

**TRINITY ACADEMY SOWERBY BRIDGE**

**JOB DESCRIPTION**

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| **Post Title:** | **Sports Coach** |
| **Salary:** | Scale 3, Points 5-6 |
| **Core Purpose:** |
| * To plan, deliver and monitor a coordinated programme of high quality, professional coaching that is progressive and reflective of the needs of children, and supports the aim of increasing participation in PE and school sport by all children at the academy.
* To complement the professional work of teachers by providing subject specific support to enhance the development, education and achievement of students in PE
* To plan, prepare and deliver schemes of work and coaching programmes in accordance with the academy policy.
* To liaise with all relevant staff to support students’ progress and overall development.
* To organise and run inter-school and intra-school sporting competitions for students.
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| **Reporting to:** |  |
| **Main Responsibilities**  |
| **1.** | To teach high quality physical education to students at the academy. |
| **2.** | To identify and adopt the most effective teaching approaches for students and keep abreast of contemporary educational issues.  |
| **3.** | To maintain appropriate assessment records, data collection and monitoring information, providing objective and accurate feedback and reports as required. |
| **4.** | To encourage and mentor students so they can interact, work co-operatively and ensure that they understand and are able to following academy’s Behaviour for Learning policies. |
| **5.** | To carry out duties in accordance with the academy’s PE and other policies, including equal opportunities, child protection, health and safety at work. |
| **6.** | To work with a wide range of local agencies involved in running and supporting school sport competitions and events to encourage students to participate in competitions with other schools, including arranging these competitions and transporting students to and from events.  |
| **7.** | To take positive steps to identify and overcome barriers to participation amongst children, prioritising access and inclusion. |
| **8.** | To develop and maintain effective and positive working relationships with all staff, including the wider community and sporting organisations. |
| **9.** | To advocate the role of physical education and sport in raising whole school standards. |
| **10.** | To attend meetings as and when required/directed. |
| **11.** | To undertake any other duties appropriate to the post. |
| **Other Specific Duties** |
| * All staff are expected to demonstrate consistently high standards of personal and professional conduct and maintain high standards of ethics and behaviour, within and outside school.
* Treat all pupils with dignity, observe proper boundaries and understand that every adult in the academy has a responsibility to safeguard children and young people.
* To continue personal professional development as required.
* Attend staff and other meetings and participate in staff training and development events as required.
* To actively engage in the performance review process.
* All support staff may be used to perform appropriate duties as and when required by the academy, commensurate with the salary grade of that post if it is higher than the employee’s current salary.
* To work in the best interests of the academy trust, pupils, parents and staff.
* To adhere to the academy’s policies and procedures with particular reference to Child Protection, Equal Opportunities, Teaching and Learning and Health and Safety.
* To work flexibly, including some evening work, and to travel, as required, to meet the needs of the role.
* To work at locations across the academy trust, as required.
* Undertake the role of a Form Tutor within the academy’s Vertical Tutoring pastoral College structure, and provide relevant and appropriate pastoral support.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. |
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| **PERSON SPECIFICATION** |
| **KEY CRITERIA** | **ESSENTIAL** | **DESIRABLE** |
| **Qualifications & Experience** | * educated to at least level 3 (A levels or equivalent)
* NGB Level 2 coaching qualification in at least one sport
* experience of working within a physical education environment
* experience of coaching and/or teaching young people from ages 11-16
* experience of working with local community organisations
* basic experience of planning, either for lessons or for extra-curricular activities
* basic experience of assessing student progress and contributing to assessment processes
 | * health and safety and First Aid qualifications
* a degree or HND in a sport related subject
* experience and coaching qualifications in more than one sport
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| **Knowledge & Understanding** | * knowledge of health and safety within sport
* understanding of current trends and initiatives related to PE and sports development within schools and communities
* understanding of Safeguarding and Child Protection issues
 | * knowledge of sports leadership and volunteering programmes
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| **Skills & Abilities** | * good IT skills, including experience with databases and word packages
* well-developed time management, planning and organisational skills
* ability to communicate and negotiate effectively to a range of customers through good inter-personal and written skills
* sound judgment and ability to make decisions based on understanding of relevant information
* able to prioritise work, set targets and to own manage workload to meet tight deadlines
* adaptability to changing circumstances/ideas
* able to use initiative in difficult or pressurised situations
 | * deal sensitively with people and resolve conflicts
* able to develop and maintain effective communication systems
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| **Personal Qualities** | * enthusiasm and a passion for sport
* an excellent record of attendance
* ability to inspire confidence in staff, students, parents and others
* reliability and integrity and a commitment to confidentiality
 | * determination to succeed and the highest possible expectations of self and others
* empathy in relation to the needs of the academy and the local community
* a commitment to inclusive education
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