



**CIMSPA PROFESSIONAL STANDARD:
ENVIRONMENT SPECIALISM**

**Working in the School
Environment
(Out of Curriculum)**

(FULL STANDARD)

EDITION: V1.0

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CIMSPA PROFESSIONAL STANDARD: ENVIRONMENT SPECIALISM

Working in the School Environment (Out of Curriculum)

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ABOUT THIS STANDARD

This document is a CIMSPA Professional Standard: Environment Specialism (full version).

This full version of the standard is available to CIMSPA awarding organisation, skills development, higher education and further education partners.

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1. Overview

Professional Standard: Environment Specialism Working in the School Environment (Out of Curriculum)

This Professional Standard outlines the Environment Specialism of Working in the School Environment (Out of Curriculum) and the essential knowledge and skills that are needed to meet the requirements of the sector minimum deployment standards.

Note: “Professional Standard: Environment Specialism” will be abbreviated throughout this document to “Environment Specialism”, the reader should understand this abbreviation as the full title.

This full version of this standard is available to CIMSPA awarding organisation, skills development, higher education and further education partners. It provides guidance for the development of educational products that will be endorsed by CIMSPA.

The Working in a School Environment (Out of Curriculum) Environment Specialism covers job roles that sit within the sport and physical activity sector as part of all industries.

This CIMSPA Environment Specialism allows you to demonstrate your expertise in working with children in the school environment, out of curriculum.

This Professional Standard: Environment Specialism can be used as follows:

1. Combined with an occupation standard to form an educational product: e.g. Occupation: Coach; Environment Specialism: Working in the School Environment (out of curriculum).
2. Combined with an occupation standard and additional specialism(s) to form an educational product: e.g. Occupation: Coach; Environment Specialism: Working in the School Environment (Out of Curriculum); Population Specialism: Working with Children.
3. As a standalone product that can be completed as continuing professional development: e.g. working with secondary school children.

Endorsed qualification logo

Qualification that meet the requirements of this CIMSPA Professional Standard will display this official CIMSPA endorsement logo.



2. Scope of the Working in the School Environment (Out of Curriculum) Environment Specialism

This Environment Specialism supports an individual who is working within the school environment (out of curriculum).

Individuals that meet this standard will:

UNDERSTAND:

- How to work with a range of children in a school environment (out of curriculum) in a way which suits the children's needs and over a period of time that is sufficient enough to show improvement against the children's needs and aspirations.

HAVE DEMONSTRATED:

- The ability to work with a range of children in a school environment (out of curriculum) in a way which suits the children's needs and over a period of time that is sufficient enough to show improvement against the children's needs and aspirations.

Out of curriculum activities could include:

- After school clubs.
- Holiday clubs.
- Sports club sessions on a school site.

This Professional Standard outlines the environment specialism's knowledge and skills.

3. Summary of knowledge and skills

Working in the School Environment (Out of Curriculum)

Topic	Knowledge and understanding	Skills
CORE TOPICS		
The school and further education sector	<ul style="list-style-type: none"> Know the different types of schools and the academic pathway: e.g. primary, middle, secondary, further education, public, private, state, academy. 	<ul style="list-style-type: none"> Develop appropriate sessions based on the specific school environment, and associated transitions.
	<ul style="list-style-type: none"> Know the curriculum offer and how this relates to extra-curricular activity (home country specific). 	<ul style="list-style-type: none"> Display links to each child's curriculum development stage supporting school improvement.
	<ul style="list-style-type: none"> Understand the differences and connectivity between physical education and extracurricular school sport and physical activity: e.g. Fundamental Movement Skills programme, none sport-specific activity. 	<ul style="list-style-type: none"> Articulate the differences and connectivity between each type of school activity. Deliver sessions based on each school activity requirement.
	<ul style="list-style-type: none"> Understand the differences between school sport and that delivered in community settings: e.g. ratios, resources available. 	<ul style="list-style-type: none"> Plan for and adapt practices to the environment-specific factors deliverers may encounter in a school environment: e.g. ability to keep all children engaged and active when encountering larger class sizes.
	<ul style="list-style-type: none"> Understand the limitations of working in the school and further education sector: e.g. facilities and equipment. 	<ul style="list-style-type: none"> Deliver safe and engaging sessions with potentially limited facilities and equipment.
The school environment	<ul style="list-style-type: none"> Understand that different schools have different cultures and values: e.g. primary, secondary, academy, faith schools. 	<ul style="list-style-type: none"> Demonstrate an understanding of each school's culture, ethos and values.
	<ul style="list-style-type: none"> Understand the benefits of, and examine how to embed yourself within, the school environment. 	<ul style="list-style-type: none"> Demonstrate positive relationships with young people, staff, senior management, governors and parents.
	<ul style="list-style-type: none"> Understanding operational working practices and responsibilities of key staff members: e.g. receptionist, welfare officer, responsible teacher in the school environment. 	<ul style="list-style-type: none"> Articulate key working practices and lines of communication. Demonstrate effective working practices within key work and lines of communication.
	<ul style="list-style-type: none"> Knowledge of the school-specific regulatory body: e.g. Ofsted, and its impact on your function. 	<ul style="list-style-type: none"> Deliver sessions that would be regarded as good or better by the relevant regulatory body.

Topic	Knowledge and understanding	Skills
Policies and procedures in schools	<ul style="list-style-type: none"> • Knowledge of key policies: e.g. data protection, Equalities Act 2010, child protection and duty of care. In particular: <ul style="list-style-type: none"> – Appropriate record-keeping. – Changing procedures. – Registers. – Use of technology. – Rewards, recognition and behaviour. – Being part of the staff. – Induction processes. – Health and safety. – Dress code/kit policies. 	<ul style="list-style-type: none"> • Able to follow the relevant school policies and procedures, as based on the appropriate legislation, government guidance and key stakeholders within the PE and school sport sector.
The roles and responsibilities of teachers and support staff	<ul style="list-style-type: none"> • Understand the professional boundaries of school-based sport and physical activity delivery and how to develop positive relationships with staff members. • Understanding the mentoring process of support staff. <hr/> <ul style="list-style-type: none"> • Understand the importance of induction to the school environment and the employer's responsibility to provide a full induction process. 	<ul style="list-style-type: none"> • Build rapport, develop positive relationships, and work effectively with all members of the school community. <hr/> <ul style="list-style-type: none"> • Work in a collaborative manner with teachers and support staff to offer guidance on children's progress, within professional and legal boundaries.
The school's role in the community setting	<ul style="list-style-type: none"> • Understand the unique role of each school in a community including: <ul style="list-style-type: none"> – Knowledge of existing and potential school sports and community club links. – Promoting and signposting sport and physical activity opportunities. 	<ul style="list-style-type: none"> • Advise children and staff on local sport and physical activity opportunities for a range of activities, as and where they exist. • Articulate and demonstrate the importance of community links to the development of a child's health and ongoing participation in sport and physical activity.
Engagement in competitive and non-competitive school sports and activities	<ul style="list-style-type: none"> • Understand the barriers to engaging all children and young people in school sport and physical activity: e.g. appropriate inclusive selection processes for intra-school teams. <hr/> <ul style="list-style-type: none"> • Understand how to manage child, parental and staff expectations around team selection and results. 	<ul style="list-style-type: none"> • Promote greater confidence and participation in school sport and physical activity for both children and staff, including personal challenges. <hr/> <ul style="list-style-type: none"> • Explain to the school community the need for inclusive selection policies: e.g. managing competition. • Explain the development of children through the sporting process to staff, parents and children.

SPECIALIST TOPICS

Working in the primary school environment ages 5-11

- Understanding of the National Curriculum at Key Stages 1 and 2.
 - Demonstrate practice in delivery that meets the needs of this statutory framework when working with this age group.
-

Working in the secondary school and further education environment ages 11-18

- Understanding of the National Curriculum at Key Stages 3, 4 and further education.
 - Demonstrate practice in delivery that meets the needs of the appropriate National Curriculum Key Stages when working with this age group.
-
- Know and understand the role of feeder schools and their impact on young people.
 - Help children and schools with the transition process from primary to secondary.
-

4. Product development guidance

This section is aimed at organisations developing formal educational products mapping to this Environment Specialism. The guidance should be considered in the development of all educational products seeking CIMSPA endorsement.

The CIMSPA Professional Development Board (PDB) has agreed any of the formal educational products listed in the table below can be developed for the Environment Specialism, Working in the School Environment (out of curriculum). Where evidence that all elements of the Environment Specialism are included, CIMSPA endorsement can be sought.

Educational product	Mapping requirements	Professional Standard Environment Specialism achieved on attainment?
Regulated vocational qualification	Fully mapped	YES
Apprenticeship programme	Fully mapped	YES
HE programme/modules	Fully mapped	YES
CPD programme/modules	Partially mapped	NO

All formal educational products that are seeking CIMSPA endorsement must be submitted to CIMSPA and should include all elements outlined in the Environment Specialism and assessed in line with the intention of the standard.

Education providers seeking CIMSPA endorsement for a product against this Environment Specialism are asked to consider the following:

- a) They determine and justify the level of the product they have developed, in line with regulator guidance. To ensure parity, the level for all educational products that fully map to this Environment Specialism should be the same.

The level assigned is determined by leading awarding organisations currently offering qualifications in the sector in which the role resides.

This is not a first-to-post exercise but one in which education providers are invited to submit their levelled units/full qualification for review as part of the CIMSPA endorsement process.

Once agreed by CIMSPA, all subsequent fully-mapped educational products must conform to the level set for this Environment Specialism.

Level descriptors set out the generic knowledge and skills associated with the typical holder of a qualification at a given level and it should be ensured that educational products fully mapping to this Environment Specialism are a 'best-fit' for the level assigned.

- b) They determine the total qualification time for the qualification/unit and outline the minimum requirements for practical assessment.

When working in the school environment, sufficient time between the first session and final assessment needs to be allowed to show improvements in the participant's skill development, lifestyle, health, and fitness dependent on the goals identified. For example, to show behaviour

change a plan to cover a 12-week period of delivery with a minimum of assessed evidence of six sessions of 30 minutes duration is advised.

- c) They stipulate practical assessment must be conducted, where practically possible, in a real-world environment: for example, 'on the job' or at work. For someone working in the school environment (out of curriculum) this could include: sports halls, swimming pools, outdoors, or other appropriate spaces.

Where possible a practical end-point assessment is conducted with 'real participants'.

The use of peers for an end-point practical assessment is not deemed appropriate.

Reasonable adjustments can be applied where specific circumstances make this unviable.

- d) Their quality assurance meets the appropriate regulator's guidance, including: internal and external quality assurance, staffing requirements and assessment generation and evidence.

5. Learning and development requirements (LDRs)

The LDRs outline the key areas of learning and assessment that should be contained within any educational product seeking CIMSPA endorsement against a Professional Standard. There are 6 core topics of learning and development and 2 specialist topics for the Environment Specialism: Working in the School Environment (Out of Curriculum).

CORE TOPICS:

NOTE: All six core topics must be covered.

1. The school and further education sector.
2. The school environment.
3. Policies and procedure in schools.
4. The roles and responsibilities of teachers and support staff.
5. The school's role in the community setting.
6. Engagement in competitive and non-competitive school sports and activities.

SPECIALIST TOPICS:

NOTE: only one of the two options below needs to be completed.

1. Working in the primary school environment ages 5-11.
2. Working in the secondary school and further education environment ages 11-18.

N.B. Examples (e.g.) are given within the LDRs to provide an overview of the knowledge and skills most relevant to the role. It is not mandatory to assess learners against 100% of the examples provided, however, sufficient coverage to ensure occupational competence on achievement must be ensured. This will be reviewed as part of the CIMSPA endorsement process.

6. Learning and development requirements – core topics

1. The school and further education sector

Ref	Knowledge and understanding:	Those Working in the School Environment (Out of Curriculum) must:
KC1.1	Educational institutions	<ul style="list-style-type: none">Identify the different types of institutions in the school sector: e.g. primary, middle, secondary, further education.
KC1.2	School sector	<ul style="list-style-type: none">Describe the different categories of provision in the school sector: e.g. public, private, state academy.
KC1.3	Curriculum	<ul style="list-style-type: none">Summarise the curriculum offer for the relevant home country.Explain the differences and similarities between PE curriculum-based activity and extra-curricular sport and physical activity e.g. Fundamental Movement Skills programme, non-sport specific activity.
KC1.4	Community sport	<ul style="list-style-type: none">Summarise the differences between school sport and sport delivered in community environments: e.g. ratios, available resources.

Ref	Skills:	Those Working in the School Environment (Out of Curriculum) must be able to:
SC1.1	Appropriate activities	<ul style="list-style-type: none">Demonstrate the delivery of activities aligned to the relevant curriculum.Demonstrate the development of activities aligned to the institution and category of provision.
SC1.2	School requirements	<ul style="list-style-type: none">Apply school requirements for extra-curricular activity in their development and delivery.
SC1.3	Environment factors	<ul style="list-style-type: none">Prepare a plan aligned to environment-specific factors which may be encountered in school environments: e.g. large class sizes.
SC1.4	Limited facilities	<ul style="list-style-type: none">Demonstrate the delivery of safe and engaging activities with limited facilities and equipment.

2. The school environment

Ref	Knowledge and understanding:	Those Working in the School Environment (Out of Curriculum) must:
KC2.1	Culture and values	<ul style="list-style-type: none">Explain the different cultures and values which may be encountered in different schools: e.g. the potentially different focus of primary, secondary, academy, faith schools.
KC2.2	Ethos	<ul style="list-style-type: none">Describe the benefits of being embedded in the school ethos.
KC2.3	Embedding activities	<ul style="list-style-type: none">Explain how to embed activity in the school environment.
KC2.4	Regulatory bodies	<ul style="list-style-type: none">Summarise the role of relevant regulatory bodies and impact on activities: e.g. Ofsted.

Ref	Skills:	Those Working in the School Environment (Out of Curriculum) must be able to:
SC2.1	Cultures, values and ethos	<ul style="list-style-type: none"> • Demonstrate an appreciation of a range of schools' culture, ethos and values.
SC2.2	Positive relationships	<ul style="list-style-type: none"> • Demonstrate positive and constructive relationships with others in the school environment: e.g. young people, staff, parents, governors, senior managers.
SC2.3	Procedures	<ul style="list-style-type: none"> • Apply normal operating procedures and emergency action plans.
SC2.4	National guidelines	<ul style="list-style-type: none"> • Demonstrate delivery which meets relevant national guidelines whilst meeting the needs of the child: e.g. Ofsted, National Governing Body.

3. Policies and procedures in schools

Ref	Knowledge and understanding:	Those Working in the School Environment (Out of Curriculum) must:
KC3.1	Key policies	<ul style="list-style-type: none"> • Identify the core elements of key policies: e.g. data protection, equality, safeguarding and child protection.
KC3.2	Key procedures	<ul style="list-style-type: none"> • Identify key procedures in the following areas: <ul style="list-style-type: none"> - Record keeping. - Changing procedures. - Registers. - Use of technology. - Rewards and recognition. - Behaviour management. - Staff responsibilities. - Induction processes. - Health and safety. - Dress code/kit policies.

Ref	Skills:	Those Working in the School Environment (Out of Curriculum) must be able to:
SC3.1.1	Policies and Procedures	<ul style="list-style-type: none"> • Plan activities based on relevant school policies and procedures.
SC3.1.2		<ul style="list-style-type: none"> • Deliver activities based on relevant school policies and procedures.

4. The roles and responsibilities of teachers and support staff

Ref	Knowledge and understanding:	Those Working in the School Environment (Out of Curriculum) must:
KC4.1	Professional boundaries	<ul style="list-style-type: none">Describe the professional boundaries of deliverers in a school environment.
KC4.2	Positive relationships	<ul style="list-style-type: none">Describe how to develop positive relationships with staff members.
KC4.3	Mentoring	<ul style="list-style-type: none">Explain the mentoring process of support staff.
KC4.4.1	Induction	<ul style="list-style-type: none">Summarise the school environment's induction process.
KC4.4.2		<ul style="list-style-type: none">Explain the importance of the school environment's induction process.

Ref	Skills:	Those Working in the School Environment (Out of Curriculum) must be able to:
SC4.1	Positive relationships	<ul style="list-style-type: none">Demonstrate positive relationships with relevant members of the school community.
SC4.2	Collaborative working	<ul style="list-style-type: none">Demonstrate appropriate and collaborative working with school staff to offer guidance on children's' progress.

5. The school's role in a community setting

Ref	Knowledge and understanding:	Those Working in the School Environment (Out of Curriculum) must:
KC5.1.1	Community relationships	<ul style="list-style-type: none">Explain the role of a range of schools in their respective communities.
KC5.1.2		<ul style="list-style-type: none">Explain the health benefits of club-school links.
KC5.1.3		<ul style="list-style-type: none">Explain the community club-school links and physical activity promotions of a range of schools in their respective communities.

Ref	Skills:	Those Working in the School Environment (Out of Curriculum) must be able to:
SC5.1	Signposting	<ul style="list-style-type: none">Demonstrate signposting for children and staff to local sport and physical activity opportunities.
SC5.2	Community relationships	<ul style="list-style-type: none">Show the importance of community links to the development of a child's health and ongoing participation in sport and physical activity.

6. Engagement in competitive and non-competitive school sports and activities

Ref	Knowledge and understanding:	Those Working in the School Environment (Out of curriculum must):
KC6.1	Barriers to engagement	<ul style="list-style-type: none">• Describe the barriers to engaging all children and young people in school sport and physical activities.
KC6.2	Competitive sport	<ul style="list-style-type: none">• Explain how to manage child, parental and staff expectations in relation to competitive sport: e.g. team selection and results.

Ref	Skills:	Those Working in the School Environment (Out of curriculum) must be able to:
SC6.1	Personal challenges	<ul style="list-style-type: none">• Demonstrate a range of activities which promote personal challenges.
SC6.2	Competitive sport	<ul style="list-style-type: none">• Demonstrate appropriate procedures and communication around inclusive selection policies including the development of the whole child.

7. Learning and development requirements - specialist topics

1. Working in the primary school environment ages 5-11

Ref	Knowledge and understanding:	Those Working in the School Environment (Out of Curriculum) must:
KS1.1	National Curriculum	<ul style="list-style-type: none">Describe the National Curriculum at Key Stages 1 and 2.
KS1.2	Impact of curriculum	<ul style="list-style-type: none">Explain the impact of the National Curriculum at Key Stages 1 and 2 on the development and delivery of activities out of curriculum time.

Ref	Skills:	Those Working in the School Environment (Out of Curriculum) must be able to:
SS1.1	Planning	<ul style="list-style-type: none">Demonstrate planning for activities embedding the National Curriculum at Key Stages 1 and 2.
SS1.2	Delivery	<ul style="list-style-type: none">Demonstrate delivery of activities embedding the National Curriculum at Key Stages 1 and 2.
SS1.3	Evaluation	<ul style="list-style-type: none">Demonstrate evaluation of activities embedding the National Curriculum at Key Stages 1 and 2.

2. Working in the secondary school and further education environment ages 11-18

Ref	Knowledge and understanding:	Those Working in the School Environment (Out of curriculum) must:
KS2.1	National Curriculum	<ul style="list-style-type: none">Describe the National Curriculum at Key Stages 3 and 4.
KS2.2	Impact of curriculum	<ul style="list-style-type: none">Explain the impact of the National Curriculum at Key Stages 3 and 4 on the development and delivery of activities out of curriculum time.

Ref	Skills:	Those Working in the School Environment (Out of curriculum) must be able to:
SS2.1	Planning	<ul style="list-style-type: none">Demonstrate planning for activities embedding the National Curriculum at Key Stages 3 and 4.
SS2.2	Delivery	<ul style="list-style-type: none">Demonstrate delivery of activities embedding the National Curriculum at Key Stages 3 and 4.
SS2.3	Evaluation	<ul style="list-style-type: none">Demonstrate evaluation of activities embedding the National Curriculum at Key Stages 3 and 4.

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