Sports Coach

Recruitment Pack

November 2026

Part of the Steel River Academy Trust

WELCOME MESSAGE

Dear Applicant,

Welcome to Grangetown Primary School!

On behalf of myself and governors, may I take this opportunity to thank you for expressing an interest in applying for this position. We are delighted that you are considering joining our vibrant and dedicated team.

At Grangetown, we place the upmost importance on creating a safe and nurturing environment for our pupils. Our commitment to safeguarding is at the core of everything we do, ensuring that every child in our care is protected and can thrive. We adhere to rigorous safer recruitment practices, provide continuous training and maintain a secure and supportive setting for both pupils and staff. Joining our team means becoming part of a community that values the wellbeing and safety of every individual, working collaboratively to foster a positive and safe learning environment for all.

We stand at the heart of a wonderful community, and we feel a real privilege to be given the opportunity to teach and help prepare our children for their future. We are a friendly, welcoming learning community committed to creating the best possible educational experience for every child. We begin caring for our pupils from the minute the family walk through the door. We believe that each step of every child's education is as important as the one before. We strive to provide inspiring and memorable learning experiences and enriching activities that broaden their horizons and raise their aspirations. Through these experiences we believe that our pupils become happy, secure responsible young people who have a sense of belonging to our community, which in turn is proud of them.

We foster and develop positive relationships and have clear communication between parents, pupils and staff. We place a high importance on being kind and having respect for each other which we see as an important component in character development.

As a school, we all work together. The ability to collaborate and be open to development is essential. We have a culture of high support, high challenge which combines two essential elements to create team empowerment and resilience. High support ensures that every member of staff feels valued, appreciated, and empowered to reach their potential. High challenge takes us all outside of our comfort zones safely, encouraging continuous growth and innovation.

During the application/selection process if you require special arrangements at any stage, please do not hesitate to contact the school.

If this fantastic opportunity excites you then please find more information about our school on our website and I would also strongly recommend arranging a visit to our wonderful school. I look forward to meeting you then and receiving your completed application.

Many thanks and kindest regards



Charlotte Mott

Head Teacher

ADVERT

Position: Sports Coach
Contract: Temporary till the 31st August in the first instance
Required: January 2027
Salary: Grade E (£26423.26 - 27307.44)
Hours: 35

The governors of Grangetown Primary School are seeking to appoint an excellent sport coach for January 2027

The successful candidate will have:

- Able to demonstrate excellent practice in teaching and learning
- Able to motivate children and inspire them to learn
- Able to work successfully as part of a team
- Able to contribute to curriculum development
- Willing and able to make a positive contribution to the school and its community

Our school can offer:

- A friendly, caring and supportive team
- Quality professional development opportunities
- Amazing pupils who are polite and enthusiastic
- Supportive parents and governors

Applications are invited from prospective candidates who are able to demonstrate that they meet the essential criteria set out in the person specification.

Closing date: Tuesday 24th November 2026 at 12pm
Shortlisting: Tuesday 24th November 2026
Interviews: Wednesday 2nd December 2026

Grangetown Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Safer recruitment practice and preemployment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced Disclosure and Barring Service (DBS) check and completion of the childcare disqualification declaration form (Childcare Disqualifications Regulations 2009).

Please return all applications to -
Grangetown Primary School, St George Road, Grangetown, Middlesbrough, TS6 7JA
Tel: 01642 455278 **Email:** Lorraine.ackerley@grangetown.steelriver.org.uk

JOB DESCRIPTION

Post Title	Sports Coach
Salary	Grade E
Line manager/s	The Headteacher and members of the SLT.
Supervisory responsibility	Support staff (if required)

MAIN PURPOSE OF THE JOB
To complement the professional work of teachers by taking responsibility for delivering PE lessons. To deliver a range of high-quality sport and physical activity opportunities in a fun way that is progressive and reflective of the needs of young people in the community. To ensure that the physical, cognitive and emotional development of the child is nurtured. This will involve collaborative lesson planning with the class teacher and the preparation and delivery of learning activities for whole classes, along with assessing, recording and reporting on pupil achievement, progress and development, supported by the teacher. Coordination of after school clubs will also be an integral part of the role.
DUTIES AND RESPONSIBILITIES
Support for pupils:
• Use specialist (curricular/learning) skills/training/experience to support pupils • Establish productive working relationships with pupils, acting as a role model and setting high expectations • Promote the inclusion and acceptance of all pupils within PE lessons • Support pupils consistently whilst recognising and responding to their individual needs • Encourage pupils to interact and work co-operatively with others and engage all pupils in activities • Promote independence and employ strategies to recognise and reward achievement of self-reliance • Provide feedback to pupils in relation to progress and achievement • To provide a safe environment that is accessible to all young people
Support for the teacher:

- Organise and manage appropriate learning environment and resources
- lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Provide objective and accurate feedback as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- Undertake the accurate recording of achievement/progress
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed.

Support for the curriculum:

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
- To ensure the lessons are child centred, structured, progressive, fun and of a high quality.
- To work with a range of children within key stages 1 and 2
- To deliver multi-sport/ skills clubs in an after-school environment
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Help pupils to access learning activities through specialist support
- Determine the need for, prepare and maintain general and specialist equipment and resources

Support for the school:

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings
- To commit to a programme of continuing professional development to ensure lessons are always of the highest quality.
- Recognise own strengths and areas of expertise and use these to advise and support others
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- Undertake planned supervision of pupils' out of school hours learning activities
- Supervise pupils on visits, trips and out of school activities as required
- Show a duty of care and take appropriate action to comply with health and safety requirements at all time

- Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.

TEACHING

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach.
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.
- Be accountable for the attainment, progress and outcomes of pupils you teach.
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on this demonstrating knowledge and understanding of how pupils learn.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Demonstrate an understanding of and take responsibility for promoting high standards of English, including the correct use of spoken English (whatever your specialist subject).
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment.
- Make accurate and productive use of assessment to secure pupils' progress.
- Give pupils regular feedback and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.

BEHAVIOUR AND SAFETY

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage pupils effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- Have high expectations of behaviour, promoting self-control and independence of all learners.
- Carry out playground and other duties.
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.

TEAM WORKING AND COLLABORATION

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.

- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

WIDER PROFESSIONAL RESPONSIBILITIES

- Work collaboratively with others to develop effective professional relationships.
- Deploy support staff effectively as appropriate.
- Communicate effectively with parents/carers about pupils' achievements and well-being using school systems/processes as appropriate.
- Make a positive contribution to the wider life and ethos of the school.

ADMINISTRATION

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate.
- Participate in and carry out any administrative and organisational tasks.

PROFESSIONAL DEVELOPMENT

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues.
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal.

OTHER

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality.
- Perform any reasonable duties as requested by the headteacher.

Signed (staff)		**Date**	
Signed (headteacher)		**Date**	

PERSON SPECIFICATION

Please be aware that applications are assessed against the following criteria in the first instance. 1. Overall presentation
2. Use of standard English
3. Grammatical accuracy

If an application does not meet the expected standard, it will be discarded before being matched to the person specification.

ATTRIBUTES		E	D	Source
Qualifications	GCSE/O level maths and English at grade B or above.		X	A
	Degree		X	A
	Teaching Assistant Qualification		X	A
	Sports Coaching or Coaching Qualification	X		A
Experience	Experience of coaching across different phases.	X		A, R, I
	An understanding of assessment for learning.	X		A, R, I
	Evidence of relevant and ongoing professional development.		X	A, R, I
	Familiarity with working in a school situated in an area of deprivation.		X	A, I
	Experience of working in more than one primary school.		X	A
Skills, knowledge and understanding	An excellent knowledge and understanding of the National Curriculum.	X		A, R, I
	The ability to plan creative and interesting learning opportunities for pupils.	X		A, R, I
	Ability to use assessment strategies, identify next steps in learning and deliver lessons which meet the needs of all pupils, including the more able and those with SEND.	X		A, R, I
	Proven successful behaviour management strategies.	X		A, R, I
	The ability to develop positive working relationships with pupils.	X		A, R, I
	A commitment to further training to improve teaching and learning and personal skills.	X		A, I
	The ability to work positively as an effective member of a team with a range of colleagues.	X		A, R, I

	High levels of emotional intelligence.	X		R, I
	Good literacy and communication skills in accurate spoken English.	X		I
	Flexible and adaptable.	X		A, R, I
	Ambitious and driven.	X		A, R, I
	Skills and/or experience that would contribute to the school's extended school opportunities.		X	A, R, I
	Commitment to maintain values and ethos that nurture and safeguard children.	X		A, R, I

Codes		
E = Essential	D = Desirable	
A = Application Form	R = References	I = Interview

SAFER RECRUITMENT

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of the children in education

This school recognises the value of and seeks to achieve a diverse workforce which includes people from different backgrounds with different skills and abilities. The school is committed to ensuring that the recruitment and selection of all who work within the school is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. The school will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.

All successful applicants will be required to declare spent and unspent convictions, cautions and bind- overs, excluding those defines as protected and will be subject to an Enhanced Disclosure and Barring Service check with barred list information.

Applications

The school requires candidates to account for any gaps or discrepancies in employment history on this application form. Where an applicant is shortlisted, these gaps will be discussed at interview.

Applicants should be aware that by applying they are agreeing that the information given is true and correct and that any offer of employment will be made on this basis. Where it is found that false information has been provided this could result in the application being withdrawn or summary dismissal if the applicant has been selected and employment has commenced. This may also result in possible referral to other professional regulatory bodies where appropriate.

References

- A minimum of two references will be sought, one of which must be from current or most recent employer.
- References for shortlisted candidates will be sent for immediately after shortlisting.
- The school has a standard template which is used for all references.
- The school does not accept open references, testimonials or references from relatives, a partner or people writing solely in the capacity as a friend.

A standard template will be used for both requesting and providing references. This has been checked and verified by Human Resources.

Only references from a trusted authoritative source will be acceptable. References will always be sought and obtained directly from the referee.

Reference requests will specifically ask:

- About the referee's relationship with the candidate.
- Whether the referee is completely satisfied that the candidate is suitable to work with children and, if not, for specific details of the concerns and the reasons why the referee believes that the person might be unsuitable.

Referees will also be asked to confirm details of:

- The applicant's current post, salary and attendance record.
- Performance history and conduct.
- Any disciplinary procedures in which the sanction is current
- Any disciplinary procedures involving issues related to the safety and welfare of children, including any in which the sanction has expired and the outcome of those details of any allegations or concerns that have been raised that relate to the safety and welfare of children or behaviour towards children and the outcome of these concerns.

References will be compared to the application form to ensure that the information provided is consistent. Any discrepancies will be taken up with the applicant at interview.

Any information about past disciplinary action or allegations will be considered in the circumstances of the individual case.

SHORTLISTING

Before the closing date, a panel will be created that will include at least one governor. After the closing date, the panel will match your skills/experience against the person specification.

Selection for interview will be decided entirely on the contents of your application form. Please read the job description and person specification carefully before completing your form.

INTERVIEW

The shortlisting panel will then conduct the arranged interviews. This will always be a face-to-face professional interview.

The panel will agree the questions to be asked of each candidate and the assessment criteria to be used. In addition to exploring the candidate's suitability for the post, the panel should explore:

- the interviewees attitude towards children and young people
- the interviewees willingness and ability to support the school's commitment to safeguarding and promoting the safety and welfare of children and young people
- any unexplained gaps in the candidate's employment history
- any other concerns or discrepancies arising directly from the interview

The panel will then score the applicants on the interview activities. A decision will then be made about the appointment(s).

If you are selected for interview, you **must** bring along one form of photographic ID to verify your identity.

SAFEGUARDING

Keeping children safe is our number one priority. We ensure that the safety and wellbeing of every child is at the centre of every decision we make.

'Whilst local authorities play a lead role, safeguarding children and protecting them from harm is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.'

Working Together to Safeguard Children DfE 2023
Grangetown Primary School pays full regard to the DfE guidance 'Working Together to Safeguard Children, 2023' and 'Keeping Children Safe in Education, September 2026'.

The school's Child Protection Policy applies to all adults, including volunteers.

Our Child Protection Policy has been written to ensure that all staff are fully informed about their responsibilities in relation to Child Protection, are aware of signs and symptoms which may suggest that a child is coming to harm, the various types of safeguarding issues that we may face as educators of children and who to speak to if they have a concern about a child or member of staff.