



USING EXTERNAL COACHES IN PHYSICAL EDUCATION AND SCHOOL SPORT

(Based on LCC Health and Safety Document – Produced December 2020)

To be reviewed: every 2 years

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To go to: Buildings, Health and Safety Committee

Introduction

Lancashire County Council refers to the Association for Physical Education (afPE) Safe Practice 2020 document as detailed guidance on all matters relating to Safety in Physical Education.

This guidance document on using external coaches in PE and school sport is based on “afPE Safe Practice 2020” and UK Coaching’s “Coaching in Primary Schools Toolkit”

The Health and Safety responsibilities of the employer cannot be devolved to the headteacher or leadership team within a school or to an external coaching provider.

In carrying out the employment of external coaching providers it is essential that the headteacher and leadership team follow the employers (LCC) guidance below when using external coaches and coaching providers.

Qualifications

These are the following minimum operating standards that all coaches **must** meet, based on best practice guidance on the effective use of individual and agency coaches in PE.

A current National Governing Body (NGB) Level 2 coaching award is the normal baseline for **each** activity the coach is expected to teach. See **Further Guidance on Qualifications and Competence** below for further information when a Level 2 in the activity is not required for each activity.

A Level 2 qualification in the activity being delivered is recognised as the minimum expectation for any coach to be involved in either curricular or extra-curricular delivery. This qualification needs to be one that is suitable for teaching in an education setting. Some Level 2 awards are designed only for those working in community or leisure settings.

- All coaches must comply fully with the County Council’s requirements regarding safeguarding, DBS and Children’s Barred List checks.
- Appropriate and relevant insurance cover. Ensure the coach is fully aware of insurance provision and what aspects they need to provide for themselves, according to employment status.
- Safeguarding and protecting children qualification, or Lancashire Safeguarding Board Level 2 training

Detailed information when a Level 2 in the activity is or is not required for each activity – Primary Schools

Games activities in Primary Schools

A current National Governing Body (NGB) Level 2 coaching award is the normal baseline for each activity the coach is expected to teach. Diverting from this standard only if the coach has a Level 1 award and is working towards a Level 2 qualification where appropriate. See Appendix 1 for more detailed information and exceptions.

Gymnastic activities in Primary Schools

For a coach to deliver gymnastic activities within the curriculum they must have a British Gymnastics NGB Level 2 award.

NB - The Gymnastics Teacher Award (Intermediate Primary) and the Gymnastics Activity Instructor Award by British Gymnastics are **NOT** accepted as a suitable award for external coaches to be able to deliver curriculum gymnastics or an after-school club in a Lancashire primary school.

The Gymnastic Teacher Award is designed for staff employed directly by a school and the Gymnastics Activity Instructor Award is designed for community or leisure settings not Curriculum.

Dance activities in Primary Schools

Dance is a distinct area that offers unique learning opportunities within a primary school's curriculum. Coaches teaching dance need to be appropriately qualified or experienced within the styles of dance movements and techniques. (See **Appendix 2** for more detailed information)

CIMPISA Standards

The Chartered Institute for the Management of Sport and Physical Activity (CIMPISA) has developed standards for coaches working outside of the curriculum. However, it is still mandatory that a coach with this qualification also meets the school employer's guidelines.

The CIMPISA standards are only specific for working outside the curriculum. As the safety standards for a coach to work in either curricular or outside the curriculum are the same, the competence criteria required remains the same and so a coach must also meet these guidelines in terms of qualifications and not just rely on the CIMPISA award.

Competence

Any qualification including a Level 2 NGB award does not guarantee that a coach is competent to deliver PE and School Sport activities. Each coach needs to be considered individually by the school and any judgement to be made. (For further guidance see Table 2 in afPE Safe Practice Document 2020, page 21)

Supervision and management of coach

The **class teacher always maintains overall responsibility** for what is taught and the conduct, health and well-being of the students.

Coaches **must** work under the direction and supervision of a nominated teacher and the teacher should manage the work of the coach at all times. This may include working at a distance from the nominated teacher once the headteacher has made an assessment of the coach's competence to work remotely.

Good practice suggests that an appropriate agreed induction programme should be fulfilled.

The school should establish effective communication systems so that teachers and coaches understand their responsibilities and roles when teaching Physical Education. (For further guidance see Table 2 in afPE Safe Practice Document 2020, page 21)

Out of hours Activities

Out of hours activities run directly by school staff or on behalf of the school are the responsibility of the Headteacher and governing body. The ratios will determine through risk assessment and will need to consider the age, ability, constituency, and maturity of the group; the competence of the staff; and the facilities available.

External coaches working in out of hours should meet the minimum operating standards above and ensure the pupil/coach ratio for sessions is in accordance with their coaching award and their National Governing Body guidelines.

Coaches working in activities that do not have a recommended NGB should meet the standards above and as a general rule ratio should not exceed 1:20. It is also good practice to have **two** adults at any out of hours activity.

Where a school simply makes pupils aware of an opportunity to participate in a paid activity held on the school's site but independent of the school's responsibility then the external agency would have responsibility for the safety of those who opted to participate. It would be good practice for schools to use a Letting Contract which identifies the responsibilities of the Hirer and the School.

Appendix 1 – Information on qualifications for coaches delivering games at KS1 and KS2.

The UKCC Level 2 coaching qualification or equivalent, recommended by National Partners (YST, AfPE, UK Coaching), is the **minimum requirement** for coaches employed to work within the school environment. It is acknowledged, however, that other volunteers including Level 1 assistant coaches, and under-18s including young leaders, may support delivery. This must be under the **direct** supervision of a qualified teacher or Level 2 coach.

In addition to activity specific qualifications, afPE's good practice expectations is that coaches supporting curriculum time physical education should hold or be working towards a 1st4 Sport/afPE Level 2 or 3 qualification in supporting physical education and school sport.

NB – this qualification does NOT entitle the coach to teach the whole of the PE curriculum they still need the activity specific qualifications.

In the event of an incident, your insurance may not be valid if a coach lacks the appropriate qualification.

Qualifications to teach Games at KS1

A current National Governing Body (NGB) Level 2 coaching award is the normal baseline for **each** activity the coach is expected to teach.

The exception is where a coach holds a Level 2, 1st4 Sport Level 2 Multi Skills Development in Sport Award and will be teaching generic skills (FMS/Multi skills) to a basic level.

Qualifications to teach Games at KS2

A current National Governing Body (NGB) Level 2 coaching award is the normal baseline for **each** activity the coach is expected to teach. In KS2 PE children should develop sports specific games skills Therefore a Multi skills Level 2, 1st4 Sport Level 2 Multi Skills Development in Sport Award is **NOT recognised** for teaching specific games activities at Key Stage 2.

However, a coach that has a Level 2 in an invasion game (i.e. football or netball) and Level 2 Multi Skills can deliver any invasion game only in curriculum time, with a Level 2 Multi skills award.

The same applies for a coach who has a Level 2 in a net/wall (i.e. tennis) or striking and fielding sport (i.e. cricket) can teach any sport within that category only if they also have a Level 2 Multi Skills award.

Appendix 2

Dance activities

What you need to look for:

Dance artists and practitioners have different training, experience and qualifications. Their skills and experience are often accredited in one or more of the following ways:

- Degree in dance, or dance and another subject
- Vocational training at a dance school
- Certified courses for working in schools and other community settings
- Links with regional and national dance organisations
- Registration with an awarding body that offer graded examinations (in specific dance styles such as ballet, Tap, Stage Dance etc.) such as the Royal Academy of Dance, Imperial Society of Teachers of Dance, British Ballet Organisation
- Dance artists/practitioners should have a Disclosure and Barring Service certificate
- Their own public liability insurance up to £5million.

Selecting dance artists/practitioners:

You should ask a dance artist to send in their CV that includes the following information:

- Training and qualifications in dance
- Qualification in teaching dance
- Experience of working in schools
- Testimonials from schools
- School referees

If you are satisfied with the training, skills and experience evidenced in their CV invite them to teach a session. You might find the following check list a useful tool to assess their suitability to work with your pupils: Artists/practitioners who are the most effective in delivering high quality dance are those who:

- Believe in the value of dance and have a passion for sharing dance with children
- Understand and meet the different needs of participants of varied abilities, ages, backgrounds and stages of development
- Have a good understanding of dance in the school curriculum and the way in which dance can support learning across the curriculum
- Use a range of teaching and learning strategies to meet the pupils' individual learning needs and enable them to reach their potential
- Communicate all aspects of safe dance practice through their own practice
- Deliver appropriate and challenging dance activities safely and effectively
- Refresh their practice by taking part in continuing professional development
- Have knowledge of relevant legislation for working with children

Artists and practitioners with these attributes and skills are most likely to enable children to fulfill their potential in dance and be able to support the development of classroom teachers' knowledge and dance teaching skills.

For advice and guidance on any sport or activity not mentioned above please contact the Lancashire PE Team Advisors or Legal services.