players through various playing positions
- Select teams on the basis of skill level or body size
- Reduce team numbers
- Ensure safety of all participants.

Taken from the Sports Council for Northern Ireland's *Junior Club Development Pack*.

Session Format

Stockport Education Division

Key Stage 1

Warm-up

Free play

Teaching input

Pupil practice

Whole class activity

Cool-down

20 minutes minimum

Quality activity

Key Stage 2

Warm-up

Small-sided activity

Skill practice

Small-sided activity

Cool-down

30 minutes minimum

Quality activity

Session Format Sandwell MBC

Sessions may vary from 30 minutes to 1 hour 15 minutes. The following are examples of session formats:

Option One

Introduction – warm-up (preparing the body for activity, appropriate to session content)	5 mins
Development of activity:	15 mins
<ul style="list-style-type: none"> • Skill development • Individual • Pairs • In small groups 	
Development of game activity – small-sided game	15 mins
Cool-down	5 mins

Option Two

Introduction – warm-up	5 mins
Games in small groups (stop when faults are observed)	10 mins
Practice skills to find solution by:	10 mins
<ul style="list-style-type: none"> • problem-solving • guided discovery • direct instruction. 	
Play conditioned game	10 mins
Cool-down	5 mins

Sample Session Plan

Date of session		Venue	
Time	Duration	Number of young people	
Name of group			
Equipment needed:			
Teaching outcomes • • •		Learning outcomes • • •	
			Time
Warm-up/introduction			
Main content			
Cool-down/summary			
Evaluation of session			
Injuries/incidents		Feedback/action to be taken	

Safe and Sound

This handout contains extracts from sports coach UK's Safe and Sound leaflet and is reproduced with the kind permission of the copyright holder.

Sport can have a very powerful and positive influence on people – especially young people. Not only can it provide opportunities for enjoyment and achievement; it can also develop valuable qualities such as self-esteem, leadership and teamwork. These positive effects can only take place if sport is in the right hands – in the hands of those who place the welfare of all young people first and adopt practices that support, protect and empower them.

The reality is that abuse does take place in sport and in some cases coaches have been convicted. However, much positive work is in progress to ensure coaches create a safer sports environment for all young people. sports coach UK's Safe and Sound leaflet will help you review your coaching practice and ensure you adopt sound procedures that protect the welfare of young people, and you against any false allegations.

The leaflet is also relevant to those who work with disabled adults. Although all adults and children, regardless of impairment, may be vulnerable at certain times of their lives, disabled people are sometimes even more vulnerable and therefore their risk of abuse is higher.

Do you know what good coaching practice means?

Good coaching practice means:

- always putting the welfare of each performer first – before winning or achieving goals
- treating all young/disabled performers equally, and with respect and dignity
- building balanced relationships based on mutual trust which empower performers to share in the decision-making process
- taking action to prevent intimate and sexual relationships developing with performers
- making sport fun and enjoyable, and promoting fair play
- keeping up to date with your coaching knowledge, skills, qualifications and insurance
- getting to know your performers and their parents/carers
- being an excellent role model – this includes not drinking alcohol or smoking in the company of young people
- giving enthusiastic and constructive feedback rather than negative criticism
- recognising the developmental needs and capacity of your performers (eg avoiding excessive training and competition, not pushing them against their will).

Continued...

From Physical Education Awareness Course Tutor Pack

Produced by experts in the field, including sports coach UK and the NSPCC, the *Safe and Sound* leaflet outlines the legal and moral responsibilities of all those who work in sport with young children. Subjects covered include:

- what signs might register concern
- what to do if a child is distressed by another person's behaviour
- what to do if you are concerned about someone's behaviour
- how you can protect yourself
- how to obtain further advice and training.

A complete version of the leaflet is provided in the *School Induction Pack for Teachers and Adults Other Than Teachers* while copies of the leaflet itself can be purchased from:

Coachwise 1st4sport

Coachwise Ltd

Chelsea Close

Off Amberley Road

Armley

Leeds

LS12 4HP

Tel: 0113-201 5555

Fax: 0113-231 9606

E-mail: enquiries@1st4sport.com

Website: www.1st4sport.com

Code of Conduct for Volunteers

(Reproduced with the kind permission of Sandwell LEA)

- 1 Be well prepared. Plan your coaching session(s) beforehand and include a warm-up and cool-down.
- 2 Arrive at the school well in advance of your session and allow sufficient time to clear away.
- 3 Ensure that young people have been collected/handed over to the nominated adult.
- 4 Be smart in appearance/appropriate clothing for activity.
- 5 Be positive with the children, be familiar with, and encourage good discipline within a group.
- 6 Learn the children's names, but do not use nicknames.
- 7 Take responsibility for the children's behaviour.
- 8 Do not play sport with the children. Be careful with demonstrations (eg shooting at goal).
- 9 Be responsible for the equipment.
- 10 Use only recognised practices.
- 11 Set high standards for yourself and the children or parents.
- 12 Show respect to other AOTTs, officials and teachers at all times.
- 13 If you encounter any problems with children or parents, refer them to teaching staff immediately.
- 14 If you are unsure of anything, ask the teaching staff.
- 15 Opponents and officials should be shown respect.
- 16 Accept responsibility for your own conduct and that of your performers (players).
- 17 Regularly seek ways of increasing your personal and professional development.
- 18 Pay attention to detail in all aspects of the job. Adhere to the school timetable and codes of behaviour.

Notes

- Be sure that your qualifications are appropriate and up to date.
- Arrange your personal and public liability and personal effects insurance (minimum £5 million Public Liability Insurance).
- Plan your programme to meet the needs of the school and the children.
- Agree monitoring procedures.

NB *The LEA Off Site Guidelines* contain comprehensive advice on the use of minibuses and coaches for transport to off-site activities and the situation in which use of school staff or volunteer transport is appropriate.

It is essential that you check with the school on this guidance if you are likely to be involved in this type of activity.

Code of Conduct for Sports Coaches

Coaches play a crucial role in the development of any sport and in the lives of the athletes they coach. Good coaches ensure that individuals in sport have positive experiences and are therefore more likely to continue in their sport and achieve their potential.

Coaching, as an emerging profession, must demonstrate at all levels a high degree of honesty, integrity and competence. The need for coaches to understand and act on their responsibilities is of critical importance to sport, as is the need to protect the key concept of participation for fun and enjoyment as well as achievement. This is implicit within good coaching practice and promotes a professional image of the good practitioner. This code of conduct defines all that is best in good coaching practice.

Good coaching practice needs to reflect the following key principles:

- **Rights**
Coaches must respect and champion the rights of every individual to participate in sport.
- **Relationships**
Coaches must develop a relationship with athletes (and others) based on openness, honesty, mutual trust and respect.
- **Responsibilities – personal standards**
Coaches must demonstrate proper personal behaviour and conduct at all times.
- **Responsibilities – professional standards**
To maximise benefits and minimise the risks to athletes, coaches must attain a high level of competence through qualifications and a commitment to ongoing training that ensures safe and correct practice.

This handout contains extracts from sports coach UK's *Code of Conduct for Sports Coaches* and is reproduced with the kind permission of the copyright holder. A complete version of the Code is provided in the *School Induction Pack for Teachers and Adults Other Than Teachers* while copies of the Code itself can be purchased from:

Coachwise 1st4sport

Coachwise Ltd

Chelsea Close

Off Amberley Road

Armley

Leeds

LS12 4HP

Tel: 0113-201 5555

Fax: 0113-231 9606

E-mail: enquiries@1st4sport.com

Website: www.1st4sport.com

School Induction Pack

**for Teachers and
Adults Other Than Teachers**
A framework for development

This section contains a selection of pages from the *School Induction Pack for Teachers and Adults Other Than Teachers*. This resource provides a framework for teachers to use when working in schools. The following pages have been selected as examples of the kind of information that is included in the resource.



Guidelines for good practice

Core principles in children's PE and school sport¹

Outlined below are the core principles in children's PE and school sport. Teachers and AOTTs should work through these carefully explaining each point.

Importance of childhood

The right to happiness within childhood must be recognised and enhanced at all levels of PE and school sport.

Needs of the child

All children's PE and school sport experiences and contexts must be guided by a child-centred approach.

Integrity

Adults interacting with children in PE and school sport should do so with integrity and respect for the child.

Fair play

All children's PE and school sport should be conducted in an atmosphere of fair play.

Quality atmosphere and ethos

Children'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.

Equality

All children should be treated in an equitable and fair manner regardless of age, ability, gender, religion, social and ethnic background or political persuasion.

Importance of sports leaders

Sports leaders play a vital role in PE and school sport. Without them, children's PE and school sport could not flourish. The right of sports leaders to obtain a healthy sense of achievement and satisfaction through their involvement in children's PE and school sport should be recognised.

Continuing professional development

Adults who take responsibility for children 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).

Benefit of PE and school sport for children

Children have a lot to gain from PE and school sport. Their natural sense of fun and spontaneity can blossom in positive PE and sporting environments, which promote progress in a child-centred way. PE and school sport provide an excellent medium in which children can learn new skills, become more confident and maximise their own unique potential.

Please photocopy for each AOTT involved. Both the AOTT and the school will keep a copy.

¹ Adapted from *Code of Ethics and Good Practice for Children's Sport in Ireland (2000)* by the Irish Sports Council and Sports Council for Northern Ireland.

Guidelines for good practice

Duty of care

- Employers (LEAs, governors or trustees) are legally responsible for all aspects of health and safety. Schools benefiting from the contributions of AOTTs must ensure that they follow their employer's policy on the use of AOTTs.
- Teachers are always ultimately responsible for all aspects of pupil health, safety and learning. However, every adult has a duty to ensure the welfare, health and safety of the young people with whom they work.
- It is your responsibility to work with, and manage, AOTTs to ensure that they work in a safe, effective manner, which totally assists the work of your school.
- AOTTs should initially work directly alongside a designated teacher(s). They should only work at distance from the teacher when they are able to demonstrate an appropriate level of expertise, knowledge of safety issues and a positive attitude towards pupils.
- All out-of-school-hours activities must be carried out under the overall responsibility of a teacher.
- You must assume that Stage One AOTTs have no experience or expertise in PE or school sport and should ensure that they always work directly alongside a designated teacher(s) during lessons, out-of-school-hours activities and educational visits. It may not be necessary to obtain disclosure certification for Stage One AOTTs if they will never be left alone with pupils. Check with your employer what level of disclosure, if any, is required.
- Stage Two AOTTs should initially work alongside a designated teacher(s). They may be allowed to work at distance from teachers providing:
 - a thorough risk assessment has been carried out
 - an enhanced level disclosure certificate has been obtained
 - their level of expertise, attitude towards pupils, and application of the school's standards and policies are appropriate
 - a teaching programme has been agreed
 - arrangements have been made to visit them regularly to monitor their work.

Note: In certain circumstances, it may be decided that a Stage Two AOTT needs to work alongside a designated teacher, even if he/she fulfils the above criteria.

▶ Further details on recommended standards and competences relating to AOTTs can be found on the BAALPE website (www.baalpe.org).

Declaration

I agree to work within the requirements of the Children Act 1989¹ and to always ensure that the AOTT is working under the direction of a teacher.

Signature of subject leader _____ Date _____

I agree to work within the requirements of the Children Act 1989 and to always work under the direction of a teacher.

Signature of AOTT _____ Date _____

Please photocopy for each AOTT involved. Both the AOTT and the school will keep a copy.

¹ Please contact your employer for more information on the Children Act and other related legislation and guidance.

Guidelines for good practice

Child protection – ensuring safe teaching practice

PE and school sport can have a very powerful influence on young people. The welfare of all young people should be fully understood and should guide how we work with and develop them.

Some of the AOTTs who enter your school may have had some child protection awareness training from one of a number of training providers, including scUK, NSPCC, Sport England or their national governing body. However, it cannot be assumed that all people are aware of the issues surrounding child protection.

The guidance provided in Appendices 7 and 8 will help to ensure a baseline of awareness:

- **Safe and Sound (1999)**

scUK, Childline, Sport England, NSPCC

(See Appendix 7 for further details)

- **Code of Conduct for Sports Coaches (2001)**

scUK

(See Appendix 8 for further details)

Please ensure that AOTTs are given the opportunity to read, adopt and abide by the philosophies and advice that these appendices provide.

Declaration

I have read *Safe and Sound* (see Appendix 7).

Signature of AOTT _____ Date _____

I have read and adopted the principles within the *Code of Conduct for Sports Coaches* (see Appendix 8).

Signature of AOTT _____ Date _____

▶▶ For further details on training opportunities in child protection awareness, please see *Section 5: Moving on* later in the pack.

Please photocopy for each AOTT involved. Both the AOTT and the school will keep a copy.

Disclosure certification

Disclosure certification is one of a number of recommended pre-employment checks to assess adults' suitability to work with children. It is intended to contribute to an effective recruitment monitoring process for employers and voluntary organisations.

Anyone appointed to work with young people, whether in a paid or voluntary capacity, may be asked by the employer to provide a *disclosure certificate*. This is a document containing information held by the police and relevant government departments, and is available from the Criminal Records Bureau (CRB).

The employer (LEA/governors/trustees) will determine whether a certificate is needed and, if so, at what level. Schools are advised to check with their employer if they are unsure whether an AOTT needs to provide disclosure certification.

AOTTs are responsible for applying for their own disclosure certificates. This can be done by:

- phoning the CRB on 0870-90 90 844 and providing the details requested. The CRB inputs the details into the application form, prints it off and sends it to the applicant for signing and submission to a registered body (usually the employer)

or

- completing an application form provided by the employer.

AOTTs should submit their completed form to whoever originally requested it (eg school), along with any necessary originals of identity documents. The employer will countersign the form.

Note: Head teachers of LEA schools cannot countersign on behalf of an LEA.

If an individual has a number of jobs with different employers for which disclosure certification is required, he/she may ask a new employer to accept sight of their first disclosure certificate rather than applying for another one. Whether or not the employer will accept this will depend on:

- the level of certification
- how long ago it was awarded
- the nature of the position for which it was issued.

The information contained in disclosure certificates is confidential and is not passed on to schools by the employer. Schools will simply be informed whether or not any of the information indicates that the applicant may be unsuitable to work with children.

A criminal record does not automatically make someone unsuitable to work with young people. Suitability for employment should be judged in relation to:

- all pre-employment checks
- the nature of any offences
- the nature of the appointment
- the age of the offence¹
- frequency of the offence
- circumstances of the offence
- changes in the applicant's circumstances.

Certification will usually be logged by employers before destroying the disclosure certificate. All certificates must be destroyed after six months and employers must justify the need to retain certificates beyond this time.

¹ Older offences may be less relevant than recent ones, but convictions for serious violence and sexual and substance abuse would continue to cause concern regardless of when the offences took place.

Induction checklist

Area of induction	Has seen	AOTT retained copy	Signature of AOTT (if applicable)	Date
Core principles in children's sport				
Duty of care				
Child protection – Safe and sound				
Code of conduct for sports coaches				
Welcome to the school				
Meeting the staff				
School staff handbook				
Policies				
School aims				
School rules				
Discipline and sanctions				
Behaviour				
Dress (AOTT and pupil)				
Language and vocabulary (AOTT and pupil)				
Equal opportunities				
Fair play				
Procedures				
Health and safety policy				
Emergency contact details				
Accident and emergency procedures				
Supervision				
Disciplinary procedures and notice claims				
Payment arrangements (if applicable)				
Screening				
Self-declaration form/police check				
NGB qualification validity				
Personal insurance cover				
Child protection training				
Agreement to NGB/scUK code of conduct				
Up-to-date first aid qualifications				

Please photocopy for each AOTT involved. Both the AOTT and the school will keep a copy.

Sample delivery log

Date		Time		Venue	
Teacher in attendance					
Number of young people		School year	1	2	3
Title of session/activity			4	5	6
Learning outcomes					
My involvement:					

Sample feedback and evaluation forms

AOTTs feedback

Read each statement and circle **one** letter opposite each statement.

- Key:** **A** Agree strongly
B Agree
C Neutral
D Disagree
E Disagree strongly

Add further statements to the list if required.

	Statements	Circle one letter	Comments/changes required
1	My role as a coach/helper has been clearly explained to me.	A B C D E	_____
2	The sessions are well organised.	A B C D E	_____
3	Sufficient equipment and resources are supplied.	A B C D E	_____
4	The facilities are suitable and in good order.	A B C D E	_____
5	I am valued for the job I do.	A B C D E	_____
6	I am working as part of a team.	A B C D E	_____
7	The teacher is open to suggestions/comments.	A B C D E	_____
8	I have been offered CPD opportunities to further my qualifications.	A B C D E	_____
9	I have been advised on child protection issues and where to get further information.	A B C D E	_____
10	The young people really enjoy the sessions.	A B C D E	_____
11	I have learned a lot from my involvement in this process.	A B C D E	_____
12	I would be delighted to continue working in this school.	A B C D E	_____
13	_____	A B C D E	_____
14	_____	A B C D E	_____

Sample feedback and evaluation forms

Evaluation of sessions

This form can be used to provide feedback to AOTTs after assisting or leading the delivery of a session. This information can be stored in a development portfolio and, over time, can be used to document progression and development.

Name of evaluator _____ Name of AOTT _____

Date of evaluation _____ Type of session _____

What went well?	What could have gone better?	Changes required