

Developing a Sustainable Workforce for your School

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Active Black Country

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This Session

- Background
- Who is the Workforce?
- How do we maximise impact that our Workforce has?
- How can we develop our workforce?
- How can we make our workforce sustainable?



Truth or Myth

Governors must regularly scrutinise current & projected expenditure and evaluate the impact the spend is having on pupils

TRUTH

Head Teachers will see more impact if they employ a Specialist Teacher than a Sports Coach.

MYTH

Schools don't necessarily need to work with parents to ensure the mission of the Premium is met.

MYTH

Truth or Myth

UKCC Level 2 Qualifications are essential to ensuring the workforce is delivering quality!

MYTH

Sports Coaches should be accompanied by Teachers during curriculum time.

TRUTH

Every Child should be active in school for at least 30 minutes per day.

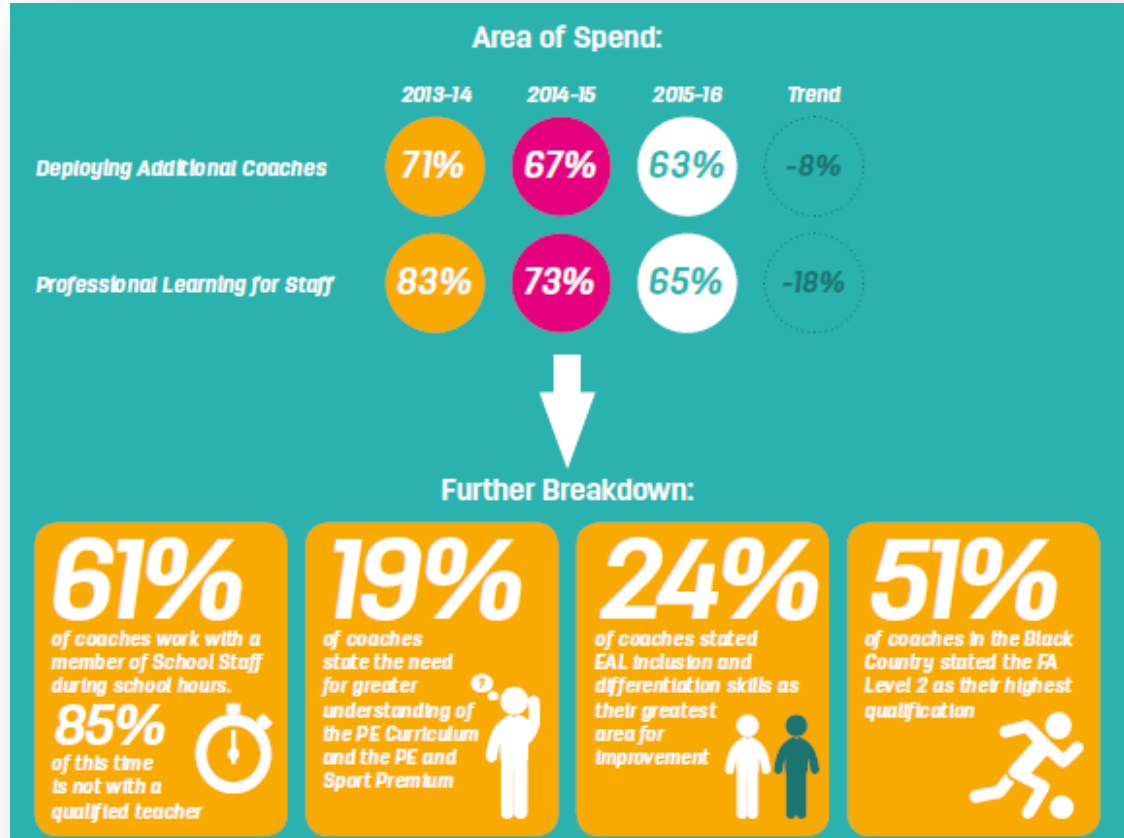
TRUTH



Mission:
***“To encourage the
development of
healthy, active
lifestyles”***

Spend Background

- Reduction in Deploying Additional Coaches by 8%
- Reduction in Professional Learning for Staff by 18%





Teacher vs. Coach





Coaching Plan for England

“Improving a person’s experience of sport and physical activity by providing specialised support and guidance aligned to their individual Needs and aspirations”



Improve the experience
of the participant by providing specialised
support that meets their needs and aspirations

OBJECTIVES

A more diverse coaching
community

Change the culture and
perception of coaching

Increase 'good'
experiences

STRATEGIC APPROACHES

Make it easier
to start

Build a
learning
culture

Translate
learning into
action

Enhancing
understanding
and measuring
impact

Increase
capability and
capacity

ENABLERS

Partnerships

Identify and invest in
specialist partners
to help deliver the
objectives

Technology

Invest in technological
advancement to support
improvements in the
coaching experience

Research & Innovation

- Experimenting to find
out what works
- Finding solutions to the
problems we encounter
along the way

“Good Coaches inspire people to get active and stay active!”

COACH

#ExcellentEveryTime

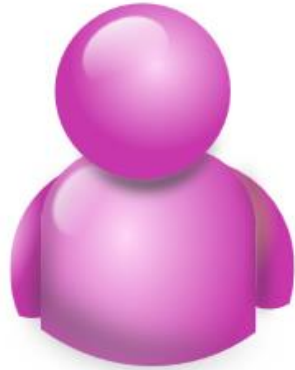
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Who is the Workforce in your School?



Teaching
Staff / LSPs /
Dinner Ladies



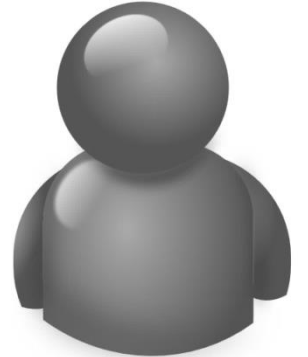
Coach



Governor



Parents



Young
People

Role? Qualifications? Skills?



MUST, SHOULD, COULD

Guidance for schools
delivering the Primary
PE and Sport Premium





Primary School Physical Literacy Framework

Supporting primary schools to develop the physical literacy of all their pupils

	Physical Education Curriculum	Extra-curricular School Sport Breakfast, lunchtime or after-school programmes	Competitive School Sport A year round programme
Focus	Literacy, Learning, Leadership	Exercise, Engagement, Enjoyment	Coaching, Competition, Clubs
Driver	High quality physical education for every child	Equipping every child to lead healthy active lifestyles	Creating participation pathways inclusive of all young people
Delivered	Delivered by teachers	Delivered by teachers and appropriately qualified and skilled coaches/professionals. Supported by young leaders and volunteers	Delivered by teachers, coaches and volunteers. Supported by young leaders (including young officials)
EY	Through the provision of structured and free play, create environments which introduce and develop control and co-ordination in large and small movements. Helping children to move confidently in a range of ways, negotiating space safely. Helping them to understand factors that contribute to keeping healthy, such as physical exercise and the food they eat. Pupils can express themselves about things they can do to keep themselves healthy and safe	Multi-skill clubs for every child that builds on the development of movement foundation within the curriculum PE sessions. Focuses them in clubs that provides play and reinforces the importance of being physically active, as well as introducing basic leadership opportunities and social interaction	Not applicable
KS1	Creating a movement foundation to underpin lifelong participation, enabling pupils to access a range of learning experiences which supports the development of competent and confident movers	Fun and engaging non-traditional/alternative activity formats that get children and young people active in themed multi-activity environments, introduce simple messages around health, e.g. in Change4Life Sports Clubs (Camber, Adventure, Fight)	Year round programme of activities focused on using personal challenges, based on movement foundation and multi-skill. Delivered in and around PE or extra-curricular time and culminating in a one-off annual celebration event
Lower KS2	Adapted physical activities through which a young person develops and applies a broad range of skills in different contexts — enhancing their creative, social and thinking skills in PE. They also begin to gain an understanding of the positive benefits of being physically active	Multi-sport clubs delivered by appropriate, qualified and accredited 'multi-sport' coaches. Utilising the skills and characteristics of a range of sports in a themed sports club (e.g. Invasion, Netball, Table Tennis, Disability Sport). Equipping young people with the skills and confidence to progress into age and stage appropriate National Governing Body (NGB) formats	Themed formats, delivered in extra-curricular time. Building from competition introduced in PE, focused on games and personal challenge activities that use the skills and characteristics of NGB sports. This supports School Games competition at Level 1 (Batac), Level 2 and 3 (Inter-LE, Target, Netball, Combat or Inclusive Games festival). The very few early specialisation sports may have NGB formats for this age
Upper KS2	Learning physical, social and thinking skills through sport specific activities (modified to be age and stage appropriate). They are also developing leadership skills and are able to articulate the benefits of regular exercise	Alternative or modified extra-curricular activity that supports young people interested in an alternative sports and activity pathways that transition into recreational opportunities offered at KS3 (e.g. Dodgeball, Ultimate Frisbee, Cheerleading, Street Dance or Wheelchair Sports Skills)	Supporting transition to a local clubmark (or equivalent) accredited community sports club
Think IMC	Teachers supported to deliver inclusive PE ensuring that children and young people who have special educational needs (SEN) or disabilities fully access and engage in PE lessons	Identifying and addressing the barriers to participation in consultation with young people who have SEN or disabilities and their carers. Utilise adaptive games packages such as TOP Sportsability to increase opportunities for young disabled people to access a range of activities and sports	Modifying and adapting activity to create 'inclusive competition'. Utilising existing NGB 'inclusive' formats and designing personal challenges that enable young people who have SEN or disabilities to achieve their personal best

*The minimum qualification, recommended by the National Partners, for a coach or professional working in the primary school context is considered to be a UFFCC Level 2 coaching qualification or equivalent in the activity being delivered.

Key: EY Early Years KS1 Key Stage 1 KS2 Lower Key Stage 2 KS3 Upper Key Stage 2





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Primary PE and Sport Premium

The Coaches Journey at St Matthews Church of England Primary School

Who can help you develop your Workforce?

Coaching in Primary Schools Toolkit



UK SPORT LOTTERY FUNDED



association for Physical Education



YOUTH SPORT TRUST



n|g|a National Governors' Association



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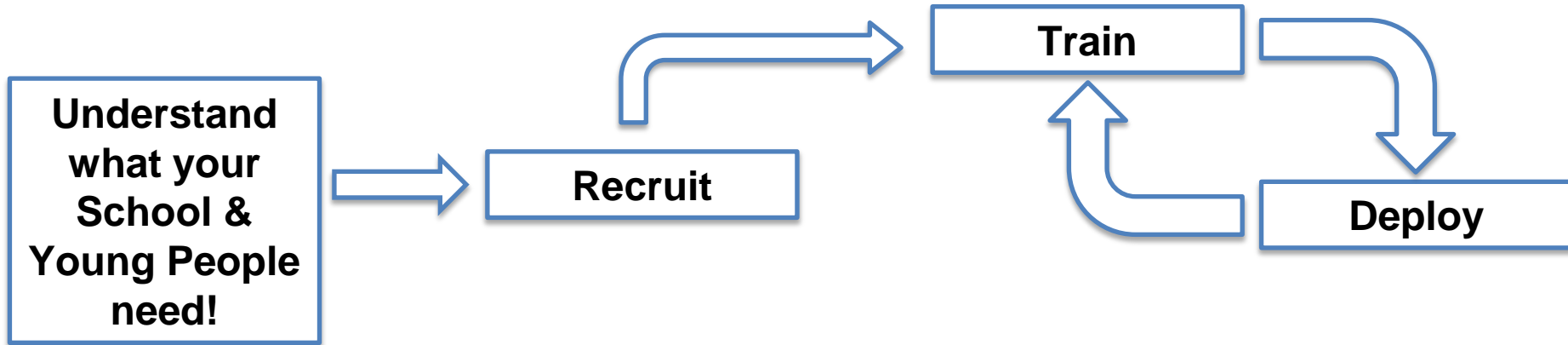
Ignite | Accelerate | Re-tune



Black Country Workforce Development System

Greater access to Development for all Black Country Coaches & Volunteers

A Sustainable Workforce: Summary



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