

The key role of a Schools Sports Coach is to design and deliver coaching programmes that focus on the acceleration of sustainable mastery of children's psychomotor skills and wider physical education standards.

Key Responsibilities

The Schools Coach is for advanced coaches working within school sport. Apprentices will develop their knowledge skills and behaviours within many areas including developing their own coaching philosophy, ensuring the design and delivery of high-quality, inclusive curricular and extracurricular lessons, profile development, working with stakeholders and creating positive environments to facilitate learning and skill acquisition.

Knowledge covered within all the programmes include:

- Coaching philosophies and professional practice that consider key stakeholder needs, sporting contexts and codes
- Transformational coaching methods and strategic planning techniques
- Coaching team development and deployment techniques aligned to all relevant and current legislation, policy, process, operating standards and scopes of practice
- Curriculum design methods and coaching pedagogies relevant to the participants unique development needs, the demands of the sport or physical activity and the occupational environment
- Methods to measure the impact of the coaching strategies through analysis of key indicators from participant, coach, coaching team and organisational perception and performance data.
- Session planning techniques that consider each child's unique profile, development needs, educational targets, and curriculum plans

Specific duties covered in this qualification include:

- Maintaining up-to-date knowledge of education standards, trends, frameworks, paradigms and contemporary influences.
- Delivering appropriate coaching pedagogies and processes that align to national physical education curriculum and considers the school context, category, culture, strategies and regulatory constraints.
- Profiling development needs to set and monitor physical education targets and plans based on measurement of participants' cognitive, physical, social, emotional [whole child] attributes and psychomotor skills.
- Ensuring the design and delivery of high-quality, inclusive curricular and extracurricular lessons that meet school standards through whole child development and sustainable psychomotor skills using a mastery approach to learning.

