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**Physical Education
and
Sport in Schools**

**GUIDANCE
FOR
HEADTEACHERS**

Physical Education and Sport in Schools

Guidance for the use personnel to cover Planning Preparation and Assessment (PPA) Time

This guidance aims to assist headteachers when employing staff to undertake specified work in relation to Physical Education.

What does the National Agreement say?

Support staff and other adults can take lessons providing the following conditions are met:

- **They deliver specified work** – The headteacher must be satisfied that the support staff member has the skills, expertise and experience required to carry out the specified work.
- **The class has an assigned teacher** – however the teacher does not have to be physically present at the time of the lesson.
- **It is within timetabled teaching time and is scheduled to take place during the school timetable.**

Who could I employ to take classes during Planning, Preparation and Assessment Time (PPA)?

- Qualified Teacher
- Teacher without Qualified Teacher Status
- Instructor/Coach
- Support Staff

Before employing/assigning a person to undertake specified work – what do I need to consider?

- What exactly do you want them to do?
- Has the person got the necessary skills, knowledge and expertise to undertake the specified work?
- How do you know?

How do I undertake a risk assessment?

In undertaking this task you will need to bear in mind that the person must be able to deliver the curriculum with no detriment to standards.

You will need to:-

- Undertake an observation of practice focusing on:
 - Health and Safety – *see attached*
 - Relationship with pupils
 - Management and organisation of pupils and the lesson(s)
 - Expertise, knowledge in relation to the activity
- Review Qualifications – qualifications can be wide and varied. Attached is a checklist which highlights the more common awards explaining their suitability to the task.
- Check if there has been a recent CRB check undertaken. If arrangements are put in place for an individual to cover a large group of children you need to have plans in place should that person be absent for any reason.

If I am satisfied what are the next steps?

- Agree the employment details – rate of pay hours worked, times employed.
- Agree specified work to be undertaken.
- Agree the job description.
- Agree an induction programme – this is considered good practice.
- Ensure arrangements are in place for professional development.
- Ensure arrangements are in place to monitor the delivery of the work.

The following is a list of qualifications that you may come across. It is not an exhaustive list.

Qualification	What does it tell me?	What could I expect/suitability to deliver the National Curriculum
FAW Teachers Certificate (only open to teachers or PGCE Students)	Candidates have demonstrated an awareness of football within the National Curriculum *have an understanding of planning, preparation and evaluation of the units of work undertaken *be able to deliver football based activities *provide further training and support mechanisms	The course does focus in part on the National Curriculum (NC) and basic activities and practices which would meet the requirements.
FAW Football Leaders	Candidates will have an understanding of basic coaching principles, be able to plan and organise well structured football session and organise mini football games. They will also have an understanding of basic rules.	The course has no focus on the NC but the coach would be able to deliver sessions to develop basic skills and small sided games. Differentiation maybe an issue.
FAW 'C' Licence	Candidates will have participated in practical coaching and theory modules based on teaching players skills and techniques in problem solving games and practises. Post course work and assessment is required.	The course is far more technical and will look at more complex skills, practices and tactics. The coach should be able to extend the more able but may find it more difficult to challenge the less able.
WNA Starting Out Award	Very basic course covering organisation and basic skill practices and encompasses Dragon Netball.	The course has no focus on the NC but the coach would be able to deliver sessions to develop basic skills and small sided games. Differentiation maybe an issue.
WNA Level 1 Award	Holder of the qualification would be eligible to coach school and club teams. Content covered would include: Planning a session & Fitness for netball More advanced practices for movement, passing, shooting, attack and defence. Game plans and tactics.	The course is more technical and will look at more complex skills, practices and tactics. The coach should be able to extend the more able but may find it more difficult to challenge the less able.
WRU Tag Community Leaders Award	For coaches who work with under 7 – under 12. They will work on basic skills and ball handling, small sided games and tag rugby in curriculum time.	Pupils of primary school age should only be reaching the modified game of tag rugby in curriculum time.
WRV Level 1	Coaches must be 18 years old at least and must have 2 years playing/coaching experience.	These coaches' skills and knowledge should be greater and will be more technical. Ensure that they have had experience of working with younger age groups and are fully aware of the principles of tag rugby and mini rugby.
WHU Hockey Leaders	Planning, delivering and evaluating sessions. Basic moving, passing, receiving, defending and small sided games.	The course has no focus on the NC but the coach would be able to deliver sessions to develop basic skills and small sided games. Differentiation maybe an issue.
WHU Youth Coach	Building up to an 11 a-side game. More advanced skills in carrying, passing, receiving and goal scoring. Attacking and defending principles and tactics.	The course is more technical and will look at more complex skills, practices and tactics. The coach should be able to extend the more able but may find it more difficult to challenge the less able.
Welsh Gymnastics Club Coach	Group organisation and control, physical preparation and safety. Warm up/cool down, floor skills, vault skills, basic bench work and basic strength and flexibility exercises.	The course is designed for club gymnastics and looking at individual gymnastic disciplines. Coaches may find it difficult to deliver the national curriculum/educational gymnastics.
ASA – Level 2 Teaching Swimming	This qualification is the first qualification where a coach can deliver unsupervised. This coach should be able to: <ul style="list-style-type: none"> • Deliver to a group of 12 maximum. • Any pupils from a beginner to pre competition development. • Mentor and supervise Level 1/Helper 	This qualification is the first where a swimming instructor could be unsupervised and will deliver according to the ASA levels of development.

It is advisable (good practice) when employing adults other than teachers that they carry out a formal induction and the school take responsibility for their CPD and monitoring of their delivery.

Glossary of Terms

FAW	Football Association of Wales
WNA	Welsh Netball Association
WRU	Welsh Rugby Union
WHU	Welsh Hockey Union
ASA	Amateur Swimming Association
BAALPE	British Association of Advisors and Lecturers in Physical Education
SCW	Sports Council for Wales

SAFE PRACTICE IN PHYSICAL EDUCATION

Appropriate Challenge < Physical Education > Acceptable Risk

PEOPLE

TEACHERS delivering physical education need to:

- understand their obligations relating to their duty of care
- be suitably experienced and competent to teach the physical activity being offered
- use regular and approved practice
- be aware of any child/pupil at risk
- ensure acceptable pupil behaviour at all times (refer to school behaviour policy for guidance)
- clarify the role of and monitor the work of other school staff, contracted workers and volunteers

PUPILS engaged in physical education should be:

- given opportunities to think about safe practice in relation to themselves and peers
- guided to develop their knowledge and understanding relating to responsible participation and progress
- sufficiently skilled and confident in the tasks set
- appropriately supervised when undertaking a leadership role

CONTEXT

PHYSICAL EDUCATION FACILITIES should provide:

- hazard free playing surfaces
- sufficient space allocated to the activities

and be subject to:

- a regular and systematic maintenance programme
- appropriate usage

PROCEDURES should involve:

- safety rules and regulations clearly understood by both pupils and staff
- attendance and assessment records consistently maintained
- all accidents being comprehensively logged and reported to the appropriate body where required
- communication with parents about school policies and practice

PHYSICAL EDUCATION EQUIPMENT should be:

- inspected annually
- regularly maintained
- regularly monitored for wear and tear
- checked before use
- used appropriately and stored safely
- disposed of when condemned

ORGANISATION

PREPARATION requires:

- comprehensive schemes of work in place, differentiated to meet the needs of all pupils
- safety policy and guidelines (available in the school)
- up to date risk assessment (available in the school)

TEACHING STYLE AND CLASS ORGANISATION should ensure that:

- pupil capability is matched to task
- the methodology is appropriate to safety demands inherent within the activity
- pupils are always appropriately prepared and confident through progressive practices.