

★ **THE RUGBY LEAGUE** ★
OF THE

EXTRAORDINARY

**EMBED THE
PATHWAY**

PARTNER OPERATING MANUAL

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INTRODUCTION

Welcome to the Operating Manual for Embed the Pathway – the RFL's commitment to developing coaches and developing players. As an England Player Development Partner you have responsibilities to ensure this section of the player pathway provides an environment that allows players to develop and progress, and create a greater playing pool for the game.

The focuses of the programme are curriculum development, youth coach education and player profiling through the Game, Mental Skills, Movement Skills and Coachability requirements of each and every player.

The RFL is delighted to be working in partnership with all England Player Development Partners and looks forward to providing a great experience for all coaches and players who are engaged.

MINIMUM OPERATING STANDARDS

The following list outlines the minimum operating standards that an England Player Development Partner must adhere to. This guidance runs in line with all existing policy documentation and is subject to change with respect to subsequent policy reviews. All notable amendments will be transmitted in writing no later than 28 days after any change.

1. The Partner must provide CPD training for the Embed the Pathway programme (or a suitable and acceptable equivalent) to community coaches within the Partner's locality.
2. Partners must run at least three Open Access Development Days for under 12s, under 13s and under 14s. The same can apply for under 15s and under 16s if applicable.
3. No selections can take place to recruit players to the Development Days.
4. All players attending the Development Days must be profiled, using the wheel or another suitable method, and all players must receive diagnostic feedback.
5. Open Access Development Days must be advertised on the club's website and shared with the RFL for the RFL website.
6. Clubs must engage schools within their locality to provide new, meaningful, accessible and suitable competition that is differentiated from Champion Schools.
7. No subsequent sessions can be held with reduced or 'trimmed down' squads.
8. Issues caused by venue capacity or safe numbers will be overcome by having a deadline to register to operate on a first-come-first-served basis. Good practice will allow a secondary event for those unable to attend.
9. Adhering to the RFL Academy Standards document. This document forms the annual academy accreditation and falls in line with the operational regulations for academy delivery.

CUSTOMER SERVICE

It may strike you as strange that this section on quality service and customer care appears at the front of the manual before the section on setting up your programme. Well, please take this as an indication of how important quality service and customer care is to your programme.

The quality of service offered to players and their parents/guardians is a vital recruitment tool to you and it is essential they receive an excellent customer experience.

Quality service has become something of a buzzword and is used so often that the perception of its importance and value to a programme can get diluted. However, studies show that the level of service that a programme provides can have more impact on performance than any other function of the programme, including marketing.

The true objective of any programme is to get and keep customers. If you can achieve this, financial success is likely to follow.

And how do you get and keep players? By providing a first class service!

This is the concept of creating players for life.

Think of the value of a player who comes back to you time after time, who recommends you to friends and acquaintances, and who in turn recommends you. Over the lifespan of your programme, the value of that one player to you could be many thousands of pounds.

Below is a five-step plan to developing a high-quality service within your programme. It aims high, but achieving first-class service levels is a long-term objective and the plan provides a strategy for setting and achieving long-term goals.

These are key principles you will be well aware of; however, it is essential to instil these principles in the coaches who work with you on Development Days.

1. PARTNER COMMITMENT

A highly visible commitment by Partners to deliver quality service creates a pervasive service culture that yields many benefits, including player pride, increased productivity, and improved work quality. Partners must lead by example. They must be role models if they expect a change in player behaviour and attitude.

2. RECRUIT GOOD PEOPLE AND TREAT THEM WELL

A motivated workforce begins with hiring. Once you have good coaches on-board, treat them fairly, and give them opportunities. Keep them motivated. How you treat your coaches is exactly how those coaches will treat your players.

3. GIVE COACHES THE RESOURCES THEY NEED TO DO WHAT YOU EXPECT

Poor service isn't always the fault of the coach handling the player interaction. When exploring quality and service problems, we find that one often overlooked cause of poor service is failure to provide coaches with sufficient resources to deliver exceptional service. You must give coaches the training and equipment to deliver to high standards.

4. PROVIDE PLAYERS WITH EXCEPTIONAL SERVICE

Give your players even better service than they expect. They will notice it, react to it, and want more of it. Strive to deliver a service that reaches beyond 'player satisfaction' to 'player delight'.

5. PROVIDE POTENTIAL PARTICIPANTS WITH EXCEPTIONAL SERVICE

Give any potential players even better service than they expect. They will notice it, react to it, and want more of it. By supporting potential players with high level service they will be more likely to transfer their potential talent to our game.

OPERATING CHECKLISTS

PRE-DEVELOPMENT DAY CHECKLIST

Tick	Ensure the venue adheres to the following requirements:
	Toilet facilities and access to changing facilities.
	Suitable facility of high quality, with note made of what is a safe and suitable capacity.
Tick	Complete the following prior to advertising the Development Day:
	Ensure a qualified first-aider and appropriately stocked first-aid kit will be present each day.
	Ensure you have enough appropriately qualified coaches to service your expected player volume.
Tick	Once all dates and times have been confirmed with the venue booking, complete the following:
	Send details of the event to all players, coaches, clubs and leagues to publicise through their networks no later than four weeks prior to the Development Day.
	Request the return of players' names, clubs and dates of birth no later than two weeks prior to the Development Day.
	Plan the Development Day with all coaches who will deliver, using the content prescribed in the Embed the Pathway (EtP) resources or a suitable club-based equivalent.
	Ensure the event is publicised on the club and RFL websites at least four weeks before – www.embedthepathway.co.uk
Tick	Once the Development Days have been publicised, complete the following:
	Ensure the venue is branded with EtP resources and club promotional materials.
	Appropriate number of balls, marker cones, shields and any other required equipment to deliver a high-quality experience.
	Online registrations to Profile Wheel for all players and coaches to be requested two weeks prior to event.
	Suitable access to PC suite, tablets or section of the Development Day to allow players to view Profile Wheel and receive login details for on-site or home access.
Tick	Communication with players prior to the Delivery Day:
	Profile Wheel logins can be issued to players and a request of a pre-assessment to be completed or assessments done on the day.
	Explanation of the day publicised on website or via player, coach, club and league networks.

OPERATING CHECKLISTS

PRE-CPD CHECKLIST

Tick	Ensure the venue adheres to the following requirements:
	Toilet facilities and access to changing facilities.
	Suitable facility of high quality, with note made of what is a safe and suitable capacity.
Tick	Complete the following prior to advertising the CPD:
	Ensure a suitable presenter with appropriate presentation slides in line with the needs of the attending coaches.
	Ensure the presentation slides are appropriately branded with EtP, England and the relevant club logos in place.
Tick	Once all dates and times have been confirmed with the venue booking, complete the following:
	Send details of the event to all coaches, clubs and leagues to publicise through their networks no later than four weeks prior to CPD. See example email in appendix.
	Contact the RFL to order the appropriate number of resources required so that one copy is available to each coach.
	Plan the CPD with consideration for all coaches who will attend. Use content prescribed in the EtP resources or a suitable club-based equivalent.
	Ensure the event is publicised on the club and RFL websites at least four weeks before – www.embedthepathway.co.uk
	Ensure that a suitable Twitter communication is sent, including the tagging of @EmbedThePathway
Tick	Once the CPD has been publicised, complete the following:
	Ensure the venue is branded with EtP resources and club promotional materials.
	Appropriate number of seats along with any other required equipment to deliver a high-quality experience.
Tick	Communication with coaches prior to the CPD:
	Notify all coaches that the CPD is a cascade of the Embed the Pathway programme and completion of all three blocks grants accreditation as an England Player Development Coach.
	Explanation of the day publicised on website or via coach, club, league and EtP networks.
Tick	Communication with coaches prior to the CPD:
	Follow up email thanking coaches for their time, commitment and identification of the appropriate contacts required to follow-up on all aspects of CPD. See example email.
	Ongoing support network identified to coaches in the form of site visits to their club, site visits to Delivery Partner and ongoing CPD opportunity.

OPERATING CHECKLISTS

PRE-SCHOOL DELIVERY CHECKLIST

Tick	Building Relationships
	Write to all schools within the area and outline the competition programme.
	Call schools that have not engaged and encourage.
	Send personalised email to thank schools that will engage.
Tick	Competition Management
	Propose competition timelines to schools via email. Note last opportunity for schools that haven't engaged.
	Plan a meaningful, accessible and suitable competition format.
	Book venues, if required, for festival format.
	Plan the fixtures to be completed at the festival.
	Manage and distribute fixtures if a regular competition format.
	Support schools with key match official appointment.
Tick	Curriculum Delivery
	Email head of PE, head teacher and Rugby League contact at school to confirm when Rugby League could be delivered on the curriculum (EtP).
	Contact RFL to order the volume of resources required.
	Deliver resources to schools through central cluster meeting.
Tick	Profile Raising
	Identify a squad member to attend festivals.
	Invite community clubs to local finals to recruit players.
	Attend finals (potentially with a squad member) to provide support.
	Invite teachers from schools engaged to a home game.
	Contact RFL Education Team to find out dates of regional finals to attend.
Tick	Next Steps
	Identify community clubs in proximity that will welcome new players.
	Personal communication to identify all exit routes (Player and Club).
	Attend first training session to integrate player into club setting.

OPEN ACCESS DEVELOPMENT DAYS

All the tips and materials you need to secure FREE content in your local media.

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INTRODUCTION

This guide is full of tips and templates to help you work with social media and the local media to raise awareness of Embed the Pathway. The more people that know about it, the more players you are likely to attract and retain at your sessions. Additionally, it contains template letters, guidance for your Development Day, and Profile Wheel usage hints and tips.

Gone are the days when newspapers employed large teams of reporters to gather stories. Nowadays, as much as 60% of the news you read in your local newspapers will have been submitted, using the tips and skills this guide will teach you.

Every time a local newspaper or magazine starts collating copy for a new issue, they start with a blank page. The media needs your content. If you can provide them with well written copy about a new service (Embed the Pathway) that will benefit the local community, this should be the perfect combination for some lovely, free space in their news pages.

WRITING AN INVITE LETTER

An invite letter is designed to go to all potential attendees to your Development Day and can follow a standard format that aims to give the players, parents and coaches the information they need.

Top tips on your invite letter:

- Be creative and bold with your title. Use 'Embed the Pathway' in the wording.
- The introduction paragraph should summarise the development day using the 5 Ws:
 - WHO (is involved)
 - WHAT (is happening)
 - WHERE (is it taking place)
 - WHEN (is it happening)
 - WHY (should players want to attend)?
- Keep the invite letter short (one A4 page is ideal) and use short sentences.
- Always remember a call to action (eg 'Call this number to book onto an Embed the Pathway Development Day <insert number>' or 'Visit <insert website> to find out more').

PLANNING YOUR YEAR

Embed the Pathway is a national curriculum of delivery that encapsulates 24 planned sessions split into three blocks of eight weeks that can be delivered in community clubs or schools. It is a support mechanism for clubs, schools, coaches, teachers and players that provides regional and local level CPD opportunities to underpin the Open Access Development Days that are accessible by all players and potential players. This forms a robust development model for all.

As a Delivery Partner that would like to be accredited you are required to deliver in line with the Embed the Pathway criteria and agree this via contact with Tony Fretwell or Anthony Atherton, to agree a delivery plan and sign up to be an official Delivery Partner.







Annual delivery will be:

- A minimum of 3 x coach CPD (specific to the EtP programme) with RFL support.
- A minimum of 3 x Open Access Development Days (in line with EtP curriculum) with RFL support.
- All players profiled using RFL Profiling Tool.
- Registers submitted to the RFL that must contain the names and contact details of each player.
- Coach Resources Block 1, Block 2 and Block 3 orientated with coaches, with RFL support.
- Coaches observed at least once in their community club environment delivering the EtP curriculum.

What to do next:

- Download the Delivery Partner accreditation document.
- Plan coach CPD and Development Days.
- Submit plans via Accreditation Document to the RFL.
- Recruit coaches to deliver on the programme.
- Order resources from the RFL.
- Attend RFL Embed the Pathway central CPD event.

Key for Example Year, next page: 

Central CPD by RFL	
CPD orientation	
Delivery Partner CPD	
Development Days	
Delivery club coaching	
Development camp option	

Example Year:

WEEK	CENTRAL CPD	LOCAL CPD	DEVELOPMENT DAY ACTIVITY	PLAYER PROFILING	BLOCK 1 OF DELIVERY	BLOCK 2 OF DELIVERY	BLOCK 3 OF DELIVERY
JANUARY							
1	PARTNERS MET AND ISSUED DELIVERY PLAN						
2							
3							
4							
5							
FEBRUARY							
7	CUMBRIA NORTH WEST YORKSHIRE SOUTH	Mid Week delivery conducted by partners.					
8							
9			HALF TERM	Development Day Activity			
10							
MARCH							
11					BLOCK 1 RESOURCE TO PARTNERS, WHOM DELIVER CPD THEN ISSUE RESOURCE TO COACHES.		
12	PARTNERS REVIEW MEETING 1						
13		EASTER	Development Day Activity				
14							
APRIL							
15							
16							
17							
18							
MAY							
19	SOUTH CUMBRIA NORTH WEST YORKSHIRE	Mid Week delivery conducted by partners.					
20							
21							
22							
JUNE							
23		WINDOW OF OPPORTUNITY FOR INCLUSIVE CLUB DEVELOPMENT CAMPS - ETP RESOURCE LEAD Focus of sessions to be on inclusion of; Game / Coachability / Mental Skills / Movement - Profiling to support				BLOCK 2 RESOURCE TO PARTNERS, WHOM DELIVER CPD THEN ISSUE RESOURCE TO COACHES.	
24							
25							
26							
JULY							
27		WINDOW OF OPPORTUNITY FOR INCLUSIVE CLUB DEVELOPMENT CAMPS - ETP RESOURCE LEAD Focus of sessions to be on inclusion of; Game / Coachability / Mental Skills / Movement - Profiling to support					
28	PARTNERS REVIEW MEETING 2						
29							
30							
31							
AUGUST							
32		WINDOW OF OPPORTUNITY FOR INCLUSIVE CLUB DEVELOPMENT CAMPS - ETP RESOURCE LEAD Focus of sessions to be on inclusion of; Game / Coachability / Mental Skills / Movement - Profiling to support					
33							
34							
35							
SEPTEMBER							
36	SOUTH CUMBRIA NORTH WEST YORKSHIRE	Mid Week delivery conducted by partners.					BLOCK 3 RESOURCE TO PARTNERS, WHOM DELIVER CPD THEN ISSUE RESOURCE TO COACHES.
37			HALF TERM	Development Day Activity			
38							
39							
OCTOBER							
40							
41	PARTNERS REVIEW MEETING 3						
42							
43							
44							
NOVEMBER							
45							
46	PARTNERS NEXT YEAR PLANNING						
47							
48							
DECEMBER							
49							
50							
51							
52							

RUNNING YOUR DEVELOPMENT DAY

HINTS AND TIPS FOR RUNNING AN EMBED THE PATHWAY DEVELOPMENT DAY

There are different approaches that can be used to run and manage your Embed the Pathway programme. Hopefully the information below will help you develop your own approach by providing some helpful hints and tips.

- Recruit your numbers before the day, following the checklist. If you email out for attendees in a suitable time frame you will know in ample time how many to expect and have a suitable coaching team ready to greet them.
- Have a meeting with your coaches early on, especially in the first week. Give them clear and defined roles – a pre-training session can help.
- On the Development Day itself, arrive early, be ready/set up before any players arrive.
- Allocate your coaches to specific roles of coaching a set activity, chaperoning the players between stations or observing and providing profiling support.
- Be prepared and always have a backup (eg if using technology, always take paper copies as well).
- Always continue to promote and review your Development Days – there will always be room for improvement.
- Remember, players are the customers! Smile, be helpful and friendly.

THE EMBED THE PATHWAY DEVELOPMENT DAY FORMAT

Below you will find all the information you need on how to pull together a Development Day with a few notes to help. We have planned a format for three, four, five and six groups and a variety of carousel formats, to make it as easy as possible for you. Therefore all you need to do is select the format that suits you best and update with the relevant information.

DAY ONE

- Players will not be familiar with the environment.
- Coaches and volunteers to help and support the players heavily in this first session.
- In an attempt to give each Development Day regardless of size a similar feel, the RFL will conduct site visits to each Partner.
- Operational checklist will guide you through the requirements and help to set high standards for Day One.

THE EMBED THE PATHWAY COMPONENTS

Each Open Access Development Day should focus on one element of each Embed the Pathway component:

Game: Identify the Game element to be worked on and either provide the delivering coach with the session planner from the EtP resource that supports this, or provide the element (eg 10m Running Pass Both Ways) and allow the coach to deliver.

Coachability: Identify the Coachability element to be worked on and either provide the delivering coach with the session planner from the EtP resource that supports this, or provide the element (eg I Want to Learn) and allow the coach to deliver.

Mental Skills: Identify the Mental Skills element to be worked on and either provide the delivering coach with the session planner from the EtP resource that supports this, or provide the element (eg I Can Cope with Contact) and allow the coach to deliver.

Movement Skills: Identify the Movement Skills element to be worked on and either provide the delivering coach with the session planner from the EtP resource that supports this, or provide the element (eg Hop and Stick) and allow the coach to deliver.

Whichever elements are delivered from each component should be scored on the Profile Wheel by the player either during the Open Access Development Day or afterwards in their own time, prior to the next Open Access Development Day.

RUNNING YOUR DEVELOPMENT DAY

DEVELOPMENT DAY FOR THREE GROUPS

Example Development Day (0-45 players giving groups of up to 15 players)			
Time (mins)	Group 1	Group 2	Group 3
0-25	Coachability	Game	Movement Skills
25-50	Movement Skills	Mental Skills	Coachability
50-75	Mental Skills	Coachability	Game
75-100	Game	Movement Skills	Mental Skills
100-125	Small-sided game(s)	Groups split evenly and allowed to play with a Game focus	
125-150	All players given access to a computer within an IT suite or set 'homework' to access Profile Wheel and complete the sections delivered throughout the day.		

DEVELOPMENT DAY FOR FOUR GROUPS

Example Development Day (36-60 players giving groups of up to 15 players)				
Time (mins)	Group 1	Group 2	Group 3	Group 4
0-25	Game	Coachability	Movement Skills	Mental Skills
25-50	Mental Skills	Game	Coachability	Movement Skills
50-75	Movement Skills	Mental Skills	Game	Coachability
75-100	Coachability	Movement Skills	Mental Skills	Game
100-125	Small-sided game(s)	Groups split evenly and allowed to play with a Game focus		
125-150	All players given access to a computer within an IT suite or set 'homework' to complete Profile Wheel and complete the sections delivered throughout the day.			

RUNNING YOUR DEVELOPMENT DAY

DEVELOPMENT DAY FOR FIVE GROUPS

Example Development Day (50-75 players giving groups of up to 15 players)					
Time (mins)	Group 1	Group 2	Group 3	Group 4	Group 5
0-25	Coachability	Mental Skills	Movement Skills	Game	Profiling
25-50	Profiling	Coachability	Mental Skills	Movement Skills	Game
50-75	Game	Profiling	Coachability	Mental Skills	Movement Skills
75-100	Movement Skills	Game	Profiling	Coachability	Mental Skills
100-125	Mental Skills	Movement Skills	Game	Profiling	Coachability
125-150	Small-sided game		Groups split evenly and allowed to play with a Game focus		

DEVELOPMENT DAY FOR SIX GROUPS

Example Development Day (60-90 players giving groups of up to 15 players)						
Time (mins)	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
0-25	Coachability	Mental Skills	Movement Skills	Coachability	Mental Skills	Movement Skills
25-50	Movement Skills	Coachability	Mental Skills	Movement Skills	Coachability	Mental Skills
50-75	Mental Skills	Movement Skills	Coachability	Mental Skills	Movement Skills	Coachability
75-100	Profiling	Profiling	Game – Mixed (with Group 5 and Group 6)		Game – Mixed (with Group 3 and Group 4)	
100-125	Game – Mixed (with Group 5 and Group 6)		Profiling	Profiling	Game – Mixed (with Group 1 and Group 2)	
125-150	Game – Mixed (with Group 3 and Group 4)		Game – Mixed (with Group 1 and Group 2)		Profiling	Profiling

RUNNING YOUR DEVELOPMENT DAY

PLAYER REGISTRATION

Venue			EtP Lead		
First Name	Surname	Date of Birth	Attendance (Tick)		
			Day 1	Day 2	Day 3

PLAYER PROFILING

PROFILE LOGINS AND PLAYER ENGAGEMENT

The first step to take is to collate names, dates of birth, clubs and email addresses for all players. This information is then submitted to Anthony Atherton or Tony Fretwell who will arrange logins to be created for every player. This is preferable to do as part of the invite process and collate these details two weeks prior to the event.

Once the logins are created you can factor a profiling session as part of your Development Day (resources permitting) or set homework for the players to login and update specific aspects that the Development Day placed a focus on. The aim is not to 'fill the wheel with 5', more to give a realistic outlook on player perception and allow coaches to work with players on their goals.

Your own login can be used to complete scores on the day with suitable 3G/4G or Wi-Fi connectivity and any smartphone. For further queries please see the profile guide in the appendix.

As part of the Embed the Pathway induction or introduction, the player and their club coaches are to be made aware of the Profile Wheel. EtP looks to develop the components and elements from the Profile Wheel holistically for all players.

The specific elements and components must be introduced to the coaches who are delivering, and as part of the introduction to the players on the day.

Within the Open Access Development Day, the coaches should reinforce the elements and components, and confirm to players the player profiling that will be required following delivery.

RUNNING YOUR COACH EDUCATION PROGRAMME

HINTS AND TIPS FOR RUNNING AN EMBED THE PATHWAY CPD PROGRAMME

There are different approaches that can be used to run and manage your Embed the Pathway CPD programme. Whichever method you use it needs to align to EtP Block 1, EtP Block 2 and EtP Block 3 CPD events. The information below will help you develop your own approach by providing some helpful hints and tips.

- Get a good local knowledge base of clubs and coaches within your locality that work at under 12, under 13 and under 14 levels.
- Engage these coaches in ongoing dialogue and visit them on a regular basis to build a working partnership with them, and assist them along their coaching journey.
- Arrange a launch night or invite all the under 12s, under 13s and under 14s coaches to your club to give them an insight and understanding of Embed the Pathway, how it can support them, and the key dates for their diaries (Development Days, CPD nights etc). This will also give them an opportunity to meet you and align to supporting you in your role.
- Provide the details of your Coach Educator to the RFL. This is very important as it will be your coach educator that drives standards and provides a close working link to the RFL.
- Coach Educator must attend CPD Block 1, CPD Block 2 and CPD Block 3. Following on from each of the individual dates they can then deliver the block (either 1, 2 or 3) into their locality and reduce the time and travel burden for volunteer coaches.
- Your localised CPD of Block 1, Block 2 and Block 3 should ideally fall within a month of the central CPD delivered. You can encourage community coaches to attend central sessions or local sessions which give a greater opportunity for all coaches to attend all CPD.

Central CPD (Block 1)	Local CPD (Hull)	Local CPD (Leeds)	Local CPD (Wakefield)
Block 1: North 7th February	9th February	19th February	24th February
Block 2: North 12th May	21st May	14th May	16th May
Block 3: North 8th September	14th September	9th September	16th September

From the calendar opportunities listed above it is providing a greater opportunity for coaches to access CPD. A coach may attend the Block 1, Block 2 and Block 3 at three different venues and this increasing of opportunity is allowing a greater reach to coaches and players via the connected approach between the RFL and accredited Delivery Partners.

As an example, a coach may not be able to attend your CPD or the central RFL CPD. There will be opportunities delivered by other clubs that the coaches will be able to attend.

It is in the ethos of the programme to support all coaches.

All coaches attending the EtP CPD (yours or central RFL) must be qualified to UKCC Level 2 standard to receive certification as an England Player Development Coach.

Registers are to be collated that contain the coach's name, club and age coached, email address and mobile number.

Register is to be submitted to the RFL who will contact coaches and send certificates upon completion.

WORKING WITH SCHOOLS

HINTS AND TIPS FOR CREATING ENGLAND PLAYER DEVELOPMENT SCHOOLS

The Embed the Pathway programme has been converted to a Key Stage 3 curriculum and is ready for teachers in all schools to use as the eight-week block of Rugby League delivery within term time. The following information will help you to grow your schools network and with it your player pool.

- All schools deliver against Key Stage 3 for Year 7, Year 8 and Year 9. The national curriculum has targets and attainments that are expected of each pupil.
- The Embed the Pathway coach resources Block 1, Block 2 and Block 3 have been amalgamated to create the Embed the Pathway Teacher's Resource.
- The resource contains 24 sessions with learning objectives and can be delivered by teachers with little or no experience of Rugby League.
- By equipping local teachers and their schools with the correct tools to teach pupils best practice, EtP for schools is seen as a growth area for the game.
- Meet with each school within your locality and advise them of your engagement with the programme and the benefits to them (this is an opportunity to engage in tickets sales and themed rounds that pupils from development schools may attend).
- Provide each school with curriculum and resources appropriate for them to deliver.
- Visit each school once for each year of delivery; this also presents an opportunity to use a profile player on the visit.
- Support the school in running a 'new' and localised competition that is a supplement to the Champion Schools offer.
- Invite the winners of the new competition to a game and present the trophy to them.
- Use the opportunity of the final of the new competition to be based at your ground.
- Brand the new competition as the <Name of club> Trophy/Cup and manage the entrants effectively to include non community club registered players and grow a new playing opportunity for them.

FEEDBACK AND SITE VISITS

To maintain standards within the game and deliver the best product possible nationally, site visitations will take place and be logged for review with the Delivery Partner. These will be based around confirmed times and dates of Development Days or CPD and assessed against the pre-Development Day and pre-coach CPD checklists.

Date	Site	Feedback	Actions Taken

WORKING WITH SCHOOLS

1. COMMUNICATING WITH SCHOOLS – COMPETITION

Spend some time and discuss the schools you want to take part in your competition. One of the key missions for this Sky Try Project, the RFL and your club is genuine growth.

Pay particular attention to those schools that have not engaged with Rugby League and/or your club before.

Before sending communication to the school, ask two key questions:

- Why has this school not engaged (or stopped) with us or Rugby League before?
- What can we do that would result in the school communicating with us and taking part in some part of our offer?

Once you have identified who you are going to contact, write to the schools through posted letter and email. Outline the competition and give a timeline of events. When the time is appropriate, email a reminder and note the last opportunity for schools that have not engaged.

For schools where you know who the contact is this might be a straightforward process. For those schools that have previously chosen not to engage, think about the different potential routes and how your literature could attract them.

Whether a school takes part in sporting competition is usually decided by one or two staff members of the PE department.

WORKING WITH SCHOOLS

2. INTRODUCTION AND PURPOSE OF RESOURCE AND APPENDIX

The purpose of this resource is to support you to work successfully with schools in your area with both competition and the curriculum. You may find that your team already does a lot of the work identified and that you already have your own version of the supporting documents in the appendix. However, you might find that this resource has information and supporting documents that save you time and that you find useful. In the appendix are some supporting documents you can use if you choose to. Another factor in this resource being created is that clubs/foundations fed back that they would like to see some kind of central guidelines and standards to measure against.

If you have any questions on anything in this resource, or require any further assistance, please use one of the contacts below:

Gareth Greenwood, Secondary Schools Manager – gareth.greenwood@rfl.co.uk

Tony Fretwell, National Player Development Manager – tony.fretwell@rfl.uk.com

Anthony Atherton, National Talent Development Officer – anthony.atherton@rfl.uk.com

Contact	What Might Engage/Attract?
PE teacher	Good organised sporting competition/events
Head teacher Head of Year	Show that your offer meets the school's key targets and ethos – positive behaviour, confidence, inclusivity, teamwork. Show that your offer is a great opportunity to represent the school positively.
Staff member not in PE department but keen on Rugby League	Keep it simple and not too time consuming. 'Bring your team' and enjoy the experience.
Students (school council)	Write to the school council. Explain that the school has not engaged in Rugby League and outline how they could start the process. The majority of schools have some form of school council – they like to have meaningful projects to do.
Students	Social media – advertise/market an attractive looking event. 'Ask your staff at school if you would like to take part...'

Provide email addresses, phone numbers and the steps and dates for letting you know they are interested. For schools that do not engage, follow up with a phone call. If the initial contact is not positive, try another contact/route.

WORKING WITH SCHOOLS

3. EMBED THE PATHWAY – CURRICULUM

Contacting the Schools

Write to schools explaining the Embed the Pathway offer. Let them know you are offering an outstanding resource that is free and fully prepared for them.

State the dates, times and location of the CPD training you are running for teachers and how they can let you know they are interested.

Note: Refer to '1. Communicating with Schools' to assist you with the most effective way to contact schools.

Delivery of EtP

Select an appropriate person to deliver the course to teachers. It is key that the person(s) who delivers the course is confident and able to deliver high-quality training to the teachers.

This hub meeting is also a good opportunity to discuss your competition offer.

Ordering EtP Resources

Contact the RFL with the number of resources required.

4. COMPETITION FIXTURES/FESTIVALS

Type of Competition

As we are all aware, the geographical location of each club brings a varying level of difficulty to engage the schools within the area. Each foundation team will need to decide:

- What kind of competition would be the most effective? For example, it could be a regular 13-a-side competition with standard fixtures, or a 9-a-side festival. This will depend on the needs of the schools in your area. Once you have decided on the best competition format, manage and distribute fixtures/results.
- The time of year. We suggest March to July would be the best time of year to have your fixtures. Research has shown that these are the conditions most likely to give a young person a positive experience in Rugby League and will avoid issues around having enough daylight to play matches.

Suggestions to Ensure a Positive Experience for Participants

- Identify squad members to attend fixtures/festivals.
- Give students the opportunity to play at your stadium/an inspiring location.
- Give tickets to students and teachers to attend a home game(s).
- Use effective ways to distribute fixtures and results.
- Identify squad members to attend fixtures/festivals.
- Have as many staff members/squad players in attendance at games as possible to help coach/referee if required and to be a presence.

Data Collection at Matches

Your fixtures are a great opportunity to get up-to-date relevant contact details. Evidence shows that only having a generic school email and phone number can often be ineffective and time consuming.

Have a method to collate the data of the teachers/staff members at the games – mobile numbers/home email addresses.

WORKING WITH SCHOOLS

5. REFEREEING OF MATCHES

Who referees the games depends on the level and format of your competition. For example, if you are delivering festivals then it is likely that the best way to referee games is to use your staff members and squad players/academy players. This would also be a good opportunity to identify teachers who are able to referee games – the more options/people involved who are willing and able to referee a school game will be beneficial for future fixtures.

If you feel a qualified/paid referee is required then you can find your local referee society at:

http://therfl.co.uk/more/match_officials/referee_societies

6. EXIT ROUTES FOR PARTICIPANTS

Community Clubs

During the planning phase of your competition, identify the local community clubs that have teams at the age group you are working with. The ideal scenario is that you signpost the players to clubs that you know offer a positive experience for young people. If you have a particularly good community club in your area it is a great opportunity to involve them in your festivals/fixtures however best you see appropriate. It may be they can help referee a game or an inexperienced team/teacher could be a presence to facilitate the exit route. Ensure they are wearing their club attire or yours.

It might be you facilitate a conversation between the teacher and community club member that leads to a route for students from the school attending training with the community club. It would be a good idea to have some literature to hand out with the community club's training dates, times and location.

Pupil Premium

Be aware that there can be a range of potential barriers preventing the student from engaging with the community club. For example, a student might say they would like to go to the community club training but can't get there because their parents don't drive. If you come across an instance like this it is a good idea to investigate further with the teacher. The teacher would need to investigate the Pupil Premium matter further with the school.

Below is a very short summary of what the Pupil Premium is:

The Pupil Premium takes the form of additional funding allocated to schools on the basis of the numbers of children entitled to, and registered for, free school meals, and children who have been looked after continuously for more than six months. Schools receive £935 per eligible pupil.

7. ATTENDING CHAMPION SCHOOLS MATCHES – REGIONAL AND NATIONAL

It is likely some schools in your area will be involved in Champion Schools. These games are ideal opportunities for your club to be a presence and be aware of key school Rugby League activity in your area. Using staff members in club attire and/or players from your first team lets the students and teachers know you are genuinely interested in how they are performing. Use the link below to find out if and when any schools from your area are in Champion Schools. It is also a good place to signpost teachers and students to, as it has a short video that shows schools engaging positively in Rugby League.

<http://www.therfl.co.uk/more/competitions/championschools>

8. RELATIONSHIPS/COMMUNICATION WITH KEY SCHOOL CONTACTS

This project gives your team an excellent opportunity to build an effective network of key school contacts or build on existing relationships. Using your existing data and that acquired from the 'data collection' at matches, send out some offers that recognise and reward the teachers who have participated.

For example, you could invite the teacher who is responsible for the team, as well as key contacts at the school like the head teacher/senior staff and members of the school governing body to one of your home matches. If you are delivering a particular event/festival for the school teams that you know will be of high-quality, this is also a good opportunity to invite key contacts.

COMPLAINTS PROCEDURE

INFORMAL COMPLAINTS

The RFL aims to offer the highest standards of service to those it serves and supports and is committed to continuous improvement. Feedback and constructive criticism are welcomed by phone, email, letter or one-to-one communication.

Where players, parents or delivery centres are disappointed by levels of service from the Delivery Partner, or become dissatisfied with isolated incidents, we would hope to agree a way forward through informal discussion, making adjustments and improvements where necessary. Anyone wishing to discuss an issue informally should contact Anthony Atherton or Tony Fretwell.

FORMAL COMPLAINTS

If you are a Delivery Partner that receives from a player, parent or delivery centre a more formal complaint, which they feel has not been resolved through informal means, the complaint must be submitted in writing to the below address:

Detail the complaint with as many facts as possible in a letter or email addressed to:

**Embed the Pathway
RFL, Red Hall, Red Hall Lane,
Leeds LS17 8NB**

Formal complaints can also be sent via email and addressed directly to parent.liaison@rfl.uk.com if there are any concerns that arise around delivery and content of the programme.

The complaint will be recorded and an immediate investigation undertaken in consultation with the relevant staff member/partners. If necessary, the person who registered the complaint may be contacted for more detail.

When the investigation has been completed, a formal response (normally within seven days) outlining any action to be taken as a result, together with any apology where appropriate, will be given.

ACCREDITATION

Embed the Pathway (EtP) has an accreditation system.

The aim is to 'kitemark' those professional clubs, community clubs and schools working in partnership with England Rugby League to develop a talent base for under 12s to under 14s. It also enables coaches, parents, teachers and players/students to know who is delivering the Player Pathway. Successful applicants will receive a certificate to display on club/school premises and a jpeg they can use on websites and headed paper etc.

It is the aim of accreditation for those with it to use it for recruitment and as a good practice indicator.

There are three categories.

Professional clubs who deliver EtP to the community game are eligible for the title of:

England Rugby League Player Development Partner

Community clubs that engage in EtP and deliver it to their players and support their coaches are eligible for the title of:

England Rugby League Player Development Club

Schools that deliver EtP as part of either their curriculum or extra-curricular offer, are eligible for the title of:

England Rugby League Player Development School

To apply for accreditation there are three simple steps:

1. Make sure that your staff have attended EtP training days. Club/school staff must have either attended or be booked on to forthcoming CPD.
2. Complete the relevant form, available via this website www.embedthepathway.co.uk
3. Attach the list of players/students engaged, or for professional clubs, the community clubs engaged.

These two documents are then emailed to Tony.Fretwell@rfl.uk.com or Anthony.Atherton@rfl.uk.com

There are no 'windows' for applications. They can be sent at any time and are valid for 12 months before the forms need resending.

Accreditations remain the property of the RFL and can be withdrawn at any time. They are also subject to minimum standards being adhered to with other areas of the RFL.

Accreditation once submitted is subject to RFL approval and feedback received on any areas of clarity to be sought. It is expected that the accreditation will be open and available to all clubs and is to safeguard quality of delivery for the players.

WEBSITE

- Details for all Embed the Pathway activities, along with any details required, can be found at www.embedthepathway.co.uk
- Details from this page are regularly sent out via Twitter @EmbedThePathway
- The website contains direct links to:
 - the EtP Profile Wheel
 - accreditation documentation
 - club websites and their EtP activity
 - CPD dates and opportunities.

APPENDIX 1: EXAMPLE INVITE LETTER (DEVELOPMENT DAY)

Dear Player,

We are delighted to inform you that the Rugby Football League through its Embed the Pathway (ETP) programme will be running the next <Example Club> EtP Development Day that will be taking place on <Example Date> at <Example Venue>. The day will be open for all current and potential players that sit within the current under 14 (Academic Year 9) age band that will be progressing to be under 15 players (Academic Year 10) in September 2014 for the 2015 playing season.

The Embed the Pathway programme is supported by Gillette and is the first rung of the England performance ladder that aims to 'Improve Players by Improving Environments'.

The increase in the number of quality 12 to 14-year-old Rugby League players through the education and training of coaches, profiling and assessment of players, then the development of a progressive and inclusive curriculum, will serve to increase standards at international, Super League, Championship and community level of the game.

The day will include a CPD opportunity for coaches, player skill development carousel and an opportunity to showcase the skills in small-sided games. Alongside the training aspect of the day will be a parents' workshop to share information on the programme and the academy opportunities that can follow.

National performance staff from the Rugby Football League will be present to support the day and reinforce our commitment to the area, following on from the years of hard work that have built the foundations.

WHAT: Example Club EtP Development Day

WHEN: Example day, date, month and year

TIME: Coaches attend at time and Players attend at time

WHERE: Venue name, town and postcode

If you would like to attend the event please provide your name and details on the form below by return of email to Anthony Atherton (anthony.atherton@rfl.uk.com) no later than Friday 29th August.

Player Name	Date of Birth	Club	Mobile	Email

PROPOSED FORMAT AND TIMINGS

11:30: Players arrive and register and are briefed

12:00: Parents' presentation (finishes at 13:00)

12:00: Development Day (Skills Carousel 1) – 2 x 20 mins

12:40: Development Day (Game Play 1) – 30 mins

13:15: Development Day (Skills Carousel 2) – 2 x 20 mins

13:55: Development Day (Game Play 2) – 30 mins

14:30: Player profiling

14:50: Player debrief

15:00: Development Day close

*Please note there will be no lunch break. Players are advised to have a substantial breakfast prior to the day and to bring their own water/sports drinks.

Kind Regards,

<Insert Head of Programme full name and job title>

APPENDIX 2: EXAMPLE ACKNOWLEDGEMENT LETTER

FAO ALL PLAYERS/PARENTS,

Many thanks for your support and assistance in nomination of players for the EtP Development Day taking place at <Venue, town, day, date, month and time>. Can you please ensure the message is spread throughout your network as some parents/coaches have nominated multiple players and haven't submitted individual email addresses. For any questions you have please do not hesitate to make contact, or alternatively follow us on Twitter @EmbedThePathway.

The requirements for the players are as follows:

- 11:30: Arrive and register (we will be collating home addresses, preferred positions and years they have played)
- 11:45: Introduction to the day (placed into groups and allocated a chaperone to escort the groups around)
- 12:00: Skill Station 1 – Takes place on the 3G
- 12:20: Skill Station 2 – Takes place on the 3G
- 12:40: Game Opportunity 1 – Takes place on the 3G
- 13:15: Skill Station 3 – Takes place on the 3G
- 13:35: Skill Station 4 – Takes place on the 3G
- 13:55: Game Opportunity 2 – Takes place on the 3G
- 14:30: Next steps and profiling – Takes place in Rooms F109 or F110
- 15:00: Close to the day

Please ensure the players have a substantial breakfast as there is no dinner break planned throughout the day. All players will be required to bring boots, trainers and their own water bottle, along with any requirements they need to play (gumshields, head guards, shoulder pads etc).

There will be ample drink break opportunities throughout the day and we look forward to meeting you and the players.

Kind Regards,

<Insert Head of Programme full name and job title>

APPENDIX 3: EXAMPLE AND POPULATED SESSION PLAN

Time	Notes				Staff
09:30	4 x RFL staff on site and 8 x community club coaches that are supporting begin to attend.				ALL
10:00	Brief of the day, group splits, familiarisation and orientation of the site and full introduction of Embed the Pathway, how it will be delivered and key orientations of Development Day.				AA / DR (Classroom)
11:30	Players begin to arrive and are registered followed by a brief overview of the day. Allocation of academy player as chaperone for the day and outline of the four skill aspects and games. Players are put into their respective groups. Group1 / Group 2 / Group 3 / Group 4				AA (Sports Hall)
	GROUP 1	GROUP 2	GROUP 3	GROUP 4	Each Group has Quarter of 3G
12:00	Station 1 Rotations for Catch and Pass 10m Catch and Pass	Station 2 Superman Grip and Carry	Station 3 I want to learn Evasion	Station 4 Coping with contact Object control	Coaches as listed below
12:20	Station 2 Superman Grip and Carry	Station 1 Rotations for Catch and Pass 10m Catch and Pass	Station 4 Coping with contact Object control	Station 3 I want to learn Evasion	Coaches as listed below
GAME PLAY OPPORTUNITY (Half of 3G played widthways)					
12:40	GROUP 1 v GROUP 2		GROUP 3 v GROUP 4		Coaches to referee games
12:50	GROUP 1 v GROUP 3		GROUP 4 v GROUP 2		
13:00	GROUP 1 v GROUP 4		GROUP 3 v GROUP 2		
	GROUP 1	GROUP 2	GROUP 3	GROUP 4	Each Group has Quarter of 3G
13:15	Station 3 I want to learn Evasion	Station 4 Coping with contact Object control	Station 1 Rotations for Catch and Pass 10m Catch and Pass	Station 2 Superman Grip and Carry	Coaches as listed below
13:35	Station 4 Coping with contact Object control	Station 3 I want to learn Evasion	Station 2 Superman Grip and Carry	Station 1 Rotations for Catch and Pass 10m Catch and Pass	Coaches as listed below
GAME PLAY OPPORTUNITY (Half of 3G played widthways)					
13:55	GROUP 1 v GROUP 2		GROUP 3 v GROUP 4		Coaches to referee games
14:05	GROUP 1 v GROUP 3		GROUP 4 v GROUP 2		
14:15	GROUP 1 v GROUP 4		GROUP 3 v GROUP 2		
PLAYER PROFILING / NEXT STEPS					F109 and F110
14:30	Players complete their Profile Wheel relating to: Superman, 10m pass, cope with contact, I want to learn				AA / DR – Coaches facilitate
GROUPS / CHAPERONE / COACH INFO					
GROUP 1	Matt Davis	STATION 1	2 x community coach + (Chris Spurr)		
GROUP 2	Jack Smith	STATION 2	2 x community coach + (Richard Tunningley)		
GROUP 3	Ben Grey	STATION 3	2 x community coach + (Anthony Atherton)		
GROUP 4	Harry Chapman	STATION 4	2 x community coach + (Dave Rotheram)		

APPENDIX 4: EXAMPLE INVITE LETTER (COACH CPD)

Dear Coach,

We are delighted to inform you that the <Rugby Football League or club name> through Embed the Pathway (ETP) programme will be running the next Block of CPD for <Area or locality> that will be taking place on <Insert date, time and venue>.

The event will be open for all current UKCC Level 2 coaches, specifically those working within the current under 12 to under 14 (Academic Year 7 to 9) age bands.

The Embed the Pathway programme is supported by Gillette and is the first rung of the England performance ladder that aims to 'Improve Players by Improving Environments'.

The increase in the number of quality 12 to 14-year-old Rugby League players through the education and training of coaches, profiling and assessment of players then the development of a progressive and inclusive curriculum, will serve to increase standards at international, Super League, Championship and community level of the game.

The event will include a presentation on <Insert topic> by <Insert speaker name>. Alongside the presentation will be an opportunity for coaches to access the Player Development Wheel and engage in discussion with other likeminded coaches on sharing ideas and identifying best practice.

WHAT: <RFL or club> CPD Evening

WHEN: <Insert date> eg Tuesday 13th September 2014

TIME: <Insert timing> eg 18:00–20:00

WHERE: <Insert location>

If you would like to attend the event please provide your name, club and qualification details on the form below by return of email to <Insert programme lead> no later than <set date two weeks prior to event>.

Coach Name	Qualification	Club	Mobile	Email

PROPOSED FORMAT AND TIMINGS

18:00: Welcome and introduction

18:10: Keynote Speaker (Part 1)

18:40: Coaches' break and informal discussions

19:00: Keynote Speaker (Part 2)

19:30: Coaches' questions and answers

19:50: Coaches' break and informal discussions

20:00: Session close

Kind Regards,

<Insert Head of Programme full name and job title>

APPENDIX 5: EXAMPLE FOLLOW UP LETTER (COACH CPD)

Dear EtP Coach,

Many thanks for your attendance at the CPD opportunity provided by the RFL through the EtP Programme hosted by <Insert club name>, and making the seminar lively, interactive and keeping it in touch with the game at under 12 to under 14 level.

We are going to send you regular updates for Embed the Pathway and our close links to it as it develops across our games community, and we will be letting you know of further opportunities to attend high-quality coach development opportunities hosted by us and the RFL centrally.

It was fantastic to see in the group settings how well you managed the discussions around <Insert subject title> which was the focus of the evening and integrated all aspects of EtP, including Movement Skills, Mental Skills, Coachability and Game aspects of the programme into practical delivery.

You are now up to speed with the Profile Wheel and how to assess players and interact as they assess themselves, which all facilitates the learning process underpinning the improvement of individual and team skill sets.

There was a lot of knowledge in the room coming from many areas of the game. The sharing of this knowledge is key to developing coaches and developing players. We very much look forward to building up a working partnership with all coaches currently engaged, whilst looking forward to using you as an advocate for the next intake of coaches.

The next CPD opportunities are <Insert dates as applicable>. The booking process will be ran through <Insert club contact details> and you can visit us at <Insert club website>. We would be grateful if you gave us a follow on Twitter <Insert Twitter feeds> and look forward to building an online community that shares ideas and opportunities with one another.

Kind Regards,

<Insert contact and email address>

APPENDIX 6: SCHOOLS LEAGUE INFORMATION

SCHOOLS CONTACT SHEET

School	Address	Postcode	School No.	RL Contact	Mobile	Email	Pitch/Grass Area

Competition Coordinator Contacts

Name:

Email:

Mobile:

(A.1)

APPENDIX 6: SCHOOLS LEAGUE INFORMATION

SCHOOLS LEAGUE MATRIX

Schools	1.	2.	3.	4.	5.	6.
1.						
2.						
3.						
4.						
5.						
6.						

Note

Table which allows the league coordinator to see what games have been played and what games are to be played. Results and fixtures to be inserted when fixtures confirmed and played.

APPENDIX 6: SCHOOLS LEAGUE INFORMATION

SCHOOLS LEAGUE RESULTS

Date	Venue	School	v	School	Score

Note

Table which allows the league coordinator to collate results from league matches when they are sent through.

APPENDIX 6: SCHOOLS LEAGUE INFORMATION

SCHOOLS LEAGUE TABLE

School	Played	Win	Draw	Loss	+	-	Diff	Pts

Note

Table which allows the league coordinator to monitor team's standings from their results throughout the duration of the league.

Points System:

APPENDIX 7: EXPRESSION OF INTEREST FORM

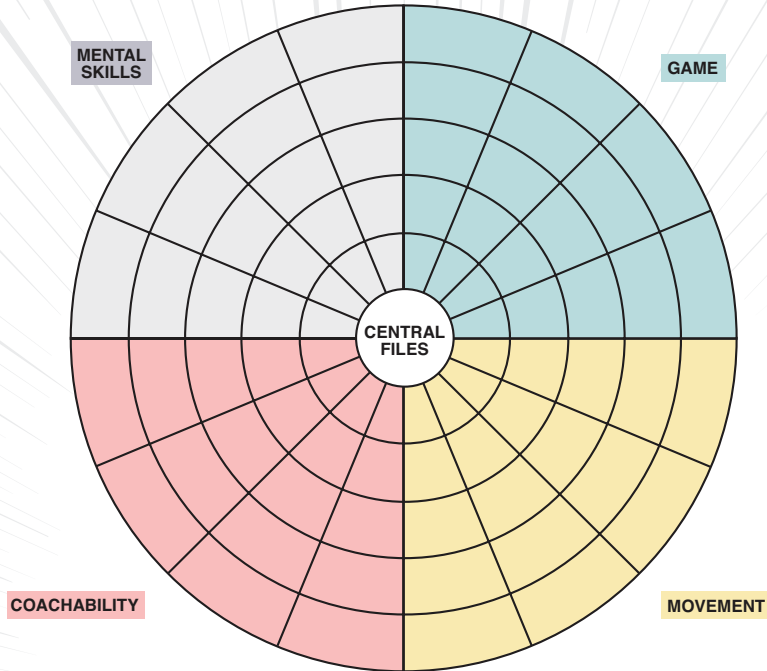
School Details	
School Name:	
School Address:	
School Phone Number:	
Playing Address:	

Lead Coordinator Details	
Name:	
Email:	
Mobile:	

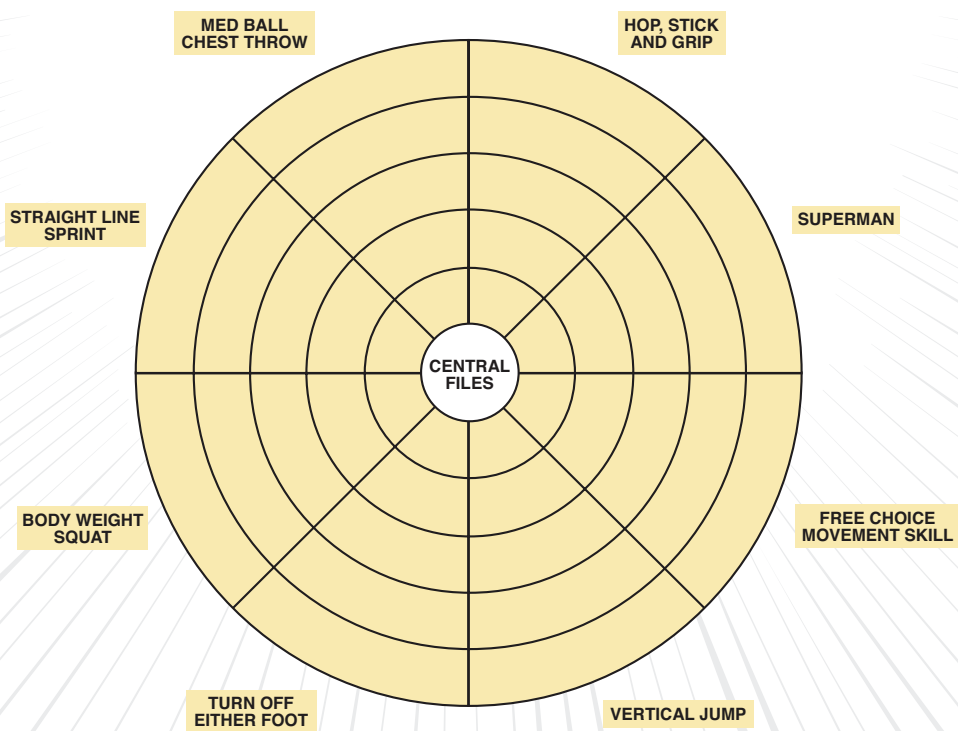
Competition Opportunities Please mark one you would like to be involved with.					
Gender of Team(s)	M		F		
Competition	Years				
	7	8	9	10	11
Local Schools League (13-a-side)					
Local Emerging Festivals (9-a-side)					

APPENDIX 8: THE PROFILE WHEEL

THE PROFILE WHEEL



THE MOVEMENT WHEEL



APPENDIX 8: THE PROFILE WHEEL

MENTAL SKILLS – NOTES

1. I can reflect on performance and set goals.
2. I work hard.
3. I can cope with physical contact.
4. I am honest about my ability and performance.

COACHABILITY – NOTES

1. I want to learn.
2. I can communicate with others.
3. I attend regularly and on time.
4. I bring and use the correct equipment.

MOVEMENT SKILLS – NOTES

1. Superman.
2. Straight line sprint.
3. Medicine ball chest throw.
4. Vertical jump.
5. Turn off either foot.
6. Bodyweight squat.
7. Hop, stick and grip.

GAMES SKILLS – NOTES

1. Understand role in kick chase and escort.
2. Dummy-half pass 5m both ways.
3. Running pass 10m both ways.
4. Proficient at line movement and retreat in the defensive line.



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CONTACT@RUGBYLEAGUELEARNING.ORG