



ENGLAND  
HOCKEY

# TALENT SCHOOL FRAMEWORK



TALENT  
SCHOOL

This resource is designed to provide a good indication about the requirements for Talent School Accreditation.  
Updated versions may be published if required. Feedback is welcomed by emailing [talent@englandhockey.co.uk](mailto:talent@englandhockey.co.uk)

# 1. LEADERSHIP & GOVERNANCE

## SUB-CATEGORY

## TALENT SCHOOL CRITERIA

<b>1.1 Vision and Strategy</b>	There is a plan for hockey as a prominent sport at the school, including a clear focus about how talented players are supported to progress, how the school will promote hockey and integrate into the wider community. This should cover a minimum of the next 3 years.
<b>1.4 Governance Structures</b>	There is a clearly identified structure which shows where the hockey programme is positioned and how it relates to the broader vision and objectives of the school. This is visible in the school's publicity material e.g., prospectus/website.
<b>1.5 Leadership</b>	<p>There is a dedicated person (Director of Hockey, Head of Hockey or equivalent) who oversees the whole hockey programme. The hockey programme is represented within the wider sport and school leadership structure and provides a strong feature of the identity of the school's sport programme.</p> <p>The school leadership team are very clear about the role of hockey at the school and the expectations of a hockey Talent School, how it supports high potential players and its responsibilities to them, and the school/staff and player integration/responsibilities in the wider hockey and surrounding community. They make sure this is communicated to all relevant personnel and are responsible for creating the culture that ensures players can be the best that they can be aligned to England Hockey's 'Healthy Talent Development Culture' Principles.</p>
<b>1.6 Policies &amp; Procedures</b>	<p>The school has policies and procedures in place to ensure a safe hockey environment.</p> <p>The school is aware of England Hockey 'Planning Safe Hockey' guidelines and follows England Hockey protocols when participating in any competitions or other activity which falls under England Hockey's jurisdiction.</p>
<b>1.7 Recruitment</b>	The school follows an open recruitment process for hockey roles which considers appropriately qualified individuals from a diverse range of backgrounds. A hockey staffing structure exists which ensures high quality coaching for all players.

## 2. COACHING

### SUB-CATEGORY

### TALENT SCHOOL CRITERIA

2.1 Coaching Philosophy	The school has a clear coaching philosophy and coaching leadership which promotes holistic player development and aligns with England Hockey's Talent System Framework and Player Development qualities. The school, led by its Director of Hockey / Head Coach (or equivalent), can articulate the philosophy if required (e.g., via document, video, presentation etc).
2.2 Coaching Provision	The school engages enough quality coaches aligned to England Hockey's guidelines to deliver its extra-curricular hockey (guideline - 1:12) (note this doesn't apply to hockey in PE lessons which are outside the scope of this Framework).
2.3 Coaching Development	<p>The school's coaching provision is reviewed against England Hockey guidance on appropriate coaching workforce. (e.g., coaching needs analysis, coaching provision etc).</p> <p>The school is proactive at investing in and supporting coach development, and completing a coach needs analysis against the England Hockey coaching profile. Coaches engage in England Hockey core training and development opportunities.</p> <p>All school hockey coaches engaged in the extra curricula hockey programme have recorded individual needs analysis and development plans.</p>
2.5 Teacher Development	Teachers and academic staff that might be involved in the provision of hockey receive full support and training to ensure they are both equipped and comfortable to contribute to creating excellent player experience.

## 3. TALENT DEVELOPMENT ENVIRONMENT

SUB-CATEGORY	TALENT SCHOOL CRITERIA
<b>3.1 School Pathway</b>	A quality extra-curricular school hockey programme exists which caters for all levels including those with potential and aspiration to progress to high levels of hockey. The England Hockey player profile is used to support the development of the most gifted players and there is good communication and co-operation with local clubs to promote and signpost players to club and national programme opportunities. The hockey programme caters for players aged 11-16 years or 11-18 years where the school extends to Years 12 & 13. (There is flexibility if the school intake differs from these age groups, however Talent School accreditation is not intended for Primary schools or Independent Preparatory Schools).
<b>3.2 Critical Mass of Players</b>	There is evidence of a critical mass of players at Talent Foundations level (or above) in each gender to provide high quality peer group provision for high potential 13 to 16 year olds.
<b>3.3 Annual Programme</b>	The school has an annual programme for hockey which includes two-term hockey competition and additional opportunities for the most talented players in the summer term. Delivery aligns with England Hockey's talent development principles and the Talent System Framework.
<b>3.4 Training Provision</b>	<p>There are high quality coaching and multiple opportunities most weeks for young players (primarily 11-16yrs) to build exceptional hockey basics and an understanding of hockey through enjoyable experiences.</p> <p>There is training provision for Talent Foundations level players aligned to England Hockey's guidelines in the following areas.  A) Talent Foundations stage Year 8-11 B) Talent Academy/National Age Group programme players which supplements and/or enhances their club hockey as part of an overall programme agreed with the appropriate Talent Academy/ National Age Group Coach C) Stretch for players through links to local clubs to facilitate exposure to adult hockey. D) An introduction to Strength and Conditioning training.</p>
<b>3.5 Competition Provision</b>	<p>There is competition provision for Talent Foundations level players aligned to England Hockey guidelines in the following areas. A) Talent Foundations stage Year 8-11 B) Stretch for players through links to local clubs to facilitate exposure and stretch through exposure to adult hockey.</p> <p>The Talent School works closely with local clubs to ensure appropriate competition opportunities for each player aligned with the 'Right Athlete, Right Environment' guidelines. This includes opportunities to play adult club hockey if players are at a standard/age to play in England Hockey Grade 1,2 and 3 adult competitions.</p> <p>As a minimum, the school enter teams in England Hockey Tier 1 U14 and U16 competitions in both genders * (aligned with the Junior Competition Framework) and a team per year group (and gender) in other year groups. * recognising that single gender schools will field teams in one gender.</p> <p>Talent Academy players who attend the school are integrated into school hockey if it fits within an overall hockey and personal development plan for the player. (This will normally be limited to one session a week with school peers and England Hockey Tier 1 school matches/other identified high quality inter-school fixtures).</p> <p>Talent Academy players who attend the school are supported to play adult hockey in the England Hockey League (EHL) or Area Premier Division (Grade 1 &amp; 2 adult competitions). Unless impractical (e.g, due to geographical location) England Age Group Programme players are supported to play for EHL adult teams.</p>
<b>3.6 Equipment</b>	Equipment is available to meet the needs of the school hockey programme and to ensure equipment isn't a barrier to any child participating in school hockey.
<b>3.7 Player Education</b>	<p>There is an age appropriate (Year 8-11) education programme to introduce players about becoming a performance athlete and adopting good performance habits.</p> <p>Education and support exist to prepare players to transition to Talent Academy level.</p> <p>Where a Talent Academy player attends the school, the school provides regular learning opportunities to develop a full range of life skills to support their development as a high-level sportsperson alongside their wider development.</p>
<b>3.8 Facilities</b>	The school has access to hockey facilities to deliver a comprehensive school programme for all year groups with a plan to ensure this is sustainable over a minimum of a three-year period.

## 4. PLAYER DEVELOPMENT & WELLBEING

### SUB-CATEGORY

### TALENT SCHOOL CRITERIA

<b>4.1 Player Health (physical and mental wellbeing)</b>	<p>Player health and wellbeing is embodied in all activity. Training and awareness on a multitude of factors which contribute to physical and mental wellbeing of high potential players will be a mandatory part of England Hockey's Talent School people development programme.</p> <p>This is covered across several elements (2.1,4.2, 4.3, 4.4, 5.1, 7.1).</p> <p>There is a Welfare officer or equivalent person at the school who is visible and approachable to high potential hockey players, that they feel comfortable to seek support from or to raise concerns with.</p>
<b>4.2 Right Athlete, Right Enviroment</b>	<p>The school puts the player first and provides opportunities for stretch &amp; consolidation. The school reviews, and proactively supports, external opportunities for the player where appropriate.</p> <p>The school's approach to a player's development and hockey schedule is aligned with England Hockey's 'Right Athlete Right Environment' guidelines available on the talent section of the website: <a href="http://www.englandhockey.co.uk/play/future-talent-strategy">www.englandhockey.co.uk/play/future-talent-strategy</a></p>
<b>4.3 Player Experience</b>	<p>The school is committed to providing high quality and enjoyable player experiences aligned to the England Hockey Player Development Model. It supports a whole person approach to player development and considers player physical, mental, and social development.</p>
<b>4.4 Player Profiling</b>	<p>The Head of Hockey/Director of Hockey or equivalent has a full understanding of the England Hockey Player Profile and the profiling process to enable them to a) emphasise development of the player profile qualities within the school hockey programme b) identify players with the potential to progress to a Talent Academy c) develop simple goals and development points for players aligned to the player profile.</p>
<b>4.5 Individual Player Management</b>	<p>The school (and principally the Head of Hockey) will demonstrate a commitment to follow a good practice player management process, player profiling process, goal setting and overall management.</p> <p>The school works closely with the respective head coaches (or other identified person) of Talent Academies/England Age Group/ Great Britain Hockey programmes to support players at the school who are involved in one or more of these programme. There is an identified point of contact at the school who liaises with the head coaches, inputs into the player's individual development plan (IDP) which is mapped against their Player Profile and helps ensure the player has a joined-up hockey programme.</p>
<b>4.6 Selection (de-selection)</b>	<p>The school is fully engaged with its local Talent Academy's talent identification programme. This includes nominating appropriate players for observation and assessment, entering school teams in talent identification festivals organised by the Talent Academy, and supporting players who are selected/not selected to continue to progress.</p>

## 5. CULTURE

### SUB-CATEGORY

### TALENT SCHOOL CRITERIA

<b>5.1 Healthy Talent Development Culture</b>	<p>The school hockey programme is aligned with England Hockey's healthy talent development culture principles. These are embraced by all staff and teachers involved in the school's hockey programme.</p> <p>The school is committed to the ongoing development of a healthy talent culture in a hockey context. It is committed to engaging in annual awareness and training sessions on topics such as Equality, Diversity and Inclusion, psychological safety, unconscious bias etc. aligned to an England Hockey programme.</p>
<b>5.2 Adult/Junior Integration</b>	<p>The school prepares players to transition to adult hockey environments, equipping them with the skills to adapt to, and thrive, in senior club hockey environments.</p>
<b>5.3 Inductions</b>	<p>Induction sessions are held with players, parents, and the hockey programme workforce at least once a year to aid understanding of the school hockey programme, the philosophy and culture of the programme and how the school interacts with wider (England Hockey) hockey programmes and events.</p>

## 6. EQUALITY, DIVERSITY & INCLUSION

### SUB-CATEGORY

### TALENT SCHOOL CRITERIA

<b>6.2 Outreach Work</b>	The school has a comprehensive and realistic plan about how it will contribute to creating a more diverse talent pool in hockey. There is evidence about how the school engages (or plans to engage) with all demographics of the local community to offer access to hockey. This will include plans to engage with schools and/or communities who do not have access to hockey.
<b>6.3 Inclusion</b>	The school advocates inclusion for all which includes raising awareness and educating players, parents, coaches about what this means in practice and, how it applies in a hockey environment (school and other hockey environments e.g. club, county).
<b>6.4 Lower Socio-economic Support</b>	The school has the mechanism to support high potential players to access talent level activity from lower socio-economic backgrounds/ those in financial need.
<b>6.5 Diverse Workforce</b>	The school is proactively seeking diversity in its hockey workforce with specific focus towards providing opportunities to broaden diversity of coaches at the higher levels of its hockey programme.
<b>6.6 Workforce capacity building</b>	The school is proactively seeking to increase its capacity (and the capacity of its local community) to deliver high quality hockey opportunities and experiences to more children and young people. There is a young leaders programme and a hockey umpire development programme at the school.

## 7. STAKEHOLDERS

### SUB-CATEGORY

### TALENT SCHOOL CRITERIA

<b>7.1 Partnership Working</b>	<p>The school proactively engages with other schools and hockey clubs in the locality. It supports players to transition to a Talent Academy when appropriate and works with Talent Academy coaches to align a player's programme when they split their time across clubs.</p> <p>Coaches communicate using common language and work together to create a joined up hockey programme for each player.</p> <p>Where a school owns its own hockey facilities, it proactively seeks to maximise the use of the facility for the mutual benefit of the school, the local community and surrounding clubs.</p>
<b>7.2 Parental Engagement</b>	<p>There is evidence of education &amp; communication with parents about talent development and 'performance' parenting. This may be hockey specific or part of a wider education programme.</p>
<b>7.3 England Hockey Engagement</b>	<p>The school maintains contact with England Hockey Talent, Coaching and Development teams as appropriate.</p>

8. DATA & INSIGHT

SUB-CATEGORY

TALENT SCHOOL CRITERIA

8.1 Talent Development Metrics	To be developed. A set of metrics will be developed to track the longitudinal progress of the Talent System - schools will be required to supply anonymous data to contribute to these.
8.2 CRM Data	All players engaged in Talent School will be required to register on an England Hockey CRM system/ playing profiling system if they attend Talent Academy assessment opportunities.
8.3 Success Indicators	Ongoing accreditation will be dependent on schools continuing to meet the standard for Talent School accreditation. A set of Key Performance Indicators (KPIs) aligned to the Accreditation criteria and the six Talent System pillars will be developed.