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[www.cambridgeshire.gov.uk](http://www.cambridgeshire.gov.uk)

## Cambridgeshire County Council Guidance

# 'THE USE OF ADULTS OTHER THAN TEACHERS (AOTTs) IN PHYSICAL EDUCATION AND SCHOOL SPORT'

Developed using the template produced by  
THE DEPARTMENT FOR EDUCATION AND SKILLS WITH THE BRITISH  
ASSOCIATION OF ADVISERS AND LECTURERS IN PHYSICAL EDUCATION

### 1. INTRODUCTION

- 1.1 This guidance addresses the roles, responsibilities and levels of supervision appropriate for those adults who work in Physical Education, School Sport and out of hours provision for sport in schools who are not qualified teachers. They are known as Adults Other Than Teachers (AOTTs).

The Guidance:

- a. recognises the value that people who are not trained teachers can bring to the experience young people have of sports and physical education;
- b. helps schools to make effective use of AOTTs in offering a broad and challenging programme of physical education, school sport and out of hours provision for sport;
- c. helps adults working with children keep themselves safe whilst at the same time safeguarding children's rights.

- 1.2 An AOTT can be a:

- I. qualified sports coach;
- II. sports development officer;
- III. trainee in initial teacher training;
- IV. teaching assistant, parent or volunteer.

- 1.3 An AOTT may:

- a. support the delivery of the curriculum in lesson time;
- b. develop school clubs and teams on the school site out of lesson time;
- c. deliver out of hours sports activity at the school site;
- d. deliver off-site activities in the presence of a member of the school staff.

- 1.4 An AOTT can greatly enhance student experiences and make a valuable contribution to the range and standard of Physical Education within lessons and when delivering out of hours activities.
- 1.5 It is an employer's responsibility to work with and manage AOTTs to ensure that they work in a safe, effective manner, which totally assists the work of a school.
- 1.6 Teachers are responsible for all aspects of pupil health, safety and learning. However, AOTTs also have a duty to ensure the welfare, health and safety of the young people with whom they work.
- 1.7 An AOTT engaged by a school to support the delivery of the curriculum during lesson time must understand how and where his/her work fulfils or complements the relevant national curriculum programmes of study for physical education. This must be discussed and details agreed with the Subject Leader or Head of PE before the AOTT starts work.
- 1.8 Whilst this guidance provides advice and examples, it is impossible to cover every situation. Schools will need to think about the issues and assess the risks carefully in order to make the right decisions. It is important to take appropriate advice from a range of agencies (e.g. Social Services, the Police or Local Education Authority Advisers) in any situations where there is uncertainty about how best to proceed. (See appendix 3: Useful Local and Regional Contacts.)
- 1.9 On certain occasions, to enhance school/club links, it may be appropriate to allow secondary school students to travel to a sporting club site to take part in sessions led by National Governing Body (NGB) qualified, experienced and CRB checked coaches. This should only be done following a full risk assessment undertaken by the head of PE or another equally appropriate member of staff.

## **2. EMPLOYERS' RESPONSIBILITIES**

- 2.1 The employer - Local Education Authority (LEA) in Community and Voluntary Controlled schools, or the Governors or Trustees in Foundation, Voluntary Aided or Independent schools - is responsible for 'health and safety' and 'child protection' policies and also for monitoring the application of these policies by schools. The tasks relating to health and safety and child protection may be delegated to the head teacher and onwards to the school staff. Schools should ensure that their local policies reflect those of the employer.

- 2.2 Adults working in school would usually be either:
- I. an employee: a member of the school staff paid under their contract of employment, whether a qualified teacher, teaching assistants, lunchtime supervisor, site manager, or other category;
  - II. a contractor: external to the school staff with whom the school has a contract for services such as a self employed coach or instructor; or
  - III. a volunteer: unpaid by the school or employer and thus with no contract, such as a trainee teacher, sports development officer, national governing body coach or parents.
- 2.2.1 Anyone not employed as a member of the school staff would operate under different conditions of control to the school's employees and therefore clear operating rules and procedures need to be established.
- 2.2.2 Subject to completion of an induction checklist and an assessment of their competence to do so, a qualified AOTT engaged to provide agreed services to the school may work at distance from, but under the direction of, a teacher (indirect supervision). An unqualified AOTT, would work directly alongside a member of the school staff at all times (direct supervision).
- 2.3 The employer must carry out an induction and competency check on a qualified AOTT before agreeing to indirect supervision. The following would need to be considered:
- quality and appropriateness of relationships with the students;
  - knowledge of the students;
  - management and organisation;
  - knowledge of the activities;
  - observation and analytical skills.
- (See competency assessment form, appendix 4.)
- 2.4 As well as undertaking the competency checks, schools need to be satisfied with the suitability of AOTTs to work with children before anyone begins work in the school. DfES guidance "Child Protection: Preventing Unsuitable People from Working with Children and Young Persons in the Education Service" provides details of the pre-appointment checks that should be made on all people who will have contact with children and young persons and explains the role of the Criminal Records Bureau. Further advice to head teachers about checking volunteers is contained in DfES guidance "Criminal Records Bureau: Managing the Demand for Disclosures". This guidance can be found at: [www.teachernet.gov.uk](http://www.teachernet.gov.uk). Cambridgeshire County Council has also produced 'Safer Schools Safeguarding Children' guidance for schools, which contains straightforward information on how to employ and manage staff and can be found on <http://c99.e2bn.net/e2bn/leas/c99/database/newslist.php>.

- 2.4.1 A minor (i.e. under 18 years of age) - such as junior sports leaders - cannot carry the legal responsibility for a group of children. Anyone under 18 years of age – whatever their expertise and qualifications – must always work alongside a member of the school staff in a situation where the adult would be able to directly monitor and intervene immediately at any time (direct supervision).
- 2.4.2 It is good practice to inform parents when AOTTs are used to enhance a programme of Physical Education and School Sport.
- 2.4.3 Legal precedent suggests that a higher duty of care – a higher level of responsibility – may apply to anyone with greater expertise in a specific activity. The expert adult, whether an employee, contractor or volunteer, may be deemed to have developed a greater awareness of the implications of their actions. Equally, in assessing the risks associated with a given Physical Education or Sport activity, due account and weight must be given to students with special needs. The duty of care *in loco parentis* may be higher to children with special educational needs (SEN) by virtue of their specific needs. The capabilities of a qualified AOTT to work with SEN students must be assessed before permitting them to work with SEN students at a distance from a teacher (indirect supervision).
- 2.4.4 It is essential that all adults working with students are aware of safe practice issues relating to child protection, supervision, behaviour management, physical contact, progression, group organisation and emergency procedures.
- 2.4.5 It is good practice for the school to maintain a register of the use of AOTTs, including contact details, work undertaken, date, time and venue of the activity and the names of children who attended, should the need arise for any retrospective analysis.
- 2.4.6 The head teacher should ensure, on behalf of the employer, the appropriate supervision of qualified and unqualified AOTTs at all times. In so doing, due account must be taken of the context and competence of the supervisor to fulfil the role.

### 3. WHAT DOES “SUPERVISION” MEAN?

- 3.1 The teacher who organises a specific activity maintains the responsibility for the students and the work of the AOTT whilst the activity is taking place.
- 3.2 The teacher will maintain responsibility for all aspects of learning and exercise due diligence to ensure the health, safety and protection of students.
- 3.3 Direct supervision involves the AOTT working alongside the teacher where the teacher may intervene at any time.

- 3.3.1 In the first instance, a member of the school staff must always directly supervise an AOTT and evaluate their competence. At a later stage the level of supervision may vary for qualified AOTTs, according to their assessed competence and delegated level of responsibility. This decision should be based on a thorough risk assessment of the specific circumstances. This should include consideration of the age, behaviour, ability, and any special needs of the students.
- 3.4 Indirect supervision would allow for the qualified AOTT to work at some distance from the teacher, possibly not in sight but nearby. The less direct the supervision of the AOTT, the greater the responsibility of the AOTT for their own actions in contributing to, and maintaining, the health, safety and protection of students.
- 3.4.1 AOTTs should have the benefit of an induction programme and opportunities for continuing professional development (CPD), for example, child protection training, plus regular, systematic monitoring which addresses whole school, Physical Education and sport specific issues.
- 3.4.2 In accordance with the DfES document ‘Safeguarding Children in Education’, which can be found on [www.teachernet.gov.uk](http://www.teachernet.gov.uk); all schools must have a designated person to implement the child protection procedures laid down by the Local Education Authority and Area Child Protection Committee. This does not necessarily have to be a teacher but the person must have the status and authority within the school management structure to carry out the duties of the post. Everyone working with children in, or on behalf of, a school must be aware of these procedures and operate in accordance with them.

<b>4. PROCESS FOR THE SUCCESSFUL DEPLOYMENT OF AOTTs DELIVERING SPORT AT EDUCATIONAL ESTABLISHMENTS IN CAMBRIDGESHIRE</b>
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#### A. PRE-DEPLOYMENT PROCEDURES

- 4.1 Headteacher to inform Governors that procedures are underway with the intention of deploying AOTTs.
- 4.2 Headteacher/Governors to establish conditions of service for AOTT whether an employee, contractor or volunteer including:
- job description;
  - pay and conditions (if appropriate);
  - the essential qualifications required;
  - the professional development opportunities available;
  - the arrangements for liability insurance cover if required.

- 4.3 Head teacher to organise and undertake the following:
- recruitment process e.g. advertisement, application form;
  - interview procedure, with a minimum of two senior representatives from the school present;
  - check a minimum of two references, at least one of which relates to the applicant's immediate previous contact with young people (do not accept bearer references);
  - check the original copies of relevant sports qualifications;
  - obtain the necessary level of disclosure certificate and cross reference details with passport or birth certificate of applicant.
- 4.4 Headteacher to inform parents that AOTTs are being used to enhance the PE and School Sport programme.
- 4.5 Subject Leader/Teacher to put in place a contingency plan should the AOTT not arrive for the planned session.

**B. POST-DEPLOYMENT PROCEDURES:**

- 4.6 Head teacher or subject leader to carry out the induction process (see induction checklist appendix 2).
- 4.6.1 Subject Leader or Teacher to discuss with the AOTT the specific outcome of the work. An AOTT delivering activity sessions during the school day has to deliver the relevant programme of study from the National Curriculum for Physical Education.
- 4.7 Subject Leader or Teacher to discuss any professional development opportunities with the AOTT.
- 4.8 Subject Leader, teacher or external expert to assess competency of AOTT.

Qualified AOTT	Unqualified AOTT
Subject Leader, teacher or external expert brought in by the school to assess the competency of the AOTT and undertake a suitable level of supervision. This may involve observation or working alongside prior to the implementation of indirect supervision. Use the competency assessment form (Appendix 4) to determine the level of supervision required.	Subject Leader or teacher to assess the competency of the unqualified AOTT and undertake direct supervision at all times.

- 4.10 Subject Leader to monitor regularly and systematically and review the quality of provision provided by the AOTT. This should be undertaken during the first few days of activity and then periodically whenever deemed appropriate but no less than once every six weeks.
- 4.10.1 Subject Leader or teacher to ensure that risk assessment procedures are fully implemented and to update regularly and inform the AOTT on the personal circumstances of the students e.g. illness or SEN.
- 4.12 School to keep a register of all students who attend each session and the name of the AOTT delivering.

## 5. COMPETENCES

- 5.1 An AOTT must be assessed on his or her suitability to work with children. This will include pre-employment procedures, completion of the induction checklist and competency assessment (see appendices 2 and 4).
- 5.2 Unqualified AOTTs should be encouraged to develop the competences listed below in 5.3 whilst working alongside the teacher.
- 5.3 All qualified AOTTs must be judged on the following competences to determine the eventual level of direct or indirect supervision required:
- a. Quality and appropriateness of relationship:**  
Does the AOTT:
- develop a professional approach when working with students avoiding undue familiarity;
  - value, care and respect all students;
  - present him/herself appropriately e.g. dress, use of language, demeanour.
- b. Knowledge of students**  
Does the AOTT take into consideration:
- different levels of ability;
  - special educational needs;
  - medical needs;
  - age and/or size;
  - behaviour;
  - level of confidence;
  - gender mix.

### **c. Management and organisation**

Does the AOTT:

- outline the aims at the start of a session;
- ensure that instructions are fully understood;
- provide a safe working and learning environment;
- maximise participation at all times;
- assess student performance correctly;
- match students' confidence, strength and ability in pair and group tasks;
- understand the needs of the age group they are working with;
- use appropriate equipment during the session;
- have effective strategies for student control and motivation;
- give appropriate demonstrations;
- apply school procedures e.g. child protection, emergency action, risk assessment, accident reporting etc.

### **d. Knowledge of the Activity**

Does the AOTT:

- understand how and where his/her work fulfils or complements the relevant National Curriculum Programme of study if working during the school day;
- demonstrate an appropriate level of expertise to enable learning to take place;
- understand how and where his/her work fulfils or complements the National Sporting Governing Body player pathway if working after school or in the holiday periods;
- know and apply the rules of each activity correctly;
- use space safely and well;
- differentiate equipment;
- differentiate each practice;
- plan a session with effective progression.

### **e. Observation and Analytical Skills**

Does the AOTT:

- monitor overall performance against the aims set;
- identify faults and establish strategies for improvement.

### **f. Screening and Induction**

Does the AOTT:

- have up-to-date relevant qualifications to be delivering the activity;
- meet all of the screening criteria contained in the induction checklist (appendix 2).

The Headteacher and/or Subject Leader are best placed to be able to judge competence in:

quality and appropriateness of relationships;  
knowledge of the students;

management and organisation;  
screening and induction.

Where necessary, guidance will need to be sought from a specialist LEA representative, consultant, senior management or teacher colleague in the school network to help judge competence in:

knowledge of the activity;  
observation and analytical skills.

## **6. QUALIFICATIONS AND CONTINUING PROFESSIONAL DEVELOPMENT (CPD)**

A programme of development for AOTTs in Physical Education has been developed by BAALPE, PEA UK, sports coach UK and Sport England. Further details may be obtained from sports coach UK ([www.sportscoachuk.org](http://www.sportscoachuk.org)). The programme includes a school induction pack (Stage 1 – for volunteers without qualifications) and specific Physical Education awareness courses (Stage 2 – for coaches with formal qualifications such as National Governing Body awards and experienced volunteers who have progressed from Stage 1.)

- 6.1 AOTTs should attend the local course ‘Getting the Most out of Coaching Children’ devised by the Cambridgeshire Adviser for PE and Sport and delivered by Cambridgeshire Active Sports.

For information contact:  
Active Sports Development Officer  
Cambridgeshire and Peterborough Active Sports Partnership  
e-space North, 181 Wisbech Road  
Littleport, Cambridgeshire  
CB6 1RA  
[Ellen.Falkner@eastcamb.gov.uk](mailto:Ellen.Falkner@eastcamb.gov.uk)

- 6.2 Development opportunities for AOTTs will also be available through the DfES National PE and School Sport Professional Development programme.

Further details are available from:  
Cambridgeshire Adviser for PE and Sport  
Cambridgeshire County Council  
CAS, HPDC,  
Lawrence Court  
Princes Street  
Huntingdon, Cambs.  
PE29 3PP  
[Annmarie.latham@cambridgeshire.gov.uk](mailto:Annmarie.latham@cambridgeshire.gov.uk)

Director of Sport  
Stanground Sports College  
Farcet Road  
Stanground  
Peterborough  
Cambs. PE7 3BY  
[JDigby@stangroundcollege.co.uk](mailto:JDigby@stangroundcollege.co.uk)

- 6.3 National Occupational Standards (NOS) for Teaching Assistants describe the knowledge and performance standards which can lead to NVQ qualifications at levels 2 and 3. The purpose of the NOS is to promote best practice in all schools. The standards represent best practice expectations – the factors used to recognise competent performance. Elements of these have been included in this guidance. Full details may be found on the Local Government National Training Organisation (LGNTO) [www.lg-employers.gov.uk](http://www.lg-employers.gov.uk).
- 6.5 Standards for higher level teaching assistants have also been established. These may be relevant to AOTTs working in Physical Education and School Sport. Further information on the standards may be obtained from the Teacher Training Agency ([www.tta.gov.uk/hlta](http://www.tta.gov.uk/hlta)).

## 7. CONCLUSION

The employer (LEA in Community and Voluntary Controlled schools; or the Governing Body or Trustees in Foundation, Voluntary Aided and Independent schools) will always be held accountable for determining the conditions within which AOTTs operate. Good practice includes screening, induction, monitoring and evaluating. This is because the employer holds legal responsibility for the health and safety of students, visitors, AOTTs and other adults on the premises. AOTTs will work directly alongside a competent teacher. In some circumstances the school may determine that AOTTs must always work under the direct supervision of – i.e. alongside – a teacher. In other situations, subject to child protection measures being in place, and following induction, thorough risk assessment, competency assessment and possibly some continuing professional development, qualified AOTTs will be deemed to be competent to work under the indirect supervision of the teacher. In such instances regular and systematic monitoring and evaluation of the work will be necessary.

## RELEVANT DOCUMENTATION

Learning through Physical Education and Sport: A Guide to the Physical Education, School Sport and Club Links Strategy.  
DfES/LPTPES/2003

DfES/CEDC Safe Keeping: Good Practice Guidance for Health and Safety in Study Support. DfEE 0197/2000

Health and Safety of Students on Educational Visits (HASPEV)  
DfES/HSPV2/2001. HASPEV has a three-part supplement as follows:

- Standards for Local Education Authorities in Overseeing Educational Visits  
DfES/0564/2002
- Standards for Adventure  
DfES/0565/2002
- A Handbook for Group Leaders  
DfES/0566/2002

Safe Practice in Physical Education and School Sport  
BAALPE (2004)  
Copies available from [www.baalpe.org](http://www.baalpe.org)

Protecting Children: a guide for sportspeople  
NSPCC/sports coach UK (2002)  
Copies available from [www.1st4sport.com](http://www.1st4sport.com)

Health and Safety: Responsibilities and Powers  
DfES 0803/2001

Group Safety at Water Margins  
DfES/CCPR

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