



Person specification: Sports Coach and Pupil Mentor

Specification	Essential	Desirable
Qualifications and training	<ul style="list-style-type: none">• GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and Maths.• First-aid training, or willingness to complete it• Sports coaching qualification	<ul style="list-style-type: none">• Paediatric first aid training• HLTA status• Degree in sports science or equivalent• QTS
Experience	<ul style="list-style-type: none">• Experience working in a school environment or other educational setting• Existing experience of teaching classes of children• Experience working with children / young people• Experience planning and delivering learning activities• Experience of organising lunch time and after school clubs, completing all due diligence, including risk-assessments.	<ul style="list-style-type: none">• Working in a school with children from Year R-6.• Running learning activities across a large organisation

Knowledge and understanding	<ul style="list-style-type: none"> • Excellent understanding of child development and learning processes. • Ability to apply a range of behaviour management policies and strategies which contribute to a purposeful learning environment. • Motivate, inspire and have high expectations of children. • Awareness of and promotion of equality. • Understanding of safeguarding. • Knowledge of what makes a high-quality PE and Sports session. 	<ul style="list-style-type: none"> • Specialist knowledge of e.g., Autistic Spectrum Condition, how to support children with Speech, Language and Communication Difficulties etc • Ability to coach other adults, developing pedagogy in PE and Sports provision.
Special skills and attributes	<ul style="list-style-type: none"> • Work effectively as part of a team and contribute to group thinking, planning etc. • Ability to work with parents and carers to improve support for children. • Liaise and communicate effectively with others including outside agencies. • Demonstrate excellent organisational skills. • Get involved in professional development, and attend training/courses; • Display work effectively, and make and maintain basic teaching resources. • Ability to remain calm under pressure. • Ability to adapt quickly and effectively to changing circumstances, situations. 	<ul style="list-style-type: none"> • Knowledge of the Zones of Regulation and effectively supporting pupils with associated strategies. • Knowledge of Emotion Coaching and how this can be used effectively to support all children.

	<ul style="list-style-type: none"> • Use own initiative and work independently. • Ability to manage and support the work of others. • Ability to manage own time effectively. 	
Social skills	<ul style="list-style-type: none"> • Understands that relationships are key to the role with all stakeholders. • Good influencing skills to encourage pupils to interact with others and be socially responsible. • Has the ability to relate well to children and adults, understanding their needs and able to respond accordingly 	
Professional behaviours	<ul style="list-style-type: none"> • Upholds the whole school values at all times • Keeps up to date with Child Protection and welfare changes • Excellent attendance • Flexibility 	