

## Role Profile: PE Coach

Reports to	PE Coach
Job family	Education
Grade	Grade E
DBS required?	Y - enhanced
Date	March 2026
JE Code	JE0017

### Key deliverables

1	Deliver engaging, structured PE and sports lessons from pre-prepared plans aligned with the National Curriculum and tailored to all pupils' diverse needs and abilities.
2	Assess, track and record pupils' development in physical skills, engagement and behaviour, using school procedures to share feedback with teachers and leadership.
3	Provide timely verbal and written feedback that supports pupil progress, motivation and behaviour expectations.
4	Plan and deliver regular afterschool sports clubs and activities that promote physical fitness, teamwork and enjoyment.
5	Organise, accompany and supervise pupils at schooltime and out of hours sporting events, ensuring safety, preparation and positive behaviour.
6	Work effectively with teachers, teaching assistants, trainee teachers and external sporting bodies to enhance the school's sports provision.
7	Model and reinforce the school's expectations around behaviour, respect, teamwork and personal development in all sport related activities.
8	Participate in training, performance management, and staff meetings; stay compliant with school policies, safeguarding, health & safety and confidentiality standards.
9	Support the school's wider sports initiatives, contributing ideas, helping organise events and promoting physical activity across the school community.

*Within reason these key deliverables may evolve to meet service need and it is expected that you will be flexible and adaptable in your delivery to meet both school and Trust wide needs*

### Essential requirements Key skills, expertise, and qualifications

1	A recognised sports or physical education qualification (e.g., Level 2 Coaching Certificate, NVQ/Diploma in Sport, or equivalent) to demonstrate competence in planning and delivering physical activities safely.
2	The ability to deliver structured PE lessons aligned with the National Curriculum, including differentiation, resource selection, and health & safety awareness.
3	Experience assessing pupil performance, recording progress, adapting teaching strategies, and giving constructive feedback to support learning and development

<b>4</b>	The capability to motivate pupils, manage groups effectively, maintain positive behaviour expectations, and build respectful relationships with children, staff, and parents.
<b>5</b>	Experience in running after-school clubs, coaching small groups, accompanying pupils to sports events, and working with external agencies — with the flexibility to work beyond standard hours.

Our pupils and young people come from a wide range of backgrounds, and so do our colleagues. We aim to reflect and celebrate diversity in our workplace in order to create an inclusive culture that adds real value to our vision of inspiring the futures of us all through learning together.

***Inspiring Futures through Learning is committed to safeguarding and promoting the welfare of children. All employees are expected to share this commitment, to follow IFtL's safeguarding policies and procedures, and to behave appropriately towards children at all times, both in work and in their personal lives.***

*All school based posts are defined as Regulated Activity and therefore this post is subject to an Enhanced with Barred List Criminal Records Bureau check.*

## **Job family**

# **Education (Grade E)**

### **Colleague expectations**

- Be professional at all times
- Work together for the good of the team, IFtL and local people
- Promote a supportive culture
- Challenge assumptions
- Take ownership
- Be willing to change and do things differently
- Always work in a safe manner

### **Manager expectations**

- Be a role model by displaying positive behaviours at all times
- Make well-considered decisions
- Support, coach and communicate with my team
- Be accountable for my team's performance

Education family job holders work directly with children and adults in an academic or related setting. They support the work of the wider team by engaging with those under the School's duty of care, and under the supervision and/or direction of teaching professionals and school management teams.

This element of the profile, taken from the job family descriptor for this grade, provides a general understanding of the level of work and demands required.

## **Role characteristics**

At this level job holders are responsible for assessing the needs of children in their care and devising activities and interventions which benefit them directly. Working closely with teaching professionals and/or school management, job holders will plan and share responsibility for children's day to day care and longer-term development.

## **The knowledge and skills required**

The combination of tasks and duties in these roles will be quite complex and therefore job holders will require an element of formal, specialist training relating to the care and education of children as well as dedicated experience working with them.

One to one interaction with children will involve assisting them with physical activities that require some precision. This might include such activities as art, writing, tool or computer use.

## **Thinking, planning and communication**

Job holders will be taking a forward-thinking approach to ensuring the welfare of individuals and groups, taking responsibility for assessing their specific needs and devising and delivering appropriate activities and interventions for their benefit. They will make ongoing judgements and appraisals and contribute to child centred development programmes.

Job holders' interactions with others will include providing guidance and information to other members of staff, parents and volunteers. There will also be an ongoing need to persuade others, usually children to conform to acceptable behavioural standards and levels of attention in a variety of settings.

## **Decision making and innovation**

Job holders will work as part of a wider school team but will spend a good deal of their time working independently and therefore needing to use their initiative to respond to day-to-day problems and challenges, within the limits of recognised school standards and procedures. Unusual or difficult problems will be escalated to supervisory staff.

## **Areas of responsibility**

Job holders will be required to make formal judgements and assessments of children's wellbeing, academic and social development. Making important contributions to the overall development plans overseen by teaching staff, job holders will personally devise and implement activities and interventions to children's direct benefit, both individually and in groups.

Job holders will have direct responsibility for the supervision of other staff or volunteers. This will include ensuring the appropriate delegation of day to day tasks and the checking of completed work such as tidying, cleaning and equipment storage.

There will be no significant financial responsibilities beyond the occasional handling of small amounts of cash.

Some jobs will have formal responsibility for the safe use and basic maintenance of vehicles, equipment or other physical resources, but all will share responsibility for record keeping relating to individual children.

### **Impacts and demands**

Job holders will be required to walk/stand for a considerable proportion of their working time and will periodically need to exert considerable physical effort in discharging their duties.

Job holders will be responsible to ensuring the welfare of the children in their care, in doing this they will need lengthy periods of sensory attention to observe the activities in the area they cover.

At this level, meaningful learning related interactions with children are an essential component of the job. As personal working relationships are forged, it is inevitable that job holders will require enhanced emotional resilience to deal with children and maybe others such as parents/guardians who occasionally place significant emotional demands on the job holder.

With the focus of the role firmly on the activities of children, there will inevitably be some exposure to unpleasant conditions. This might include dealing with bodily fluids and/or working in inclement weather.