

10. Engaging the whole staff community in co-curricular provision.

Chelsea Academy – a coeducational Church of England secondary school and sixth form with academy status, located in the Chelsea area of the Royal Borough of Kensington and Chelsea in London. (SLIDACI 6/ PLIDACI 3)

Cockermouth School- a coeducational secondary school academy and sixth form located in Cockermouth in Cumbria. With scenic views and plenty of fresh air all students and staff are encouraged to get outside where possible. (SLIDACI 8/ PLIDACI 7)

What?

With 80% of teachers considering leaving the profession, it is imperative that the workload of teachers is shared where possible, to ensure opportunities of children and young people are not sacrificed, (Youth Sport Trust, 2023). Within Physical Education alone, there has been a decline of 8.8% of PE teachers across the last 10 years, (Youth Sport Trust, 2023). By identifying the wider skill set of the staff, alternative individuals beyond the Physical Education team can deliver co-curricular provision which can support the wellbeing of both staff and pupils.

So what?

A successful example of utilising the skills of the staffing team is Chelsea Academy. From analysing each staff member's skills and interests, the leadership team are able to work with a wide range of their staff to ensure that the co-curricular sport teams 'managers' are non PE specialists (currently from the English, RE and Science departments). These members of staff are valued by the Physical Education team and students appreciating their colleagues going above and beyond to improve the pupil experience. Dependant on the interests and confidence of staff, this can provide a wider pool of opportunities for

pupils, with Chelsea Academy able to offer football, Jiu Jitsu and American Football.

To unite the workforce, staff leading activities are highlighted and celebrated on display boards (as shown below) and are recognised as being positive role models for their students. Where there are concerns around time commitments, the PE team ensure all equipment is ready to be picked up at the end of the school day and support with registers to ensure the after school club runs as seamlessly as possible. This collaborative approach shares the workload between staff; all committed towards the same goal of creating positive experiences for sport, play and physical activity for their students. All staff involved have reported improved relationships with students who attend their clubs. This supports with behaviour management in the classroom.

This whole school buy in has also been successfully demonstrated in Cockermouth School where the PE department have made a conscious effort to build relationships with wider staff within the school and encourage their involvement in co-curricular activities. Some excellent examples of this practice are:

A new member of staff in the maths department is supporting the Year 10 football club. After experiencing a challenging group in the classroom, this

co-curricular sport activity has provided a fresh environment to develop rapport with positive relationships formed between staff and students.

Additionally, Cockermouth School have a head of year delivering a weekly running club, a history teacher leading girls' football and a teaching assistant support Key Stage 3 hockey. These success stories are the result of the PE staff investing their time into building relationships with the wider staff team to create an excitement for sport.

To eliminate further barriers to attendance of the co-curricular sessions, the school also allows students to participate in their school uniform (all they need is trainers). A further incentive considered by Chelsea Academy was to allow pupils to wear their PE kit to school and to encourage and reward their attendance.

Now what?

It is clear to observe that shifting the culture within a school to take a whole school approach to increasing co-curricular opportunities has many benefits inclusive of improving behaviour, building relationships between pupils and students, whilst increasing opportunities. Secondary schools could adopt this approach by:

1. Contacting the whole staff workforce to identify skills and interests of each individual to fill gaps within the timetable.
2. Utilise space within school display boards to recognise staff role models and opportunities within the co-curricular timetable.
3. Review the requirements for sports kit in co-curricular clubs to create an inclusive environment for all.

