



Executive Function Coaching Standards

		Level 1 (Core Skills)	Level 2 (Competent)	Level 3 (Advanced)
Knowledge and application of Coaching Skills				
1	Paraphrasing	Can identify paraphrasing and has put this skill into practice in the training environment.	Confidently uses paraphrasing on a regular basis to help students reach their goals.	Skilfully and consistently interplays paraphrasing with other coaching skills to help students reach their goals.
2	Reflective Listening	Can identify reflective listening and has put this skill into practice in the training environment.	Confidently uses reflective listening on a regular basis to help students reach their goals.	Skilfully and consistently interplays reflective listening with other coaching skills to help students reach their goals.
3	Open and closed ended questions	Can identify open and closed ended questions and has put this skill into practice in the training environment.	Confidently uses open and closed ended questions on a regular basis to help students reach their goals.	Skilfully and consistently interplays open and closed ended questions with other coaching skills to help students reach their goals.
4	Genuine Specific Praise	Knows the value of genuine specific praise and has put this skill into practice in the training environment.	Confidently uses genuine specific praise questions on a regular basis to help students reach their goals.	Skilfully and consistently interplays genuine specific praise with other coaching skills to help students reach their goals.
5	Scaffolding	Understands the role scaffolding can play in coaching and has	Confidently uses scaffolding on a regular basis to help	Skilfully and consistently interplays scaffolding with other

		put this skill into practice in the training environment.	students reach their goals.	coaching skills to help students reach their goals.
6	Clear Directions	Knows the importance of clear directions and has put this skill into practice in the training environment.	Confidently uses clear directions on a regular basis to help students reach their goals.	Skilfully and consistently interplays clear directions with other coaching skills to help students reach their goals.
7	Knowledge and application of stages of behaviour change Motivational Interviewing Techniques	Is beginning identify the where students are on the curve of of behaviour change and knows some strategies to help them change stage.	Can identify the where students are on the curve of of behaviour change and implements strategies to help them change stage.	Can quickly identify where students are on the curve of behaviour change and implements an array of strategies to effectively shift students from stage to stage. Has completed some formal training in Motivational Interviewing.
8	Knowledge and application of executive function terminology	Has sufficiently secure knowledge and understanding of the executive function terminology to begin to use them in coaching sessions and in communications with parents and colleagues.	Has good knowledge and understanding of the executive function terminology and is able to use them routinely in coaching sessions and in communications with parents and colleagues.	Draws on in depth knowledge and understanding of the executive function terminology and is able to use them skillfully in coaching sessions and in communications with parents and colleagues. Is continually adding to their knowledge about development in this field.
9	Knowledge and application of neuroscience terminology (ie plasticity, neural pathways, myelination).	Has sufficiently secure knowledge and understanding of the neuroscience terminology to begin to use them in coaching sessions and	Has good knowledge and understanding of the neuroscience terminology and is able to use them routinely in	Draws on in depth knowledge and understanding of the neuroscience terminology and is able to use them skillfully in coaching sessions and

		in communications with parents and colleagues.	coaching sessions and in communications with parents and colleagues.	in communications with parents and colleagues. Is continually adding to their knowledge about development in this field.
10	Support students to develop relevant executive function skills strategies through effective use of strategy sessions.	Is aware of the importance of strategy sessions to support students in developing relevant executive function skills strategies.	Plans and delivers strategy sessions that take account of the individual needs of the students, by matching activities and resources to support students in developing relevant executive function skills strategies.	Plans and delivers strategy sessions that are skillfully structured yet flexible to take account of the individual needs of the students, by matching activities and resources to support students in developing relevant executive function skills strategies.
11	Support students to develop relevant executive function skills strategies through effective use of REAP sessions.	Recognises the value of REAP sessions and uses a standardised approach to ensure progress against goals.	Regularly uses REAP sessions and deploys a flexible approach to ensure progress against goals.	Uses REAP sessions effectively to deliver bespoke support to scaffold their students to make progress against goals.
12	Promote a growth mindset and a commitment to working on goals.	Understands the concept of growth mindset and how to use mental contrasting to set goals.	Develops a growth mindset in students and creates an environment which inspires students to be excited about overcoming their challenges.	Skillfully encourages and the development of a growth mind set in students and consistently creates an environment which inspires pupils to be excited about overcoming their challenges.
13	Know when and how to	Knows the students well enough to	Consistently adapts coaching to meet	Accurately discerns the strengths and needs of

	differentiate appropriately, using approaches which encourage students to be engaged	recognise the different needs and strengths. Beginning to adapt coaching to address those needs and strengths to encourage students to be engaged in the coaching process	the needs of individuals to actively support engagement in the coaching process.	the students and is proactive and flexible in differentiating and employing a range of effective intervention strategies to engagement for all students.
14	Demonstrate an awareness of the physical, social and intellectual development of students, and knows how to adapt coaching to support students progress against their goals.	Has a developing understanding of the needs of all students. Can articulate distinctive coaching approaches and strategies needed to engage and support these pupils. When the opportunity has arisen, uses these strategies successfully. Evaluates the impact of the adaptations employed, on the student's progress against goals.	Has a good understanding of the needs of all students. Effectively engages, supports, and is beginning to challenge, these pupils. Evaluates the impact of the adaptations employed, on the student's progress against goals.	Has a thorough understanding of the needs of all students. Uses and evaluates personalised strategies to effectively engage, support and challenge these students. Has a secure understanding of how effective different coaching approaches are in terms of impact on the student's progress against goals
15	Use relevant data to monitor progress, set goals, and plan subsequent coaching work.	Knows the importance of collecting data around progress against goals and is aware of different methods of measurement and reporting. Can see the value in using progress reports to inform future coaching.	Maintains accurate records of students progress and uses these to help students to review and amend their goals Writes well structured, data based objective reports	Maintains thorough records of students progress and uses these to help students to review and amend their goals Writes professional standard reports.
16	Maintain good relationships with students, exercise appropriate authority, and act decisively when	Good relationships are maintained. Appropriate authority is used and decisive action is taken when necessary.	Very good relationships are maintained. Appropriate authority is used and decisive action	Excellent relationships are maintained. Appropriate authority is used and decisive action is taken when necessary.

	necessary		is taken when necessary.	
17	Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	<p>Builds effective professional relationships with various colleagues and has the skills required to work collaboratively.</p> <p>Seeks additional support in addressing the needs of students where unfamiliar situations are encountered.</p>	<p>Effective in building good professional relationships with colleagues and works well collaboratively when required to do so.</p> <p>Seeks additional support in addressing the needs of students where challenging situations are encountered.</p>	<p>Builds strong professional relationships and able to work collaboratively with colleagues on a regular basis.</p> <p>Regularly seeks advice from a variety of appropriate sources.</p> <p>Seeks additional support in addressing the needs of students where significantly challenging situations are encountered.</p>
18	Takes responsibility for improving coaching through reflection, appropriate professional development, responding to advice and feedback from colleagues	<p>Seeks out and is responsive to advice from more experienced colleagues. Able to identify subsequent or on-going personal professional development targets and identify opportunities to address and meet these targets.</p>	<p>Pro-active in own professional learning and reflection. Values the feedback received from more experienced colleagues, using it to develop own coaching further.</p>	<p>Deliberately seeks out opportunities to reflect and develop their own professional learning and respond positively to all the feedback received.</p>
19	Communicate effectively with parents and other stakeholders with regard to pupils' achievements and well-being	<p>Recognises the importance of communicating with parents and other stakeholders in supporting students progress against goals and monitoring students well-being.</p> <p>Understands the need to communicate at</p>	<p>Communicates effectively, both verbally and in writing, with parents and other stakeholders in supporting students progress against goals and monitoring students well-being.</p>	<p>Communicates very effectively, both verbally and in writing, with parents and other stakeholders in supporting students progress against goals and monitoring students well-being, both when required to do so formally and is proactive in</p>

		<p>other points in response to students emergent needs.</p> <p>Communicates effectively through written reports.</p>	<p>Assumes some responsibility for communicating in response to individual students emergent needs.</p> <p>Communicates skillfully through written reports.</p>	<p>communicating in relation to individual student's emergent needs.</p> <p>Communicates professionally through written reports.</p>
20	Make effective use of technology to enhance coaching experience.	Regular use of, google drive, online video conferencing, you tube, spread sheets word processors and email programmes.	Effective use of google drive, online video conferencing, you tube, spread sheets and word processor, email programmes, integrated into coaching sessions	Skillful use of, google drive, online video conferencing, you tube, spread sheets and word processor, email programmes. Seamlessly integrated into coaching sessions.
21	Knows the importance of safeguarding and child protection	Has completed safeguarding children training in the last 5 years. Has an enhanced DBS on the update service.	Has completed Safeguarding children training in the last 5 years. Has an enhanced DBS on the update service.	Has completed Safeguarding training in the last 5 years. Has an enhanced DBS on the update service.