

Appendix 2I: Safe Practice in Workforce Planning Poster

Head teachers should:

- make clear the circumstances in which support staff may work in school
- inform parents (and the employer if necessary) that support staff will teach PESS
- ensure conditions of employment, insurance, disclosure and pre-employment requirements are clarified and checked
- confirm the support staff's suitability to work with children
- establish that the support staff's confidence and competence are appropriate to the demands of the pupils, the activities and the requirements of the curriculum
- ensure adequate risk assessment of the contribution the support staff will make
- check whether the school/LA policy allows support staff to lead groups off site
- provide for continuing professional development (CPD) of all support staff
- designate a teacher to supervise and direct the work of support staff.

The agency should:

- establish a clear and detailed service level agreement/contract for services with the school
- make effective pre-employment checks on their staff
- provide adequate and appropriate insurance cover
- check the confidence and competence in relation to the demands of the pupils, the activities to be taught and the requirements of the curriculum
- ensure its staff have experience of working with the designated age groups
- maintain consistent standards
- confirm a suitable risk assessment has been completed, including all travel, supervision and emergency arrangements.

Procedures:

- Parents have been fully informed about teaching arrangements involving the activity and the intended role of support staff to supervise physical activity.
- Emergency and post-accident procedures have been clearly communicated to all staff leading physical activity.
- Insurance arrangements are unambiguous and verified, where necessary.
- Policies relating to clothing, behaviour and non-participation are in place and consistently applied.

Facilities:

- Equipment is designed for, and is compatible with, the age and developmental stage of the participating pupils.
- Equipment is checked before usage and maintained in good condition.
- Working areas are safe and secure.
- Wearing of protective equipment/clothing is in line with regulation and local policies.

People

Support staff need to:

- have undertaken suitable professional development relevant to the activities they are being asked to supervise and how pupils learn
- have full access to a completed risk assessment of the activity and preferably have contributed to its completion
- be aware of and understand the relevant sections of *Safe Practice 2008*
- fully meet the statutory requirements relating to safeguarding children and young adults
- be clear as to their role and level of responsibility
- be able to manage the group/class and the activity effectively in terms of behaviour, progress and safety.

Teachers need to have:

- undertaken appropriate monitoring to ensure support staff are competent to effectively supervise designated activity
- involved support staff in activity planning and agreed health-and-safety procedures
- clearly communicated to support staff intended learning outcomes and pupil capabilities, including provision to be made for special needs
- ensured a contingency plan is in place, should support staff not be available.

Confidence and Competence

Support Staff in PESS

Acceptable Risk

Context

Organisation

Preparation:

- Schemes of work and session plans have been agreed by the teacher and support staff.
- Activity-specific risk assessments have been shared.
- Pupils are informed about planned teaching arrangements.
- Assessment strategies are established and roles and responsibilities in the process clearly understood.

Teaching:

- Staff:pupil ratios reflect national and local guidance, taking note of national governing body advice, where appropriate.
- Activity is suitably differentiated and pitched to accommodate pupil need, aspiration and competence.
- Safe changing procedures are implemented.
- Approaches to teaching and learning are consistently supportive and inclusive while seeking to challenge and extend pupils, whatever their level of ability.

'Support staff' include volunteers, paid coaches, agency coaches and school staff other than qualified teachers.