



Developing a broad and balanced young workforce - Steph Tirrell

WHICH AREA OF THE SGO TASK LIST DOES THIS IMPACT?

- 1 Increasing engagement in School Games
- 2 Developing competitive opportunities
- 3 Increasing and sustaining participation
- 4 Workforce – Broadening the range of participation opportunities

ABOUT STEPH

Bosworth SGO Steph Tirrell works three days per week as an SGO, but also works two days per week to cover additional work for the School Sport Partnership. Steph covers 59 schools in her area of Leicestershire. Deprivation levels are varied.

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WHY

- The Leadership Academy was very successful. However, the members of the Academy were predominantly white British, non-disabled, affluent, had access to transport and were highly academic.
- The SGO wanted to ensure that the Leadership Academy embraced the new School Games mission and vision and included ALL young people.



ACTION

- The SGO removed the application process for the Leadership Academy and targeted disadvantaged populations and schools.
- The promotion of the Leadership Academy was key. Leaders needed to know what they were signing up to:
 - » Training for a national qualification – Level 2 Leadership, for all members of the Academy.
 - » Wide variety of events at which they could volunteer. Events included Play Unified, BAME Future Leaders, Project Ability Step into Sport Camp, primary sports festivals, secondary competitions, etc.
 - » Leaders needed to do a minimum of 10 hours of volunteering to gain the qualification.
- The SGO worked alongside the PE department in each secondary school to recruit the leaders. The PE departments also supported the young leaders through their qualification, acted as mentors and also gave extra support to those that needed it. The PE departments really value the leadership training.
- The SGO was successful in applying for funding to deliver the qualifications, provide transport for young people unable to access the training and some Leadership Academy uniforms (hoody, polo shirt and whistle). Funding came from the local Public Health team.
- Training for the Leadership Academy took two full days and five evening sessions (6:30-9:00pm). The training was spread out across the academic year.
- Each member of the Leadership Academy was linked to a community placement.
- The SGO and the PE departments supported the young people through their placement in a local club, uniform group, dance school, gym, nursing home, nursery setting, etc.
- At the end of the academic year the SGO organised a celebration event and invited local community placements, schools, leaders and their parents.



IMPACT

- The leaders' retention rate was amazing. In total, 44 out of 48 leaders finished the qualification.
- Two students were on a reduced timetable due to Special Educational Needs and still managed to complete the qualification. Teachers informed the SGO that this qualification is only one that one boy will leave school with.
- The Leadership Academy had a strong cohort of pupil premium and SEND pupils.
- The members in the Academy developed a strong bond. It didn't matter what their background or disability was; the Leadership Academy put the young people on a level playing field and brought the young people together. This was evident at the celebration event. These friendships will stay forever.



NEXT

- Encourage the leaders to continue their involvement in the Leadership Academy when they can (due to exam pressures in KS4).
- Many of the leaders are continuing with the community placements. This will need expanding ready for the new cohort.
- Existing members are looking for the next sports and leadership qualifications. The SGO is determined to help them and signpost them with the support of external partners such as the County Sport Partnership.



TIPS

- Be organised – plan the training and the opportunities to volunteer in advance.
- Be adaptable when delivering training sessions to young leaders. Go with the flow and be aware of their abilities. This is especially important if your Leadership Academy is more inclusive.
- Gain support from local PE departments and community organisations. If you can advocate the importance of sports leadership to the key partners then they will support you to either recruit the leaders, or offer them placements.

