Springwell School

Job Description

Name:

Post: Physical Development and Movement Coach– PPA Cover

Reporting to: PE leader, Assistant Heads, Heads of School

Salary Scale: Grade 7 Level 2 Sports Coach

Date: January 2027

Purpose of the Job

- Support the teaching and learning of pupils with complex learning difficulties
- Provide PPA cover across the school, leading a high-quality movement-based provision that supports pupils' physical, sensory, and neurological development.
- Work with and support children with a variety of complex academic, physical and emotional/behavioural needs on a class, group or individual basis
- Take responsibility for promoting and safeguarding the welfare of children within the school
- Support the school's aims, values and policies

Key Accountabilities

- Plan and deliver high-quality movement-based learning opportunities that support pupils' physical, sensory, emotional, and neurological development.
- Work with individual pupils and small groups of pupils with complex needs, delivering structured and exploratory movement-based activities that promote the development of core strength, balance, coordination, motor planning, hand-eye coordination, and vestibular and proprioceptive processing.
- Assess, monitor, and record pupils' progress in physical development and movement, maintaining accurate records and providing timely feedback to teachers and other professionals.
- Work collaboratively with teachers, therapists, and other professionals to implement physical development, sensory, and movement-based strategies that support pupil outcomes.
- Facilitate movement-focused play opportunities during lunchtimes, supporting pupils' physical development, coordination, confidence, and social interaction.
- Lead classes during PE curriculum time, delivering high-quality PSHE and life skills sessions that promote pupils' personal development, wellbeing, communication, and independence.
- Develop a thorough understanding of pupils' physical, sensory, communication, and social-emotional needs, adapting provision and support strategies to enable them to achieve their full potential.
- Support and motivate pupils with complex needs, using effective communication and appropriate strategies to promote independence, engagement, and achievement of individual learning targets and outcomes.
- Establish supportive, caring, and secure relationships with pupils, promoting respect, self-esteem, and a positive, inclusive whole-school ethos.

- Encourage and support positive behaviour, acting as a role model and responding to challenging behaviour in accordance with school policies and training.
- Contribute to pupils' welfare, health, and wellbeing, responding to care needs as required.
- Undertake duties associated with the role, including preparing resources and learning environments, supervising pupils during playtimes and lunchtimes, and supporting pupils' safe arrival and departure from school.
- As directed by the class teacher, to liaise with outside agencies, parents and carers where appropriate, in respect of individual children
- Responsible for duties associated with coaching. These may include:
  - Setting up activities, preparing resources, tidying, and clearing away
  - Supervision of children during playtimes and lunchtimes
  - Supervision of children entering and leaving school premises

Responsibilities

- To support the functions of the Springwell Inclusion Partnership as appropriate and upon request

Supporting the school

- Support the aims, values, mission and ethos of the school and participate in a team approach to all aspects of school life
- Attend and contribute to staff meetings and INSET days as required and identify areas of personal practice and experience to develop
- Take responsibility for safeguarding following the agreed polices at all times, be aware of confidential issues linked to home/child/school and keep confidences appropriately
- Be aware of health and safety issues and act in accordance with Health and Safety policies
- Ensure implementation and promotion in employment and service delivery of equal opportunities policies and statutory responsibilities

Other duties

The post holder may be expected to carry out duties other than those given in the job description where the level of responsibility is similar and he/she has appropriate qualifications or receives appropriate training to carry out these duties.

Signed: **Date:**

Person Specification

Post: Sports Coach

ESSENTIAL	DESIRABLE
Qualifications	
Grade C or above (4-9) in Maths and English (or equivalent)	
Experience	
Administrative skills and experience An excellent understanding and experience of working with children with complex needs	
Knowledge, skills and abilities	
Understanding of the health and safety requirements when leading physical development and movement sessions to children with complex needs Knowledge of child development, particularly gross motor skills, fine motor skills, coordination, balance, posture, core strength and sensory development Ability to adapt activities and provision to meet a wide range of physical, sensory and communication needs Experience of assessing, monitoring and recording pupil progress and using this information to inform future provision Ability to lead groups of pupils safely and effectively, maintaining high expectations for behaviour and engagement. Ability to communicate information and ideas effectively to a range of audiences, including children with specific learning and/or behavioural needs, through good written and oral communication skills Ability to maintain children's interest and motivation for learning Ability to work well as a member of a team Ability to work with, support, understand and empathise with children who have a range of special needs Awareness of needs/demands of children with complex needs how they act/react	Creative ability Ability to deal with interruptions and unexpected peaks in workload Understanding of developmental movement-based approaches that support learning, participation and regulation. Understanding of strategies to support sensory regulation, including vestibular and proprioceptive development.
Equality, inclusion and safeguarding issues	
Ability to integrate equality policies into service delivery Commitment to safeguarding Responsible for following the school's health & safety policy, practices and procedures Awareness of and commitment to confidentiality	
Personal Qualities	
Commitment to and delivery of safety in physical development and movement sessions To use own judgement and initiative Willingness to undertake both formal and informal training Participate in whole school developments Good organisational skills and the ability to manage time, records and resources effectively Reasonable level of physical fitness	