



Skills Coach Job Description and Responsibilities

- To maintain high standards of quality coaching.
- Be an outstanding role model to the pupils and demonstrate a professional approach, which actively seeks to create a 'positive' learning environment for them to develop in. You must make sessions 'inclusive' and attend to the needs of the less developed players in the 'B' and 'C' teams, in addition to extending those in the 'A' sides.
- Be on time and well prepared – you are expected to have sessions set up and ready to start at the very beginning to ensure that the limited time you have is fully utilised.
- Be suitably dressed – you are expected to wear the appropriate attire and look well presented in accordance with the school's dress code and staff conduct guidance (See Handbook). You will be presented with the school's staff kit, which will remain the property of the school.
- By prior agreement, you may be required to undertake additional sessions during lunchtimes and after school. On Saturday's there may be a need, in some instances, for your help in taking a team in the absence of a staff member, or via request for assistance (this will be agreed prior to the event). There will be an expectation that you will help to deliver sessions during pre-season and other holiday times. You may be required to work with feeder schools to help promote St Benedict's sport and attract bright boys and girls who wish to play in a well organised and fun environment.
- The expectation is that you will use the school's session planning template and deliver this with prior agreement and consultation with Head of Department and the relevant age group/team coaches.
- To attend a weekly planning meeting with your Head of Department, as well as the termly staff sports committee meeting.
- You will be expected to organise the coaching within your assigned group – ensuring that players are kept physically active, your sessions are purposeful, enjoyable, and safe and the players are mentally challenged throughout each session. You should aim to break groups down into numbers of between 10-16 pupils so that there is plenty of room to fault correct and for pupils to be involved (management of staff to help do this will be vital).
- Be positive when even the smaller things go well and correct technique as often as possible (this can make the difference to the pupil and their enjoyment of their sport in the long term).
- You will be expected to organise the staffing within your assigned group – ensuring that members of teaching staff responsible for each team are engaged and guided throughout the session. You will be demonstrating best practice, as well as educating members of staff who may not possess the same level of technical expertise and experience you have.
- To utilise your knowledge and experience to use Active, Purposeful, Enjoyable & Safe practices and game-sense activities that are appropriate to the age group, ability and experience of your players.
- It is very important that you coach all the key factors & coaching points and identify and correct **ALL** faults in accordance with the sports curriculum set out by your Head of Department
- You **MUST** employ the questioning & involving approach rather than the tell-style of coaching – consider the "What, When, How & Effect".

- Try to create a ‘learning environment’ and utilise the game-related practice time to pressure the previously coached skills in ‘*game-sense*’ conditioned games and invasion games. Coaching schedules will be provided. Please ensure that you have these schedules available to you and adhere to the programme of activities unless you are advised otherwise.
- You should try to familiarise yourself with the players in your care and get to know them by their first names. Please avoid unnecessary nicknames, as some children and their parents find this impersonal and even offensive.
- **Child Safeguarding:** All areas of Child Safeguarding **must** be adhered to in accordance with school policy (please see handbook). You will be required to undertake the necessary DBS (Disclosures and Barring) checks along with a Disqualification Declaration

Please be aware of the Long Term Athlete Development (LTAD) Model (model attached at the end of this document) when coaching young athletes as it will have a massive implication toward what and how you and your players can achieve their goals. Please refer to the Head of Strength and Conditioning and Athletic Development for further guidelines on how to implement this.

Long Term Athlete Development (LTAD) Model

Phase 1 - FUNDamentals

This phase is appropriate for boys aged 6 to 9 and girls aged 5 to 8. The main objective should be the overall development of the athlete’s physical capacities and fundamental movement skills. The key points of this phase are:

- Participation in as many sports as possible
- Speed, power and endurance are developed using FUN games
- Appropriate and correct running, jumping and throwing techniques are taught using the ABC's of athletics
- Introduction to the simple rules and ethics of sports
- Strength training with exercises which use the child’s own body weight; medicine ball and Swiss ball exercises
- Training programs, based on the school year, are structured and monitored but not periodised
- Develop the athlete's:
 - ABC's (Agility, Balance, Coordination and Speed)
 - RJT (Running, Jumping, Throwing)
 - KGBs (Kinesthetics, Gliding, Buoyancy, Striking with a body part)
 - CKs (Catching, Kicking, Striking with an implement)

The first ‘critical period of speed development’ will occur during this phase, age 6-8 for girls and 7-9 for boys respectively. Linear, lateral and multi-directional speed should be developed and the duration of the repetitions should be less than 5 seconds. Fun and games should be used for speed training and the volume of training should be lower.

Phase 2 - Learning to train

This phase is appropriate for boys aged 9 to 12 and girls aged 8 to 11. The main objective should be to learn all fundamental sports skills. The key points of this phase are:

- Further develop fundamental movement skills
- Learn general overall sports skills
- Continue to develop strength with medicine ball, Swiss ball and own body-weight exercises as well as hopping-bounding exercises
- Continue to develop endurance with games and relays
- Introduce basic flexibility exercises

- Continue to develop speed with specific activities during the warm-up, such as agility, quickness and change of direction
- Develop knowledge of warm up, cool down, stretching, hydration, nutrition, recovery, relaxation and focusing
- Training programs are structured and based on a single periodisation
- Competition is structured and a 70:30 training/practice to competition-ratio is recommended

Phase 3 - Training to train

This phase is appropriate for boys aged 12 to 16 and girls aged 11 to 15. The main objective should be the overall development of the athlete's physical capacities (focus on aerobic conditioning) and fundamental movement skills. The key points of this phase are:

- Further develop speed and sport-specific skills
- Develop the aerobic base - after the onset of PHV
- Learn correct weight lifting techniques
- Develop knowledge of how and when to stretch, how to optimise nutrition and hydration, mental preparation, how and when to taper and peak
- Establish pre-competition, competition and post competition routines
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- The strength training window for boys begins 12 to 18 months after PHV
- There are two windows of opportunity to strength training for girls
 - Window one is immediately after PHV
 - Window two begins with the onset of menarche (the first menstrual period)
- Special emphasis is also required for flexibility training due to the sudden growth of bones, tendons, ligaments and muscles
- A 60% training to 40% competition ratio (includes competition and competition-specific training) is recommended

FAIR PLAY CODES

THE GOOD COACHES CODE

COACHES OF YOUNG PLAYERS SHOULD:

- ✓ Recognise the importance of fun and enjoyment when coaching young players. Most learning is achieved through doing.
- ✓ Appreciate the needs of the players before the needs of the sport.
- ✓ Be a positive role model – think what this implies.
- ✓ Keep winning and losing in perspective – encourage young players to behave with dignity in all circumstances.
- ✓ Respect all sports officials and the decisions they make (remember it could be you refereeing/umpiring next week) and ensure that the players recognise that they must do the same.
- ✓ Provide positive verbal feedback in a constructive and encouraging manner, to all young players, both during coaching sessions and games.

COACHES OF YOUNG PLAYERS MUST:

- ✓ Provide experiences which are matched to the young players' ages and abilities, as well as their physical and mental development
- ✓ Ensure all youngsters are coached in a safe environment, with adequate first aid readily to hand.

- ✓ Avoid the overplaying of your best players, by using a squad system, which gives everybody a satisfactory amount of playing time.
- ✓ Never allow a player to train or play when injured.
- ✓ Ensure good supervision of young players, both on and off the field.
- ✓ Recognise that young players should never be exposed to extremes of heat, cold, or unacceptable risk of injury.
- ✓ Develop an awareness of nutrition as part of an overall education in lifestyle management.
- ✓ Recognise that it is illegal for young players under 18 to drink alcohol.
- ✓ Ensure that their knowledge and coaching strategies are up to date and in line with current guidelines
- ✓ Be aware of, and abide by, the staff code of conduct and recommended procedures for taking young people on residential tours at home and abroad.
- ✓ Be aware of, and abide by, the policies and procedures outlined in the staff handbook

REMEMBER:

- COACHES WORKING WITH YOUNG PLAYERS UP TO THE AGE OF 12 MUST FOLLOW THE GUIDELINES LAID DOWN BY THE RELEVANT SPORTING BODIES AND/ OR THE HEAD OF STRENGTH AND CONDITIONING AND ATHLETIC DEVELOPMENT.

General guideline for Games skills sessions

Please see below an outline plan for a general skills session in Games to give you a further understanding of the role. This is not a rigid structure and sessions could last the entire Games period, or be held during lunchtimes or after school.

Time	Activity	Information
1:30	Bus Duty from St. Benedict's School Site	Please check emails daily before this time to check your roles for the day. The emails will be from the Director of Sport which will include a Bus duty rota as well as breakdown of teams involved and coaches when at the playing field
14.00	<p>Arrive at field and be on hand to help with changing rooms – or set up training sessions.</p> <p>(n.b. liaison with relevant year team staff coaches and your Head of Department must take place prior to the day of delivery to allow effective planning).</p>	<p>Use session plan template.</p> <p>Your relevant head of sport will send out an overall training plan to aid in your delivery of sessions.</p> <p>If you are not required to set up a session – this will usually be done by the lead coach, then you MUST be a presence in the changing rooms to monitor behaviour, take registers and check uniform to maintain high standards.</p>
14.10	Warm up	Make the warm up relevant to the context of the session.
14.20	Session 1 begins	Make the sessions games focussed with breakout sessions built in to keep the tempo high as well as development through exploration.
15.10	Skills practice Session 2 Begins	This will usually be an ongoing part of your session and not always a completely different concept. Sometimes you will be asked to work on 2 separate skills through various carousels, sometimes you can use this as game orientated development
16.00	Session Ends	Please be on hand to dismiss your group as well as monitor changing rooms and clear away your equipment – IT IS YOUR JOB TO MAKE SURE ALL EQUIPMENT GOES BACK INTO THE STORE IN THE CORRECT PLACE TO KEEP THIS NEAT AND TIDY

Person Specification			
	Essential These are qualities without which the applicant could not be appointed	Desirable These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	Method of Assessment
Qualifications	Level 1 or similar qualification in either Hockey or Netball Coaching	Level 1 Athletics or Tennis, Umpiring Level 1 or 2 Safety in contact Mini Bus license First aid trained	Production of the applicant's certificates
Experience:	Previous experience working with students or working with a sports club/ school/ team would be essential.	Level 1 qualified sports' coach or similar. Have coached or played to a representative level or higher with leadership role (captain or vice captain).	Contents of the Application Form. Interview Professional references
Skills	Sound understanding of basic principles of training, exercise prescription, training methods and coaching methods. Computer skills, able to use Word, Email and Excel.	Level 1 or similar	Contents of the Application Form Interview Professional references
Knowledge	Knowledge and understanding of a broad range of sport; Hockey, Netball and Athletics.	Have coached or played to a representative level or higher.	Contents of the Application Form Interview Professional references
Personal competencies and qualities	Strong Work ethic, professional in approach and self-motivated. Strong communication skills with both students, teachers and parents. Excellent interpersonal skills and to be able to work well within a team environment.	Good team member, reliable and flexible. Must be prepared to go the extra mile to help!	Contents of the Application Form Interview Professional references

Other Information

Total hours of work approx.: 12

The role is a fixed term contract from September 2019 to July 2020