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Wrexham AFC PE and School Sport Apprenticeship School & Mentor Guidance Document

Creating professional, inclusive pathways in sport leisure and education - Developing ambitious leaders at every level –
Solution based focus through innovation and collaboration - Positive, proactive culture built on integrity and trust-
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1. Foreword

The following guidance document has been developed by Achieve More Training (AMT) for Schools and School based mentors.

The purpose of this document is to provide guidance for schools and school-based mentors on how the Wrexham AFC Physical Education and School Sport Apprentice (PESS) can support in the following areas.

- School ethos environment and culture
- Active travel to and from school
- Active break and lunch times
- Extra-curricular activities, activities and support provided by others
- Formal Curriculum



Gethin Môn Thomas

In addition, the document provides guidance on how the school-based mentors can support the Wrexham AFC PESS Apprentices and introduces a progression pathway of increasing responsibility. The apprentices will be working towards a Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport and will require the support of school-based mentors to e.g., provide feedback and complete observation reports and witness statements.

This document is an early iteration of AMT's Wrexham AFC PESS Apprenticeship guidance, it is not exhaustive and highlights the key proposals. Over the coming school year AMT will engage with schools-based mentors to further develop sections of this guidance document for the purpose of facilitating the sharing of best practice.

2. Introduction

Being physically active is not only good for physical health and fitness, evidence shows that it is also good for mental well-being. A school week includes plenty of opportunity for learners to be physically active including: travelling to and from educational settings, moving between classes or activities, learning through play, break times, PE lessons and extra-curricular activities.

Being physically active helps to promote physical and emotional health and wellbeing and children and young people who are physically active are more likely to continue to lead an active lifestyle throughout the life course. Emerging evidence suggests an association between being physically active and academic attainment. Research suggests a strong relationship between early gross motor and later school aged cognitive development, especially processing speed and working memory in school aged children.

Physical Activity (PA) keeps learners fit, boosts energy levels, and improves the quality of sleep with extensive evidence to support the role PA plays in reducing the risk of many non-communicable diseases. PA improves how learners feel and can help to promote a positive attitude and outlook, relieving stress and anxiety. Intervention studies have also shown that engaging in PA can improve mood, and lower confusion, anger, and tension. Without regular PA, learners may lose confidence, strength, stamina, and may find it harder to concentrate.



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PA guidelines (Chief Medical Officers, 2019) for both adults and children are consistently underachieved and there is increasing global concern about rates of both adult and childhood obesity. The World Health Organization's (2020) guidelines on PA and sedentary behaviour reaffirm messages that some PA is better than none'.

Careful consideration needs to be given to the nature of the experience associated with PA and School Sport (SS) at all stages of development and indeed throughout the life course. It is our experiences that shape our attitudes and values and ultimately our relationship with PA. Ensuring positive, meaningful, child centred experiences in PA and SS is imperative. **The Schools Wrexham AFC PESS Apprentice can make significant contributions in support of the school providing such experiences.**

3. Roles and Responsibilities

i) The role of the school and school-based mentor

The school is required to support the Wrexham AFC PESS Apprentice in their learning through 'ON THE JOB TRAINING' mentor support is critical if the apprentice is to achieve the L3 NVQ qualification Diploma in Supporting the Delivery of PESS. At a **minimum** the mentor must have been awarded of QTS and successfully completed a statutory induction. The mentor will be identified as a **competent person** for the purpose of providing support and feedback, completing observation and witness statements. It is important to note that mentoring the Wrexham AFC PESS Apprentice provide opportunities for the school-based mentor to develop professionally within the framework of the [Professional Standards for Teaching and Leadership](#). For example, in the standards, collaboration, and leadership.



The school-based mentor will provide **progressive opportunities with increasing responsibilities** (refer to section 7-page 11/12). These opportunities **must be** in support of learning/training which encourages and enables the apprentice to demonstrate practical job-related skills and to practise and apply these skills in the context of the job. This type of learning will be delivered in the workplace and through practical experience (Apprenticeship framework, Skills Active, 2018). For the Wrexham AFC PESS Apprenticeship this is within the context of: Physical Activity and School Sport, Physical Education and the Health and Well-Being Area of Learning and Experience (HWB AoLE). This guidance document outlines where opportunities to support learning within these specialisms arise.

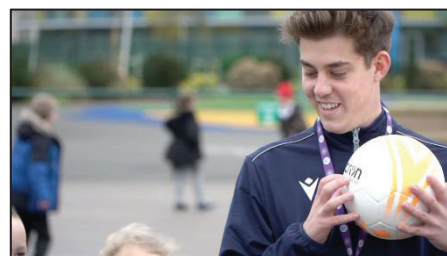
The expectation of the school-based mentor also include:

- contributing to the progression review meetings held between apprentice and AMT tutor
- conduct lesson observation and provide feedback reports and witness statements.

It is important to note that the school-based mentor maintains ultimate responsibility for teaching and learning and the health and safety of all learners under the supervision of the Wrexham AFC PESS Apprentice.

ii) The role of the apprentice

The role of the apprentice is highlighted throughout this guidance document. The Wrexham AFC PESS Apprentice can take responsibility for curricular lessons and extra-curricular activities and experiences under the supervision of the school-based mentor. In addition, the Wrexham AFC PESS Apprentice can support the school to provide experiential learning opportunities



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through PESS to progress learning described within progression steps across **all** statements of what matters across the HWB AoLE.

The apprentice will engage in **progressive learning opportunities with increasing responsibilities**. Entry points on the progression ladder of responsibility will be determined by several factors as outlined in section 7-page 11/12 and will be based on an informed decision following agreement between the apprentice and school-based mentor. The Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport introduces (or consolidates knowledge, depending on previous experience and qualifications) learners to several roles in providing PESS. The qualification will develop learner's knowledge and skills to be able to independently lead the delivery of PE and sport programmes in a school environment. While it is delivered through the medium of PESS, the skills may be used by learners aspiring to work in other sporting roles, such as coaching. Included in appendix 5 are the National Occupation Standards for the qualification.

The minimum expectation of the Wrexham AFC PESS Apprentice also include:

- Plan lessons and where appropriate longer-term plans in accordance with school policy to include:
Learning Intentions, Success Criteria, Teaching Points, AfL opportunities etc., differentiation (STTEP).
- Ensure all PESS experiences are **Physical Literacy informed**.

School Ethos and Environment

For maximum impact on children and young people's levels of PA, the whole-school ethos and environment need to reinforce and support the value of PA throughout all aspects of school life. The Schools Wrexham AFC PESS Apprentice can make significant contributions towards developing physical and social environments which promote and enable safe and enjoyable PA and SS.

The Wrexham AFC PESS Apprentice can:

- support staff to ensure all equipment, facilities and areas that support and encourage PA are well maintained e.g., equipment is ready for use, equipment is organised and stored appropriately, equipment for active breakfast, break and lunch is checked in/out and monitored.
- provide supervision during active breakfast, break and lunch times
- provide extra-curricular provision for PA
- support staff to use correct movement terminology
- support the school to informing parents and guardians of:
 - after school activities
 - community clubs and exit routes
 - holiday activities
- communicate with parents and guardians using e.g., social media to encourage parents and guardians to participate in PA with their children
- develop and monitor attractive displays/noticeboards and information in the school newsletter and/or on the school website which highlight PA and SS messages, give information on available activities, clubs and achievements, and ensure that they are frequently updated and changed
- encourage active travel to school through communication with learners and parents/guardians

(It is the school and LAs responsibility to work towards identifying and developing safe routes to school)



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- support the school to ensure equity and inclusion during all PA and SS
- recruit and mentor Bronze and Silver Young Ambassadors (YAs)
- identify and engage with those who are enthusiastic about PA and SS to help motivate those who are less willing to participate e.g., playground leaders and YA
- support staff, including lunchtime supervisors and encourage learners to make considered decisions around healthy options at lunchtimes, break times and breakfast clubs
- encourage learners to remain hydrated during the school day and support the school to discourage the use of high energy drinks
- support the school to ensure opportunities to be active are engaging and enjoyable for all
- support the school to provide safe and stimulating areas in which children and young people can play and be active
- ensure a high profile for PA, Active Play (AP) and SS throughout the school with established cross curricular links made visible
- organise high-profile PA and SS events
- where possible, invite appropriate role models from a range of backgrounds and sport into school to inspire learners
- encourage all staff to be active and become positive role models (e.g., walking or cycling to school themselves, changing for PE lesson etc).
- support the school to ensure that opportunities and experiences in and around PA and Sport to comply with the ethos of **SMILES** (*Appendix 1*).



i) Families and school community

The Wrexham AFC PESS Apprentice could support the school to:

- regularly consult with and update Parents on opportunities for PA, AP, and SS
- raise awareness of opportunities in the local community
- inform parents and guardians of the benefits to Health and Well-Being and the importance of leading active lifestyles through PA, AP, and SS.

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ii) **Active Travel**

The Wrexham AFC PESS Apprentice could encourage active travel to school by:

- working with parents and learners to encourage active travel to school
- monitor the storage of e.g., Bikes, Scooters etc
- liaise with partners and organise opportunities for learners to receive instruction on safe active travel to and from School.

iii) **Active Breakfast Club, Break and Lunch times**

The Wrexham AFC PESS Apprentice could:

- encourage activity in a **wide range** of break time activities.
- lead and initiate AP
- supervise and manage open spaces/play areas
- monitor a range of developmentally appropriate equipment to inspire and encourage activity during break times
- plan and supervise active break time activities during inclement weather including hot weather.

iv) **Extra-curricular Activities**

The Wrexham AFC PESS Apprentice can:

- provide opportunities for learners to participate in a wide range of extra-curricular PA and SS during, breakfast clubs, at break times, lunch time and after school clubs
- organise a wide range of extra-curricular activities from the seven movement forms and activity areas (*Appendix 2*)
- provide inclusive, equitable opportunities for all to engage in extra-curricular PA, AP, and SS
- adopt a squad rotation policy in support of the above
- support the organisation of both friendly and competitive events, tournaments, and fixtures.

Signposting and Exit routes

The Wrexham AFC PESS Apprentice can support a school and:

- provide information on how learners can access opportunities to experience PA and Sport in their communities (see 2. Ethos and Environment)
- provide opportunities for local clubs/charities and organisations to encourage community-based activity through outreach/taster days
- develop relationships and links with local clubs, county/regional events etc where talent can flourish and develop.

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v) Activities and support provided by others and participation in national events and initiatives

In accordance with the above, the Wrexham AFC PESS Apprentice will endeavour to work in partnership with:

- local authority staff, sport development officers and youth workers
- Sport North Wales
- Sport Wales and Disability Sport Wales
- Governing Bodies of Sport
- local clubs and community groups.

For the purpose of:

- 1) providing learners with opportunities and experiences in PA, AP, and SS
- 2) signposting exit routes.

The Wrexham AFC PESS Apprentice can support the school to participate in National events and initiatives concerning Physical Activity, Active Play and Sport e.g. National Play Day, Walk to School Week; PE, School Sport and Club Links; BHF's Jump Rope for Heart

5. The formal curriculum

a) HWB AoLE/Expressive Arts AoLE/Physical Education

The Wrexham AFC PESS Apprentice can support the school to provide a **minimum of two hours** of Physical Literacy informed Physical Activity and School Sport a week. Whilst supporting the school to provide experiential learning opportunities through PESS to progress learning described within progression steps across **all** statements of what matters across the HWB AoLE e.g., 'Physical Health and Well-being has lifelong benefits'.

The Wrexham AFC PESS Apprentice can support a school to ensure a child centred approach to learning and teaching in the AoLE HWB/PE through:

- Regular consultation with learners and consideration of e.g., School Sport Survey Data, SHRN data, school council physical activity sub panel; will ensure that the curriculum reflects the needs, interests, and voice of learners and result in the co-construction of a local curriculum offer.
- Supporting the school to ensure that learners and experiences in physical activity and sport are:
Safe (emotionally and physical environment), there is **Maximum Participation**, all learners are **Included**, the experience is **Learning focused**, **Enjoyable**, and **Success orientated (SMILES)** (*Appendix 1*).
- Planning learning and teaching activities that are developmentally appropriate and where necessary intervene and encourage learners that require additional support e.g., acquisition of transferable skills – physical competence, confidence, and motivation (*Appendix 3*).
- Providing learners with assessment for learning opportunities and providing formative feedback to ensure that learning and teaching activities are success orientated by making progression in learning visible.
- Provide opportunities for learners to experience different roles (participant, leader, official etc.).

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b) Physical Activity and School Sport to support learning across all HWB AoLE WMs

With support, the Wrexham AFC PESS Apprentice can contribute to the development of ideas and resources that provide experiential learning through PA and SS across all statements of What Matters (WMs) within and beyond the HWB AoLE.

For example, learning within the statement of what matters 'Our decision-making impacts on the quality of our lives and the lives of others' can be experienced during team games and outdoor and adventurous activities.

Active Learning across the curriculum

The Wrexham AFC PESS Apprentice can support schools to:

- Exercise intervention –
 - Provide opportunities for learners to have classroom movement breaks where prolonged periods of sedentary behaviour are experienced e.g., double lessons etc.
 - Work with specific groups of children that need physical / wellbeing intervention through PESS.
- Targeted Support – Using the Wrexham AFC PESS Apprentice as a sporting role model to engage with pupils that need interventions in other areas of learning such as Mathematics and numeracy, languages, literacy and communication.
- Cross curricular – Use physical activity and sports to contextualise and develop cross curricular skills frameworks.



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6. Wrexham AFC licensed Programmes

Wrexham AFC Foundation's Primary Dragons programme supports learning by using the power of the Club to inspire the next generation.

Through a number of key initiatives, Primary Dragons centres on enhancing learning, increasing participation whilst also focusing on promoting youth voice and choice, community belonging and pride. Key initiatives, projects and enrichment opportunities for schools with a Wrexham AFC PE and School Sport Apprentice include:

Wrexham AFC Primary Dragons Captains Programme

The selection of Year 5 or 6 pupils (one boy and one girl) to act as captains and school representatives, tasked with promoting play, inclusion, youth voice, choice and community engagement. Pupils lead on the development of social action projects, represent the school at key Club events and take part in a number of youth summit events throughout the academic year.



Future Dragons (Year 3 - 6)

Future Dragons connects classroom learning with Wrexham AFC through engaging, curriculum-linked experiences. Designed to support skills in numeracy, literacy, the arts, and the Welsh language, the programme may also include the opportunity for an educational visit to the STÖK Cae Ras,

Pupils use a Future Dragons booklet to create their own matchday programme content, with selected work showcased at a Wrexham AFC matchday. Flexible resources allow delivery to be tailored by age, ability, and time available — ensuring impact for every class.

Girls-Only Extra-Curricular Clubs

Powered by SP Energy Networks Girls' and focused on providing girls with their first experience of formal football, this programme aims to inspire a love for the game and open pathways to regular participation beyond the school setting.

Clubs can be delivered flexibly including during breakfast clubs, lunchtime, or after-school making it easy for schools to engage more girls in an inclusive, supportive and fun environment.



Festivals and Competitions

Through a mix of inclusive festivals and tournaments all pupils are provided with fun and challenging opportunities whether trying football for the first time or representing the school in competition and link in values.

Tournaments include:

- **Premier League Primary Stars (Years 5-6)**
- **Premier League Girls Cup (Years 5-6)**

Regional qualification opportunity for the winning school

- **Utilita Kids Cup (Years 5-6)**

Winners progress to represent Wrexham AFC at the regional tournament

Inclusive and developmental events include:

- **SP Energy Networks Girls' Fun Football Festival (Years 3-4)**

Designed to provide girls with first time formal football experiences linking in games, skill activities and learning.

- **Wrexham AFC Year (Year 2/3) Festival**

Aimed at providing fun small-sided games opportunities for pupils in Year 2/3 linked to identifying gifted and talented footballers in partnership with Wrexham AFC Academy.

- **Cluster Festivals and Intra-School Sports Days**

PowerWise

PowerWise is a fun-football themed educational activation powered by SP Energy Networks that helps children learn about electricity safety, generation, and distribution.

Designed for all primary year groups, it uses game, and challenges to make key safety messages memorable. Pupils explore how electricity powers their world and how to stay safe at home, in school, and in the community.

Contact Us

For more information on our Primary Dragons or Premier League Primary Stars programme please contact:

josh.evans@wrexhamafc.co.uk

7. Example Timetable (Primary example)

Below is an 'example' timetable for a Wrexham AFC PESS Apprentice in a primary school setting. They would link and deliver sessions or initiatives described in areas 4 (School Ethos and Environment) and 5 (The formal curriculum).

As part of the induction period in the first term, AMT will create a bespoke PE and school sport timetable for your school. The new Wrexham AFC PESS Apprentice and school mentor will actively plan a timetable which has the biggest impact on the schools desired outcomes for the programme, which may include:

- Breakfast clubs
- Structured breaks
- Lunch time activities
- After school clubs
- Supporting PE curriculum
- Active Travel
- Initiatives – Daily mile, National Play Day, Walk to School Week; PE, School Sport and Club Links; BHF's Jump Rope for Heart
- Exercise Interventions
- Targeted support with numeracy and literacy
- Manage young leaders / sport leaders / young ambassador scheme
- 3 HRs PPA (Off timetable for qualification)
- Link after school clubs with community club signposting
- Organise and attend Festivals / Events

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Time/Day	Mon	Tue	Wed	Thur	Fri
8 – 9	Breakfast clubs (Play Leaders) K2	Breakfast clubs (Adventure) K1	Breakfast clubs (Active Travel) K1 and K2	Breakfast clubs (Aesthetic) K1	Breakfast clubs (Fun Games) K2
9 -10	Wrexham AFC Powerwise Programme	Exercise Interventions	Targeted support with numeracy and literacy	Wrexham AFC Future Dragons programme	Targeted support with numeracy and literacy
10 – 11	Break (Wrexham AFC Captains programme)	Break (plan and supervise active break time activities during inclement weather including hot weather)	Break (supervise and manage open spaces/play areas)	Break (Structured activities)	Break (Manage Fun Golden time activity)
11-12	PPA (App Qualification) time	PPA (App Qualification) time	PPA (App Qualification) time	Targeted support with numeracy and literacy	Exercise Interventions
12 – 1	Include APP lunch break Lunch – (Daily Mile)	Include APP lunch break Lunch	Include APP lunch break Lunch	Include APP lunch break Lunch	Include APP lunch break Lunch
1 – 2	Support PE curriculum	Support PE curriculum	Wrexham AFC invitational Festivals and competitions	Support PE curriculum	Support PE curriculum
2 – 3	Support PE curriculum	Support PE curriculum	Wrexham AFC invitational Festivals and competitions	Support PE curriculum	Support PE curriculum
3 - 4	After school club (Athletic)	After school club (Wrexham AFC Girls Only Football)	After school club (Festivals and competition – Link to community club outcomes)	After school club (Fitness and Health)	After school club (Interpersonal/relational)

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8. Wrexham AFC PESS Apprentice assessment units

The Wrexham AFC PESS Apprentice will need to complete a series of assessment task that assess attainment against the Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport, learning outcomes. The tasks are organised as follows and relate directly to the contributions suggested in this guidance document.

Task	Assignment Task	Suggested Context of the assignment	Role of the Mentor <i>Illustrated below are examples of how the SBM may support the Wrexham AFC PESS Apprentice</i>	Link to L3 Apprentice Role within School
1	Communication and Professional Relationships	<ul style="list-style-type: none"> Communication with parents e.g., Importance and advantages of PA. Sign-post exit routes to community clubs. Encourage Active travel. 	<ul style="list-style-type: none"> Provide examples/templates that demonstrate an acceptable format, language and tone when communicating with parents. Oversee the writing of communications, checking and challenging language and tone etc. 	4. School Ethos and Environment <ul style="list-style-type: none"> ii) Active travel iv) Extra-curricular activities v) Activities and support provided by others/National Events
2/3	Schools as Organisations	<ul style="list-style-type: none"> Develop/introduce Physical Literacy informed PA policy. Present to School Governors/SLT/Staff. School vision for CfW – contribute towards learning within AoLEs and working towards 4 purposes. 	<ul style="list-style-type: none"> Arrange an opportunity for the Wrexham AFC PESS Apprentice to introduce PL informed PA policy to Governors/SLT/Staff etc. Oversee and provide support to the apprentice as they develop the e.g., policy and presentation. 	5. The formal curriculum <ul style="list-style-type: none"> a) HWB AoLE/Expressive Arts AoLE/Physical Education b) Physical Activity and Sport to support learning across all HWB AoLE WMs c) Active Learning across the curriculum
4	Understanding child and young person development	<ul style="list-style-type: none"> Work with a range of year groups, classes and abilities to develop a holistic well-rounded view of how PESS can support CYP development at the different stages. 	Facilitate the Wrexham AFC PESS Apprentice understanding of: <ul style="list-style-type: none"> ALN and the ALN bill the needs of learners ability range within stages of development. 	5. The formal curriculum <ul style="list-style-type: none"> a) HWB AoLE/Expressive Arts AoLE/Physical Education b) Physical Activity and Sport to support learning across all HWB AoLE WMs c) Active Learning across the curriculum

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			<p>Provide opportunities for the Wrexham AFC PESS Apprentice to:</p> <ul style="list-style-type: none"> • undertake a variety of activities across the AoLE HWB and the wider curriculum • teach activities from the 7 activity forms in a range of environments (Appendix 2) • work with a range of pupils including those with ALN's. 	
5	<p>Prepare for the mentoring role</p> <ul style="list-style-type: none"> • Recruit and develop Bronze Ambassadors. • Mentor learning break movement leaders. • Mentor active break time play leaders. • Support with PA interventions. 	<ul style="list-style-type: none"> • If applicable provide opportunities for the Wrexham AFC PESS Apprentice to observe experienced teachers mentor Bronze/Silver YAs. • Support and facilitate the recruitment of YAs. • Monitor and 'check in' on the mentoring process. 	<p>4. School Ethos and Environment</p> <p>iii) Active breakfast club, break and lunch times</p> <p>5. The formal curriculum</p> <p>a) HWB AoLE/Expressive Arts AoLE/Physical Education</p>	
6, 9	<p>Organise and lead a Sport Event or Competition</p> <ul style="list-style-type: none"> • Develop and present a proposal to organise school. • Organise and deliver the above. • Evaluate and report back to Governors/Parents/Staff. 	<p>Support</p> <ul style="list-style-type: none"> • Oversee and provide support as the Wrexham AFC PESS Apprentice develops the e.g., sport event/tournament/festival. • Arrange an opportunity for the Wrexham AFC PESS Apprentice to introduce an outline plan to SLT, staff and if applicable external partners. • Support the development of a detail plan and final arrangements • Provide support during the delivery of the planned event. 	<p>4. School Ethos and Environment</p> <p>iv) Extra-curricular activities</p> <p>v) Activities and support provided by others/National Events</p>	

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			<ul style="list-style-type: none"> Challenge the Wrexham AFC PESS Apprentice to evaluate objectively. Support the Wrexham AFC PESS Apprentice to write a report to Governors/Parents/Staff checking language, tone etc. <p>Assessment Produce a witness statement confirming the event has taken place.</p>	
7	Understand how to safeguard the well-being of children and young people	<ul style="list-style-type: none"> Support the school to inform learners on e.g. digital citizenship, social media – opportunities, risks/online threats etc. 	<p>Facilitate the Wrexham AFC PESS Apprentice understanding of:</p> <ul style="list-style-type: none"> contemporary issues concerning the safeguarding of learners school and LA policy and procedures. 	<p>5. The formal curriculum</p> <p>a) HWB AoLE/Expressive Arts AoLE/Physical Education</p> <p>b) <i>Physical Activity and Sport to support learning across all HWB AoLE WMs</i></p>
8	Supporting assessment for learning	<ul style="list-style-type: none"> Support assessment of progress against descriptions of learning, learning intentions and success criteria. Support learners to self and peer assess. Use assessment to inform future planning, differentiation, and intervention. Provide evidence when reporting back to parents. 	<p>Support</p> <ul style="list-style-type: none"> Provide opportunities for the Wrexham AFC PESS Apprentice to observe experienced teachers apply AfL in a range of contexts and across age groups. Provide opportunities for professional discussion relating to AfL. <p>Assessment Observe and provide feedback on the application of AfL during tasks 10 and 11.</p>	<p>5. The formal curriculum</p> <p>a) HWB AoLE/Expressive Arts AoLE/Physical Education</p> <p>b) Physical Activity and Sport to support learning across all HWB AoLE WMs</p> <p>c) Active Learning across the curriculum</p>
10	Prepare to deliver HWB AoLE/Physical Education and School Sport programme	<ul style="list-style-type: none"> With support design a high-level local curriculum of physical activity for a school year (7 activity forms – <i>Appendix 2</i>). 	<p>Support Support the Wrexham AFC PESS Apprentice to:</p> <ul style="list-style-type: none"> develop and plan a high-level unit of work 	<p>4. School Ethos and Environment</p> <p>iv) Extra-curricular activities</p> <p>v) Activities and support provided by others/National Events</p>

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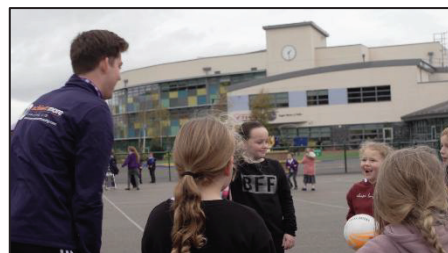
	<ul style="list-style-type: none"> Design and plan an outline unit (lesson by lesson planning to be informed by assessment) for one of the PA outlined in the above annual plan and, Promote progression in learning towards a target description of learning. With support design an extra-curricular program of activities for a school year (7 movement forms – <i>Appendix 2</i>). 	<ul style="list-style-type: none"> understand descriptions of learning and translate into learning intentions and success criteria identify appropriate teaching and learning activities plan for assessment opportunities. <p>Assessment Observe and provide written feedback using lesson observation feedback form.</p>	<p>5. The formal curriculum</p> <p>a) HWB AoLE/Expressive Arts AoLE/Physical Education</p> <p>b) Physical Activity and Sport to support learning across all HWB AoLE WMs</p>
11	<p>Plan deliver and review a unit of work</p> <ul style="list-style-type: none"> Deliver a unit (lesson by lesson planning to be informed by assessment) for one of the PA outlined in the above annual plan. Plan lessons to reflect assessment of progression in learning. Review learner progression towards a target description of learning. With support organise and deliver an extra-curricular program of activities. 	<p>Support</p> <p>Using the high-level planning in task 10, support the Wrexham AFC PESS Apprentice to develop lessons on a lesson-by-lesson basis using assessment to inform:</p> <ul style="list-style-type: none"> progression towards achieving learning intentions and if appropriate descriptions of learning lesson by lesson success criteria that contribute towards achieving the above identify appropriate teaching and learning activities further assessment opportunities specific to the lesson differentiation strategies (STEP). <p>Assessment Observe and provide written feedback using lesson observation feedback form.</p>	<p>4. School Ethos and Environment</p> <p>iv) Extra-curricular activities</p> <p>v) Activities and support provided by others/National Events</p> <p>5. The formal curriculum</p> <p>a) HWB AoLE/Expressive Arts AoLE/Physical Education</p> <p>b) Physical Activity and Sport to support learning across all HWB AoLE WMs</p>

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9. Progression Pathway

Entry onto the progression pathway (see illustration - page 12).

The apprentice is expected to engage in **progressive learning opportunities with increasing responsibilities**. Entry points on the progression ladder of responsibility will be determined by several factors as outlined below.



1. Previous experience

L3 Wrexham AFC PESS Apprentices will have a range of backgrounds and previous experiences. Some apprentices will have several years' experience working as TAs, community coaches, personal fitness instructors etc, whilst others will be progressing from L2/3 full time education.

Previous Qualifications

Individuals who enrol onto the L3 Wrexham AFC PESS Apprenticeship may hold a range of qualifications that may, or may not, be relevant to the expectations associated with the apprenticeship.

Consideration of both previous experience and qualifications will need careful consideration when determining the most appropriate entry point on the progression pathway.

2. Progression in learning and appropriate challenge

As the Wrexham AFC PESS Apprentice makes progress in learning and develops knowledge, skills, and acquires experience, careful consideration will need to be given to the most appropriate time to introduce further challenge and progress the apprentice along the progression pathway. This must be done in conjunction with growing confidence (see below) and through consultation with the apprentice.

3. Confidence

As the Wrexham AFC PESS Apprentice grows in confidence, the mentor will need to consider when to reduce support and encourage greater independence of decision making. This may translate to progression **within or between** each point of responsibility along the continuum.

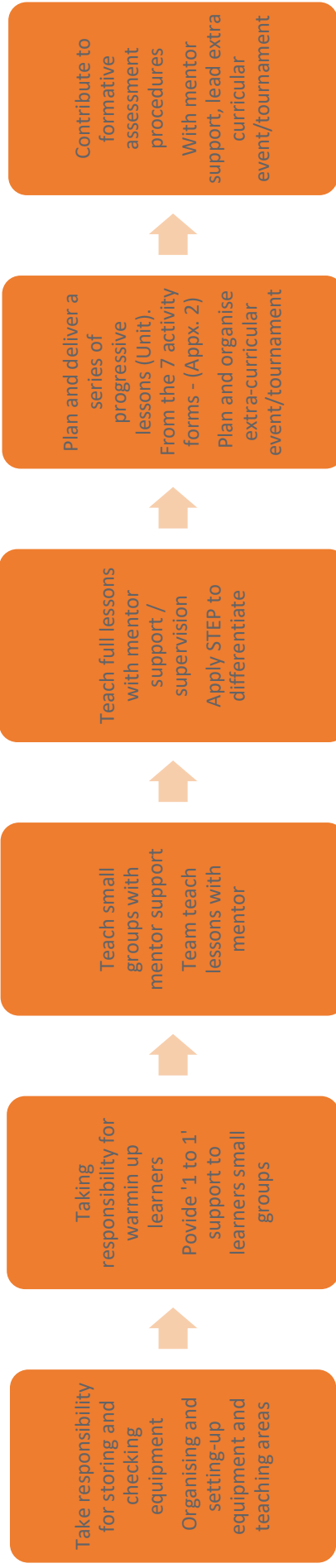
Entry onto the progression ladder will be based on an **informed decision following agreement** between the apprentice and school-based mentor.

It is important to consider:

- Progression must be tailored to meet their **individual needs**.
- The Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport introduces (or consolidates knowledge, depending on previous experience and qualifications) learners to several roles in providing PESS. The qualification will develop learner's knowledge and skills to be able to independently lead the delivery of PE and sport programmes in a school environment.
- **The school-based mentor maintains ultimate responsibility for teaching and learning and the health and safety of all learners.**

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Progression pathway



Entry point and progression determined by:

- previous experience and qualifications
- progression in learning and appropriate challenge
- confidence and/or growth in confidence.

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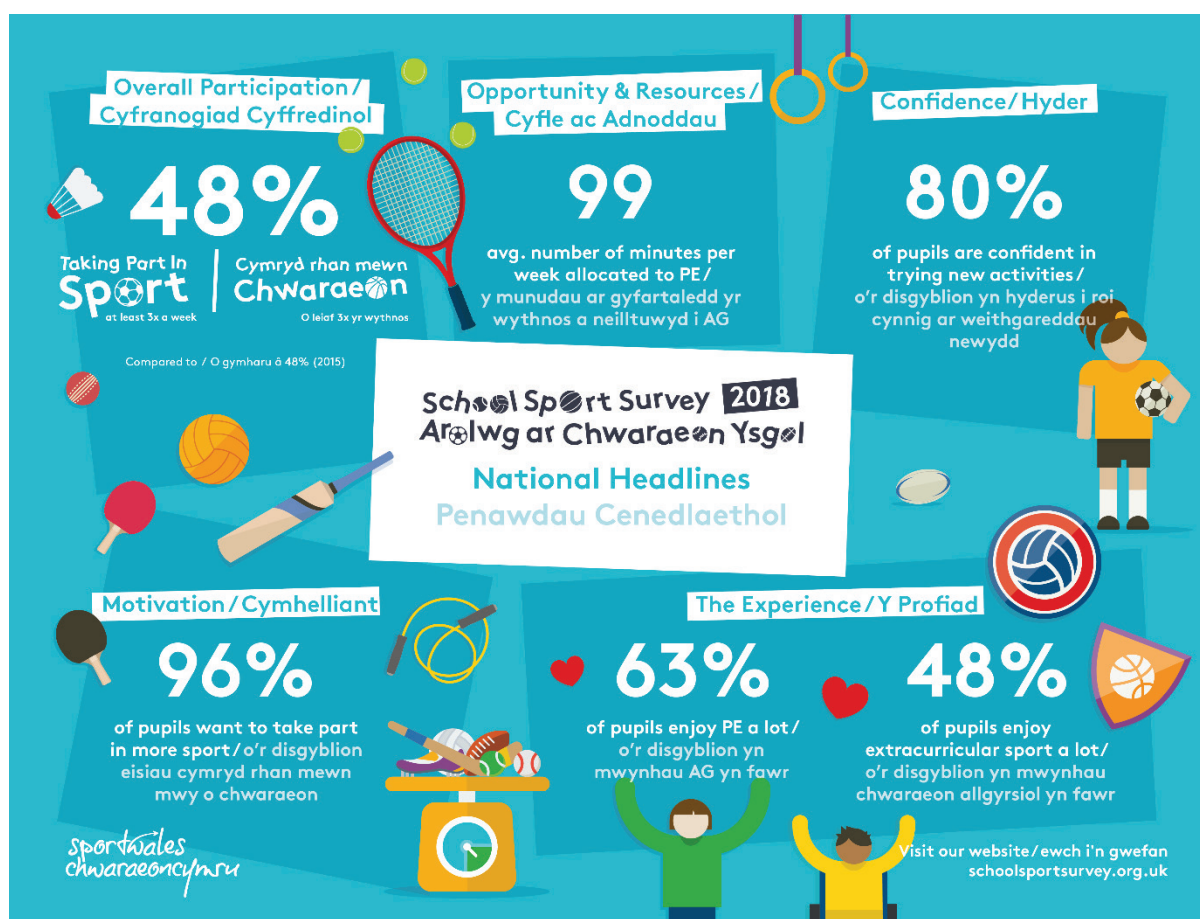
10. Evaluation / Measuring impact – Visually see the impact!

- School locality, regional, national

Throughout the duration of the academic year, the PE and School Sport Apprentice will gather and capture data on KPI's (EG participation / enjoyment / wellbeing). These KPI's will be agreed between all three parties at the initial planning meeting and progress reviewed monthly to measure and monitor the impact of the introduction to this role. Each school will be presented with an infographic demonstrating the statistics and outlining the impact of this role annually.

It is Achieve More Training aim, to support schools locally and regionally to capture the impact of the Wrexham AFC PESS Apprentice model and compare to national data through schemes such as the bi-annual Sport Wales – school sport survey.

Example infographic:



Sport Wales: Infographic of School Sport survey 2018 (National)

11. Appendix 1

SMILES

Safe

- Safe emotional environment
- Safe Physical Environment
- Safe equipment
- Safe people

Maximum Participation

- Prepare the teaching space and equipment before the lesson
- Keep instructions and explanations short and simple
- Interrupt only when necessary – adopt a facilitating teaching style
- Ensure all are included and involved
- Avoid any queue forming – unless its unavoidable

Involved

- Ensure all lessons are child centered and not activity/sport focused
- Ensure you give the pupils a voice and listen
- Provide as much autonomy of decision making as possible
- Encourage a sense of ownership over the experience and where possible strive for a sense of authorship
- Encourage pupils to decide on equipment to match their needs e.g., target size/distance, ball size/texture, racket/paddle/bat etc.
- Celebrate achievements as individuals

Learning takes place

- Scaffold lessons using assessment for learning principles – share learning intentions, success criteria and facilitate pupils reflection of progress against the success criteria set.
- Model learning and provide visual, verbal and where appropriate physical/mechanical guidance.
- Use STEPS to gradually introduce challenges and differentiate tasks to meet individual needs
- Provide opportunities for pupils to apply STEPS themselves.
- Focus on progression and ensure future progress is determined by the pupil.
- Provide opportunities for pupils to reflect on what they can do and why and what they think they need to do to improve.
- Encourage pupils to talk about what they have learned
- Provide regular opportunities for **Self** and **Peer** assessment (assessment as learning)

Enjoyment

- Children and young people are more likely to enjoy what they are doing if they are given opportunities to:
- Choose partners and groups they work with – this provides a positive social and emotional experience
- Determine for themselves strengths and areas for improvement
- Set their own targets
- Select equipment appropriate to their needs such as e.g., target size/distance, ball size/texture, racket/paddle/bat etc.
- Decide for themselves how to adapt the activity to meet their individual needs

Success Orientated

Children and young people will achieve success if:

- They feel **SAFE** and are willing to learn from mistakes without fear of blame or criticism
- Activities are appropriately challenging and tailored to the individuals' **stage** of development using e.g., **STTEP**
- Progress is visible (use assessment for learning principles to share learning intentions and success criteria and regularly visit these to track any progress made)
- They are encouraged to reflect on progress made and celebrate achievement no matter how small
- Teachers recognize and comment on progress and achievement no matter how small
- Children and young people's aspirations will be raised by experiencing success

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12. Appendix 2

Adventure	Activities in the adventure form have a focus on meeting risk and managing challenge within natural and unpredictable environments. Adventure activities may include climbing, abseiling, rambling, orienteering, skiing, skating, and swimming and include informal Active Play.
Aesthetic	Activities in the aesthetic and expressive form have a focus on the embodied dimension being used as an expressive instrument within a creative, aesthetic, or artistic context. Aesthetic and expressive activities may include all forms of dance and aspects of gymnastics.
Athletic	Activities in the athletic form have a focus on the performer reaching personal maximum/optimal power, distance, speed, and accuracy within a competitive and controlled environment. Athletic activities may include gymnastics, athletics, swimming, cross country, and powerlifting.
Aquatic	Aquatic activities are performed in, on, or around water and may include competitive or recreational activities. Aquatic activities may include, swimming, diving (free/scuba), snorkelling, lifesaving, water polo, wakeboarding, surfing, paddle boarding, windsurfing, kayaking, sailing etc
Competitive	Activities in the competitive form have a focus on the achievement of predetermined goals through the outwitting of opponents, while managing a variety of implements and objects in challenging and changing contexts. Competitive activities may include football, hockey, cricket, bowls, volleyball, rugby, and archery.
Fitness and Health	Activities in the fitness and health form have a focus on gradually improving the function of the body, both qualitatively and quantitatively, through regular, repetitive participation. Fitness and health activities may include aerobics, pilates, yoga, circuits and zumba.
Interpersonal/relational	Activities in the interactional/relational form are characterized by a focus on sharing experiences and the development of empathy between people and groups as they move together in a social context. Interactive/relational activities may include line and folk dancing, synchronized swimming, diving, and trampolining

(Adapted by G.M. Thomas from Physical literacy: Throughout the life course (pp. 182–183), by E. Murdoch and M.E. Whitehead, 2010, London, UK: Routledge.)

13. Appendix 3

The role of the Wrexham AFC PESS Apprentice in supporting the confidence and motivation of learners to be physically active

The Wrexham AFC PESS Apprentice can nurture **motivation** by encouraging and planning physical activities that:

- Provide learners with a range of options, both in the type of activity and the level of challenge. This can lead to greater levels of enjoyment, engagement, and effort.

For example: The Wrexham AFC PESS Apprentice can support learners to select activities and equipment that are meet their ability and stage of development.

- Are inclusive and provide appropriate level of challenge allowing visible progress over time to be made. Experiencing success and developing a sense of competency can increase motivation.

For example: The Wrexham AFC PESS Apprentice will adopt established pedagogical practices such as sharing learning intentions and periodically support learners to evaluate progress against success criteria, making progress and therefore learning visible to the learner.

- Satisfy the need of learners to self-determine the level of challenge. This can increase the likelihood of engagement and investment of effort.

For example: The Wrexham AFC PESS Apprentice can help learner evaluate their own strengths and areas for improvement. Empowering learners by encouraging them to decide for themselves the focus of their efforts, thus leading to improved engagement.

- Ensure learners feel that they are connected to their learning communities through a sense of belonging.

For example: The Wrexham AFC PESS Apprentice will celebrating effort over ability and avoid comparisons with others based on performance through focusing on personal progress and mastery.

The Wrexham AFC PESS Apprentice can nurture **confidence** by encouraging and planning physical activities that:

- Provide learners with suitable tasks, and a level of challenge, which allow them to achieve success. A sense of accomplishment helps to build confidence.

For example: The Wrexham AFC PESS Apprentice can adopting a wide range of differentiation strategies to meet individual needs will lead to appropriate challenge. These differentiation strategies may include those suggested by the STTEP approach (*Appendix 4*) e.g.

Task including playing area and rules,
Equipment (e.g., size and texture of the ball),
Outcome,
language used to instruct,
Role (performer/official/coach)

- Make success visible to the learner by setting clear goals and targets. Being able to see the progress they are making will help learners develop greater confidence.

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For example: The Wrexham AFC PESS Apprentice will adopt established pedagogical practices such as sharing learning intentions and will periodically encourage and support learners to evaluate progress against success criteria, make progress and therefore learning visible to the learner.

- Learners' confidence is often linked to how they perceive their competence to meet challenges. The Wrexham AFC PESS Apprentice can nurture a belief that progress can be made.

For example: The Wrexham AFC PESS Apprentice will support learners to set achievable differentiated success criteria and in doing so make progress made visible to the learner.

The role of the Wrexham AFC PESS Apprentice in developing the physical competence of learners

There will be considerable variation in learners' physical competence across all aspects of skills and physical fitness. The Wrexham AFC PESS Apprentice can support a school to consider learners' needs and what is an appropriate range of challenge.

The Wrexham AFC PESS Apprentice can support the school to plan activities:

Which develop:

- Locomotor skills such as running, hopping, skipping.
- Body Management skills such as balancing and core strength.
- Manipulative skills such as rolling, throwing, catching and striking.
- Physical fitness such as strength, endurance and flexibility.

In a range of environments (individual/pair/group) and from a range of movement forms and activity areas (*Appendix 2*).

That encourage play, exploration, and experimentation within movement through movement.

That provide appropriate challenge by adopting a variety of strategies such as task difficulty, outcome, equipment, duration, intensity, and recovery time.

14. Appendix 4

STTEP

- Space** The playing area can either be increased or decreased. Restrictions can be placed on movement in and out of certain areas to encourage the performing of tactics or techniques.
- Task** The time permitted to complete a task can be increased or decreased
- Time** The tasks themselves can be varied to meet the needs of learners or versions of the same task for different learners or groups of learners. Tasks can be varied by expectation and outcome as well as role within the task.
- Equipment** A range of equipment should be available for learners. Creating a climate where learners feel safe to self-select the most appropriate equipment is imperative. A range of different or modified equipment will support learners experience success and progression in learning.
- People** Grouping learners can support learning. Smaller groups or larger groups can support differing levels of challenge especially if space is also increased or decreased accordingly.

15. Appendix 5

Qualification Framework and Ministerial Report

The Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport Framework

This programme prepares learners for employment in a school sport setting through providing an introduction to opportunities for them to work as a physical education and school sport professional e.g. as a higher level teaching assistant (HLTA), teaching assistant (TA), sports coach, sports development officer, sports volunteer or sports leader.

- Purpose Statement (Pg 7 – 10)
 - Primary School teachers receiving less than 10 hours training in delivering Physical Education during their teacher training
 - Almost a quarter of children are overweight or obese by the time they start primary school, and more than a third are unhealthily heavy by the time they leave.
 - Sport Wales and Welsh Government want every child in Wales to be 'hooked on sport for life' and be happy, healthy and confident. Their Physical literacy initiative aims to improve the FUNDamentals of sport delivery throughout life and is underpinned by children gaining the physical skills, confidence and motivation to enjoy sport and providers offering a wider range of appropriate and diverse opportunities to reflect the needs of their communities.

National Assembly for Wales Health Social Care and Sport Committee Physical Activity of Children and Young People Report (2019)

Recommendation 5. We recommend that the Welsh Government takes further action in the new curriculum to ensure that every child in Wales is enabled to develop the essential Fundamental Motor Skills required at an early age in school, and ensure that current gaps in the foundation phase related to these skills are fully addressed. We would support investment for programmes such as SKIP Cymru to be rolled out across the country to ensure that every school in Wales is able to adequately support children to learn these skills. (Page 53)

Recommendation 7. The Welsh Government should ensure all secondary schools regularly consult pupils on the choice and range of physical activities available to them and ensure their views are taken into account. (Page 54)

Recommendation 9. We recommend that the Welsh Government gives physical education a greater priority in the new curriculum and makes this priority clear to Estyn, and that physical activity should be given greater priority in Estyn's inspection regime for schools. We believe that the inspection framework should include adherence to the 120 minute a week requirement, but also the quality of the physical education experience. (Page 55)

Recommendation 13. We recommend that the Welsh Government works with Estyn to ensure it includes, as part of its inspection regime, an assessment of the choice of activities available in schools, equality of access for girls and boys and whether pupils are being consulted on the activities being provided (Page 62)

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National Occupation Standards

SKAEAF1

Contribute to Health, safety promotion in Active Leisure environments

SKAODP1

Contribute and implement procedures for the protection of vulnerable participants

SKAEAF2

Develop and maintain effective customer service within Active Leisure environments

SKAODP2

Support participants with disabilities to take part in activities

SKAODP3

Provide leadership in Active Leisure environments

SKAEAF3

Plan, market and sell services in active leisure environments

SKASPC1

Assist the planning, delivery and review of a sports coaching session

SKASPC2

Design sports coaching programmes

SKASPC3

Deliver and manage sports coaching programmes

SKASPC4

Evaluate and review sports coaching programmes

16. Achieve More Training – Meet the team

Adam Ford – Tutor / Assessor / IQA / Quality Co-ordinator



Adam is one of the quality co-ordinators at Achieve More Training, leading on our sports provision. He has over 14 years' experience within education & sports coaching, working for leading training providers and FE colleges which specialise in sport, leisure, and fitness. Since 2013, Adam has worked in apprenticeships and work-based learning, undertaking roles as a tutor, assessor, IQA, curriculum lead and, more recently, as a designated safeguarding officer. His main subjects are sports coaching and PE, although he is also a qualified Personal Trainer.

Adam is a UEFA B football coach, and he currently works within Wrexham AFC's Category 3 Academy as a lead age group coach. In addition to this, he also tutors on UEFA C courses for The Football Association. Previously, he worked as a community sports coach, going into schools to deliver sport and also running a variety of different sessions, events and holiday camps within the local community, using sport as a tool to engage and keep children, young people and adults active.

Away from work, Adam enjoys watching football, playing 7-a-side, going on holidays, attending concerts and spending time socialising with his family and friends.

Matthew Kelly – Tutor / Assessor / Partnership Manager

Matthew graduated from Cardiff Metropolitan University with a BA (Hons) in Sport & Human Movement Studies and progressed to a PGCE (Primary) at Trinity College, Carmarthen. He spent 25 years as a primary school PE teacher, starting for two years in Norfolk and spent the rest of his teaching career in one school in his home county of Pembrokeshire. He was part of the Senior Leadership Team for over 10 years and curriculum co-ordinator for PE, Maths, Geography and IT. Matthew was responsible for writing, monitoring and updating the relevant policies for his curriculum areas, as well as being an integral part of writing the School Development Plan. Matthew was also a registered First Aider at the school.



An avid rugby player until he was 36 years old, Matthew represented West Wales as a schoolboy, captained Pembrokeshire Schools and played for North Walsham RFC (Norfolk), Narberth RFC but most of his rugby was with his home club Haverfordwest, captaining them in 2002. He also represented Welsh Schools u16 in athletics, running the 400m Hurdles.

Matthew is a part-time photographer, specialising in sport photography, and is the official photographer for Haverfordwest County AFC. Since hanging up his rugby boots, he keeps fit by running and cycling.

James Oulton – Tutor / Assessor



James qualified as a Primary school teacher in 2008 by completing a BA Ed. In Education at Trinity Carmarthen. He then went on to teach for over ten years in the sector. Whilst working in the school he became P.E, Maths and ICT Co-ordinator and took INSET training for staff. He was also in charge of emotional well-being of pupils at the school. After teaching pupils, he often tutored ex pupils at GCSE Maths in his private time. He was the teacher representative on the governing body and actively got involved in all matters.

He worked as a fitness instructor for three years whilst at university in a local health club, this included doing individualised programs for the clients to follow. He is a keen footballer and golfer who follows Chelsea FC. He is looking forward to this job and working with young adults in helping them get qualifications needed for them to progress to further education or work.

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Jonathan Trotman – Tutor / Assessor

In addition to his football coaching qualifications, Jonathan holds a PGCE with Qualified Teacher Status (QTS) in Primary Education from St Marys University, Twickenham. His strong leadership, developed communication style and excellent mentorship skills translate seamlessly into the educational environment where he enjoys engaging with and inspiring learners. Jonathan's combination of extensive coaching experience and formal educational training means that he is knowledgeable and experienced within both sports coaching and educational settings. Away from Achieve More Training, Jonathan is a football coach for a local team where he works to develop young players and progress them into first team football.



Alex Wright – Tutor / Assessor / IQA



Alex has worked in education for over 15 years, most recently teaching physical education in primary and high schools, while also working as a fitness instructor and personal trainer. In 2017, Alex began sharing his experiences by working as a qualified tutor/assessor for fitness and sports coaching qualifications. He tutored the level 2 gym instructing, level 3 personal training courses, as well as the PESS qualification in schools.

Alex continued his work as a tutor/assessor for level 2 and 3 leisure and community sport apprenticeships with a well-known training provider. He also spent three years teaching the Level 3 OCR Sports and Physical Activity Extended Diploma College course. Most recently Alex qualified as an IQA and will provide feedback on quality activities for other staff.

Alex's primary sporting background lies in middle and long-distance running. He has represented club, county, and midlands teams in the 1500m, earning a track scholarship at McKendree University in St. Louis, USA. Nowadays, Alex enjoys spending time with his wife and two daughters while fitting in time swimming, running, and socialising.

Noah Edwards – Tutor / Assessor

I'm excited to join the Achieve More Training family as a Tutor/Assessor! At 28 years old, I bring a wealth of experience and passion for the sport and fitness industry, and I'm eager to help learners achieve their goals.

I am a qualified Level 3 Personal Trainer with years of hands-on experience in fitness and sports. My educational background includes both a Bachelor's and Master's degree in Sport Science, and I'm also a qualified Physical Education teacher, blending academic knowledge with practical expertise.

My professional journey has been diverse and rewarding. I've worked as a Sport Scientist for professional football clubs, applying science to enhance performance and support athletes. I've also taught in secondary schools, sharing my knowledge and inspiring young learners in the classroom.

Outside of work, I'm a dedicated footballer, playing in the Welsh Premier League for Connah's Quay Nomads. Representing the club in European competitions has been a career highlight, and I'm proud to have also played for Wales "C" representative side, including matches against England "C."





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