



Coach Competences and Standards in Academies and Schools

Accreditation Requirements:

At Foundation School Coach Level this comprises evidence of personal learning about coaching principles and practice. Successful applicants can demonstrate that they have consistently applied the competences in the way described for foundation level over at least one school term, and to have experienced coaching as a client.

To gain accreditation of Foundation Level School Coach each practitioner will:

- Have records to demonstrate a minimum of 6 coaching sessions received
- Show that they have studied and genuinely understood the coaching competences as described
- Also have read, watched and discussed available material on the subject of coaching.
- Complete the text boxes below using no less than 600 words providing evidence of the Coach Competencies at Foundation Coach level competencies:
 - Coaching Principles
 - Active and Reflective Listening
 - Reality Checking
 - Ideas into action (Praxis)
 - Partnership
 - Mindset and
 - Feedback skills



Foundation School Coach Accreditation Portfolio

Name:	
School:	

All coaches are expected to demonstrate that they strongly value empowering others to achieve their full potential, that they have the humility to know that they do not always know what is best, the honesty to be accurately self critical and aware, and the discipline to deliver on whatever they commit to and/or organise.

Please express in your own words what you believe about empowering others, and having humility, honesty and discipline as a coach.

A Foundation Coach

- ... demonstrates that they have learned and understood basic coaching principles and skills.
- ... is willing to listen and try to use listening skills to help us to express ourselves more clearly.
- ... is willing to try to remind us of our stated commitments and intentions.
- ... reminds us to look ahead and to choose a way forward, and may suggest one or two alternative courses of action without becoming directive.
- ... is able to treat others like an adult without lecturing, and without leaving it entirely up to them to either sink or swim.
- ... shows caring and understanding, and tries to remain positive and optimistic.
- ... encourages us to ask for feedback and to take responsibility for listening openly to suggestions.



What's my evidence of these competences?

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How far have I progressed to date? (Please choose one)

Achieved	Nearly There	Progressing	Early Days

Finally:

Reflecting on everything you've written, we have one more important question for you to consider.

What will I do in the future to build on my coaching competences?

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