



IRISH FOOTBALL ASSOCIATIONS SCHOOL QUALITY MARK

PRIMARY SCHOOLS

“LET THEM PLAY”





INTRODUCTION

The Irish FA as part of the “Let Them Play” strategy is striving to improve school football in Northern Ireland. As part of the strategy we seek to revamp our schools football development work and rebuild the connection that have been lost to schools or schools that don’t traditionally engage in football. The Irish FA School Quality Mark is a new accreditation which aims to enhance and improve schools football. The Irish FA are providing the opportunity for primary and secondary schools to create new structures and further build capacity for football in schools.

The Accreditation will provide schools with the direction to set up their own structure and implement aspects such as club-school links, a Head of Football and a media plan. As every school is different, the School Quality Mark provides different options and levels for schools to enter depending on the size of school and the infrastructure already in place.

Schools will be guided and supported through the plan by Irish FA staff and will receive incentives as part of achieving the accreditation. The School Quality Mark can be achieved within one academic year however schools can pass the accreditation anytime throughout the year.

If there is any other information needed that is not presented in the School Mark teachers can contact:

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Irish FA

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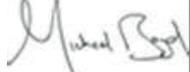
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IRISH FA SCHOOL QUALITY MARK



SCHOOL NAME

ADDRESS

LEAD CONTACT

TELEPHONE NUMBER

EMAIL ADDRESS

SCHOOL SIZE



BRONZE ASSESSMENT CRITERIA

2.1 School governance and management		Enclosed (tick)
	Appoint a Head of Football	
	IFA Introduction to Coaching Award	
	Have a Designated Child Welfare Officer	
	Have a Designated First Aid Officer	

2.2 Competition		Enclosed (tick)
	P6 or P7 team	
	Futsal/5aside team partaking in regional or district competition	

2.3 Further games development		Enclosed (tick)
	P6-P7 extra-curricular activities	
Additional for large schools		
	P4-P5 extra curricular activities	

2.4 Female participation		Enclosed (tick)
	Girls extra-curricular football sessions	
	Attend local girls festival day	

BRONZE ASSESSMENT CRITERIA



2.5 Duty of care and participation		Enclosed (tick)
	Code of conduct for external coaches	
	Coaches completed access ni check	
	School to have at least one external coach on their database	

2.6 Media		Enclosed (tick)
	Have a set media plan with the aim of improving and enhancing football	
	Complete match and tournament reports and publish online	

2.7 School support and engagement		Enclosed (tick)
	Development of school and local club links	
	Attendance at district meetings	
	Parent education (Code of conduct)	
	Partake in a IFA workshop	



SILVER ASSESSMENT CRITERIA

3.1 School governance and management		Enclosed (tick)
	Appoint a Head of Football	
	IFA Level 1 Award	
	Have a Designated Child Welfare Officer	
	Have a Designated First Aid Officer	

3.2 Competition		Enclosed (tick)
	P6 and P7 team	
	Futsal/5aside team partaking in regional or district competition	
Additional for Large Schools		
	P4 or P5 team	

3.3 Further games development		Enclosed (tick)
Small Schools		
	P6-P7 and P4-P5 extra-curricular activities	
Medium and Large Schools		
	P6 and P7 extra curricular activities	
	P4 and P5 extra curricular activities	

SILVER ASSESSMENT CRITERIA



3.4 Female participation		Enclosed (tick)
	P1-P4 and P5-P7 extra-curricular football sessions	
	Attend local girls festival day	

3.5 Duty of care and participation		Enclosed (tick)
	Code of conduct for external coaches	
	Coaches completed access ni check	
	School to have at least one external coach on their database	

3.6 Media		Enclosed (tick)
	Have a set media plan with the aim of improving and enhancing football	
	Complete match or tournament reports and publish online	

3.7 School support and engagement		Enclosed (tick)
	Development of school and local club links	
	Attendance in district meetings	
	Parent education (code of conduct)	
	Partake in a IFA workshop	



GOLD ASSESSMENT CRITERIA

4.1 School governance and management		Enclosed (tick)
	Appoint a Head of Football	
	IFA Level 2 C license	
	Have a Designated Child Welfare Officer	
	Have a Designated First Aid Officer	
Additional for large schools		
	IFA Level 3 B License	

4.2 Competition		Enclosed (tick)
Small Schools		
	The school has a P4/5 and P6, P7 teams	
	Have one futsal/5aside teams (P4, 5, 6 or 7)	
Medium Schools		
	The school has a P4, P5, P6 and P7 team	
	Have 2 futsal/5aside teams (P4, 5 6 or 7)	
Large Schools		
	The school has 2 P6 and P7 teams, one P4 and one P5 team	
	Have 2 futsal/5aside teams(P4, 5 6 or 7)	

GOLD ASSESSMENT CRITERIA



4.3 Further games development		Enclosed
Small Schools		(tick)
	P1-3, P4-5 and P6-P7 extra-curricular activities	
Medium Schools		
	P1-P3, P4, P5 and P6-P7 extra curricular activities	
Large Schools		
	P1-P3, P4, P5, P6, P7 extra curricular activities	

4.4 Female participation		Enclosed
Small Schools		(tick)
	P6-P7 extra-curricular sessions	
	One school team	
Medium Schools		
	P4-P5 and P6-7 extra curricular sessions	
	One school team	
Large Schools		
	P1-P3, P4-P5 and P6-P7 extra curricular sessions	
	P4-P5 and P6-P7 team	



GOLD ASSESSMENT CRITERIA

4.5 Duty of care and participation		Enclosed (tick)
	Code of conduct for external coaches	
	Coaches completed access ni check	
	School to have at least one external coach on their database	

4.6 Media		Enclosed (tick)
	Have a set media plan with the aim of improving and enhancing football	
	Complete match and tournament report and publish online	
	School website to have a football section	

4.7 School support and engagement		Enclosed (tick)
	Provide evidence of school and local club links	
	Attendance in district meetings	
	Parent education (code of conduct)	
	Partake in a IFA workshop	



5.1 Schools

Schools will be set in a category determined by the size of their school. School sizes are as follows:

- Small primary schools: 100 or fewer pupils
- Medium primary schools: 101 to 300 pupils
- Large primary schools: 301 and above

- Small secondary school: 400 pupils or fewer
- Medium secondary school: 401 to 800 pupils
- Large secondary school: 801 and above

One gender schools both boys and girls are exempt from the girls only section on the school mark however will have to meet all other criteria.

5.2 Guidelines to complete the assessment accreditation

The assessment document provided shows a checklist of the information needed to gain the IFA accreditation. Applicants must provide evidence of the assessment criteria, which will be presented to a member of IFA staff to verify and confirm completion. The evidence criteria must be in the form of the following:

- Email or letter evidence from at least one IFA member confirming coach, team, certificate of qualification or extra-curricular activity.
- Email or letter evidence from relevant personnel (i.e. principal or chairperson) within the school of the existence of coach, teams, qualifications, protocols or extra-curricular activities.
- Photographic evidence showing recent school teams or activities.
- Media evidence visibly highlighting (i.e. posters, screen shots of social media or school websites, match reports)
- Certificate evidence of achievement.
- Photograph evidence of each team with a relevant signature.

Schools can present any other evidence that they feel could be relevant, however it will be at the discretion of the IFA to decide if the evidence is accepted.

5.3 School Governance and Management

In this section, schools must evidence that they have certain aspects in place for the management of schools football. The School must provide information that they have a Child Welfare and First Aid Officer in place, they must also select a Head of Football to represent the school and drive the school mark initiative.

Below is a standard job description of the role of the head of football for schools. This is a standard document and should be adjusted to suit each individual school.

Job Description

- Provide a foundation level of fundamental training
- Be the point of contact for the school in relation to the IFA, NISFA and other schools for football related meetings
- Be the main contact for the IFA run programmes
- Responsible for arranging both competitive and friendly fixtures for designated age groups
- Attend local Schools FA District meetings
- Strive to present fair play and Respect in all aspects of the game
- Recruit qualified referees to officiate games
- Always respect the match officials decisions
- Enter school in competitive matches throughout the year
- Schedule matches outside core subject times
- Schedule weekly training sessions for schools football
- Ensure first aid and child welfare officer are in place
- Complete match reports on festivals and competitive fixtures
- Provide extra-curricular football activities
- Ensure the utmost safety of all participants engaging in football
- Attend Continuous personal development courses to meet the demands of the role
- Provide equal playing time for all members of the team

5.4 Media Plan

The school media plan is an integral part of the schools quality mark as the IFA would like to maximise the promotion of schools football. This can be achieved through mediums such as information, fixtures and match reports being presented on school websites. Social media activity such as Facebook and twitter and articles in local newspapers about matches and opportunities for school pupils to engage in football. Schools can also present personal achievements to pupils or staff members such as player of the year, team of the year or most improved player. There is not a media plan objective in some of the assessment criteria's however a school seeking to complete the accreditation should show a progression in their media strategy.

5.5 Extra-curricular activities

All extra-curricular activities must be available for both boys and girls unless stated and can be either football or futsal. Information on futsal can be seen below:

Futsal is an exciting fast paced small-sided game that is played across the world and is officially recognised by UEFA and FIFA. The nature of the game places a large emphasis on technical skill and ability in high-pressure situations. futsal can engage and develop football competencies that can translate into the 11-a-side game.

As schools are only starting to play futsal the IFA would stress that coaches do their best to play by the rules, 5 aside markings and goals can be used if futsal dimensions and goals are not available.

5.6 External coaches

Schools must have a job description drawn up and signed by both school staff and the external coach. External coaches should present their coaching qualifications and up to date access NI form before the start of their coaching period. IFA primary school coaches cannot be considered external coaches.

5.7 School, club and local authority links.

The Head of Football will have the role of sourcing clubs close to their location to build relationships and provide young people with a natural progression from school to club football. They should also create links with representatives from local districts and councils to coordinate after-school activities, share a base of external coaches and link with programmes and events that both parties are running. This process can be evidenced with partnership agreements between the parties, a letter stating the link between the parties or email evidence of an attempt to create a partnership with the external bodies.

5.8 Parent education

Parent education is a key aspect to schools football, the IFA would like to ensure that all children have a positive sporting experience. Heads of Football can opt to provide an information session for parents to attend to outline the code of conduct, child welfare and first aid protocols.

Below is an example code of conduct to be sent out by head of football to parents stressing respect at games.

I WILL:

- Remember that children play for fun.
- Applaud effort and good play as well as success.
- Respect the Referee's decisions even when you don't agree with them.
- Appreciate good play from whatever team it comes from.
- Remain behind the touchline and within the designated spectators' area (where provided).
- Let the coach do their job and not confuse the players by telling them what to do.
- Encourage the players to respect the opposition, referee and match officials.
- Support positively. When players make a mistake offer them encouragement not criticism.
- Never engage in, or tolerate, offensive, insulting, or abusive language or behaviour.

I understand that if I do not follow the Code, any/all of the following actions may be taken by my school:

I MAY BE:

- Issued with a verbal warning from the school coach.
- Required to meet with the principal.
- Obligated to leave the match venue by the school.
- Requested by the school not to attend future games.

Signed (Parent) _____

Signed (Teacher) _____

GUIDANCE NOTES

5.9 Incentives

The IFA will provide incentives to schools that complete the schools quality mark accreditation. Below are the categories and incentives provided:

- Flag / plaque with School Quality Mark logo
- School mark logo to be used on school website
- School name and school link on NISFA website
- School mark equipment voucher from precision training





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