



School Sports Coach Apprenticeship

Fact Sheet

Apprenticeship Standard	Level 4 Sports Coach Apprenticeship Standard- School Sport Coaches
Duration of training	20 months (including 2 months for End-Point Assessment)
Apprenticeship overview	<p>The Sports Coach apprentice has an important role to play in improving the health and wellbeing of children, families and communities by delivering fun, inclusive and engaging activities that help to bring about a change in physical activity habits. They will use extensive technical and tactical sports knowledge and skills to design and deliver coaching programmes that engage, motivate and evolve participants' skills and performance.</p> <p>School Sport Coaches collaborate with teachers to develop pupils' mastery of psychomotor skills by applying a whole child approach in their coaching. They work in all categories of school and registered childcare environments and can also work for specialist coaching providers who deliver and support this work in schools. Their work will increase participation, help to raise educational standards, enhance wellbeing and drive social change. Sports coaches work both autonomously and collaboratively to deliver progressive programmes that align to wider curriculum plans. These are tailored to individuals and diverse groups of participants based on robust profiling techniques and whole person development needs.</p>
Nature of job role relevant to Knowledge, Skills and Behaviours of the apprenticeship	<p>The nature of roles and responsibilities for this role may include:</p> <ul style="list-style-type: none">• Carrying out an audit of physical activity, sport and wellbeing related provision. Using the results of this alongside the organisational development plan and strategic objectives to develop an action plan• Working directly with pupils of all ages• Working collaboratively with a wide range of partner organisations and industry specialists• Planning and delivering programmes of activity for pupils, families and communities• Performing physical activity and fundamental movement skills baseline and impact assessments of children• Supporting the delivery of high quality and inclusive PE lessons to pupils in schools in line with the requirements of national curriculum for PE and the profile of needs across the pupil population• Delivering an exciting extracurricular sports and activity programme including lunchtime activities in schools/communities/leisure facilities• Delivering provision to enhance the mental health, self-esteem and wellbeing of service users• Increasing the use of facilities and venues by external stakeholders as a means to generate revenue and community engagement• Supporting competitive sports events• Coordinating sports and physical activity related projects• Supporting less experienced staff (apprentices) as they gain confidence and experience in a sports related role
Suggested projects/activities (to generate high quality evidence for EPA)	<ul style="list-style-type: none">• Increasing participation in clubs using demographic data• PE curriculum intervention with targeted / key pupils- tracking pupil progress• Consulting on new provision and tracking attendance in new extra-curricular clubs• Implementing a new PE curriculum initiative
Qualifications, certificates and training delivered	<ul style="list-style-type: none">• Level 4 School Sports Coach Apprenticeship Standard• Skills festival days and access to a wide range of added value CPD such as;<ul style="list-style-type: none">• Mental health & physical activity• Practical Coaching• Safeguarding & PREVENT• Behaviour Management• Supporting the PE Curriculum• Personal Development, Career Planning & Employability Skills• Digital Skills• Leadership and Management• Workforce mentoring

Masterclasses	<ul style="list-style-type: none"> • Coaching philosophy and pedagogical approaches (including introduction to profiling and enquiry methods) • Importance of reflective practice and behaviour management strategies • Risk assessment, safe coaching practice and GDPR • Learning theories influencing coaching practice PART 1 • Learning theories influencing coaching practice PART 2 • Stages of development • Assessing the learner journey and impact of coaching strategies (including transformational coaching methods) • Inclusive coaching practice understanding the Equality Act (including holistic approaches to wellbeing in education) • National trends in education and Public Health England agendas • Using technology to maximise learner engagement and development • Curricular and extra-curricular planning - macro and meso planning • Approaches to organisational workforce structures and professional development • Preparing for success - understanding EPA and writing proposals
End Point Assessment (EPA)	<p>Candidates will be required to demonstrate their occupational competency in order to go through gateway to end-point assessment by producing a series of reflective accounts.</p> <p>The end-point assessment process is conducted by an independent organisation, will take approximately 2 months (but a maximum of 6 months) and will comprise of the following components:</p> <ul style="list-style-type: none"> • Work based project and presentation with questioning • Practical observation with questioning • Professional discussion underpinned by a portfolio <p>Each component is equally weighted and will contribute to the overall grading of the apprenticeship – Fail, Pass, Distinction.</p>
Professional recognition	<p>Candidates successfully achieving this apprenticeship will be eligible to apply for membership with the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) as a practitioner.</p>
Training model	<p>This apprenticeship training programme includes a structured timetable of provision including all the following:</p> <ul style="list-style-type: none"> • Group tutor sessions • Virtual Classrooms and skills festival days • Digital resources • 1:1 progress reviews • Employer reviews • Work based observations



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