



Birkenhead United AFC:

Coaching Standards

Introduction

The Coaching Standards for Birkenhead United are presented in this document. They underpin the appraisal and assessment process for all of the coaches at Birkenhead United.

The coaches at Birkenhead United make the “education” of their players their first concern and are accountable for achieving the highest possible standards in their coaching “work” and in their personal conduct. Coaches act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive relationships; and work with parents in the best interests of their children, our players.

While we align with NZ Footballs “player-centred model” for coaching design and delivery. Birkenhead United believes that this model is supported by, and at times superseded by a “child- centred model”, where the needs of the child/youth are paramount.

This is the critical aspect of our Coaching Philosophy, which informs these Coaching Standards.

Part One: Coaching

A coach must:

Set high expectations which inspire, motivate and challenge players:

- establish a safe and stimulating environment for players, rooted in mutual respect;
- set goals that stretch and challenge players of all backgrounds, abilities and dispositions;
- demonstrate consistently the positive attitudes, values and behaviour which are expected of all players and club members.

Promote good progress and outcomes by players:

- be accountable for the players attainment, progress and outcomes;
- be aware of individual players capabilities, their prior knowledge and physical capabilities and plan sessions to build on these;
- guide players to reflect on the progress they make and their emerging needs;
- demonstrate knowledge and understanding of how players learn and how this impacts on the coaching process;
- encourage players to take a responsible and conscientious attitude to their own training and behaviours.

Demonstrate good subject matter knowledge:

- have a secure knowledge of the relevant football knowledge required to foster and maintain a players interest and enthusiasm, and to be able to address misunderstandings;
- demonstrate a competent and thorough understanding of the importance of the social / emotional, physical / mental and technical / tactical aspects of the coaching curriculum;
- demonstrate an understanding of, and take responsibility for, promoting high standards of engagement with the players in their charge, enabling at all times the best possible football experience.

Plan and lead well-structured sessions:

- impart knowledge and develop understanding through effective use of the session time;
- promote a love of the game and the player’s intellectual curiosity;
- where possible, set “homework” activities to consolidate and extend the players knowledge and the understanding(s) acquired;
- reflect systematically on the effectiveness of your session(s) and your approaches to coaching;

Adapt coaching to respond to the strengths and needs of ALL players:

- know when and how to differentiate appropriately, using approaches which enable players to be coached/taught effectively;
- have a secure understanding of how a range of factors can inhibit a players ability to learn, and how best to overcome these;
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt coaching to support a players football education at different stages of their development;
- have a clear understanding of the needs of all players, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive coaching approaches to engage and support them.

Make accurate and productive use of assessment:

- know and understand how to assess both the group and the individual;
- make use of formative and summative assessment to secure a players progress;
- use relevant data (where possible & available) to monitor progress, set targets, and plan subsequent sessions;
- whenever possible give players regular feedback, both verbally and with written assessments, to encourage and enable a player to respond to feedback and to direct self-learning(s).

Manage behaviour effectively to ensure a good & safe learning environment:

- have clear rules and routines for behaviour at training & games, and take responsibility for promoting good and courteous behaviour, in accordance with the Club's philosophy and Codes of Conduct.
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- manage sessions effectively, using approaches which are appropriate to the players' needs in order to involve and motivate them;
- maintain good relationships with the players, exercising appropriate levels of authority, and act decisively when necessary.

Fulfil wider Club responsibilities:

- make a positive contribution to the life and ethos of the player & the Club;
- develop effective relationships with colleagues, knowing how and when to draw on advice and ask for specialist support;
- take responsibility for improving your coaching by attending coach development programmes (Club funded), and by responding to advice and feedback from colleagues;
- communicate effectively with parents with regard to the players achievements and wellbeing.

Part Two: Personal and Professional Conduct

A coach is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a coach's "career" at Birkenhead United.

- Coaches uphold public trust in the Club and maintain high standards of ethics and behaviour, both within and outside the Club, by:
 - treating players with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a coaches position;
 - having regard for the need to safeguard players well-being, in accordance with all statutory provisions;
 - showing tolerance of and respect for the rights of others;
 - not undermining fundamental values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
 - ensuring that personal beliefs are not expressed in ways which exploit a players vulnerability or might lead them to unwarranted behaviours.
- A coach must have a proper and professional regard for the ethos, policies and practices of Birkenhead United, maintaining high standards in their own attendance and punctuality.

- Coaches must have an understanding of, and always act within, the statutory frameworks which set out their coaching duties and responsibilities.

What are my responsibilities?

All coaches, including those on the way to gaining their OFC/NZF coaching badges/licenses, have a “duty of care” towards their players. According to this duty of care, you are required to apply your education and acquired skills to safeguard players, and to demonstrating reasonable and careful standards while you are coaching at the Club.

These include the maintenance of good order and discipline among players and the safeguarding of their health and safety.

You should always avoid discrimination on the grounds of sex, race, disability, sexual orientation, religion or belief and transgender status. We believe that providing and promoting equal opportunities for players and parents is at the fundamental core of an effective community club.

How do I fulfil my duty of care to players?

- you must do “what is reasonable in all the circumstances” to safeguard and promote the welfare of your players.
- your actions should be consistent with those of a reasonable person, engaged in the circumstances of coaching a sports team.
- your duty of care to individual players should take into account factors including age, health and how, where and with what resources their football & life education is being delivered.
- you should always act in accordance with the procedures and guidelines provided for you by the club to support you in your coaching.

What about my rights?

- As well as the responsibilities outlined above, you also have rights.
- The Club recognises that we owe you a duty to provide effective support and training. This includes adequate coaching supervision, dependent on your level of experience.
- You have a right to a safe and healthy coaching environment.
- You also have a right not to be discriminated against or harassed on the grounds of sex, race, disability, sexual orientation, religion or belief, age, transgender status, pregnancy and maternity, marriage and civil partnership.
- You have a right to receive the written particulars of your coaching agreement, inclusive of the terms and conditions, as required of you by the Club in this role.