

YOUTH TALENT PROGRAMME



A GUIDE FOR
ATHLETES, COACHES & PARENTS

INTRODUCTION

The Youth Talent Programme (YTP) is the first step on the Talent Pathway for athletics. It is designed to meet the needs of identified, talented English athletes aged between 16 and 18 years of age.

Change to Athletes will be required to attend 6 national camps across the two year period with the first being a two day camp. The programme sessions will be held on suitable dates to avoid competition clashes, in school holidays and at weekends. Parents as well as personal coaches will be invited to attend relevant sessions and are seen as a key part of the development pathway to senior performance.

The programme aims to add value to the athlete and coach plan and help develop a broad range of skills, abilities and behaviours needed for senior success. It will do this through the delivery of practical training sessions and workshops.

There are two routes on completion of the YTP programme:

- Athletes who attend independent schools or who are not in full time education will achieve an England Athletics Talent Pathway Award.
- Athletes who attend state schools will be eligible for the Diploma in Sporting Excellence (DISE) certificate, which is administered by the ESFA.

Both routes will support progression in their athletic career and the skills gained from training on the programme, such as commitment, communication and working with others, will support their personal development and progression outside of the sport.



CONTENTS

BENEFITS FOR A YOUNG ATHLETE AND THEIR COACH	page 3
THE TALENT PATHWAY	page 4
THE DELIVERY MODEL	page 5
DIPLOMA IN SPORTING EXCELLENCE	page 5
PROFILING THE NEEDS OF EACH ATHLETE	page 7
INDIVIDUAL ATHLETE PLANS	page 8
EVENT SPECIFIC DEVELOPMENT	page 9
PHYSICAL PREPARATION DEVELOPMENT	page 13
TECHNICAL EXCELLENCE FRAMEWORKS	page 14
COACH & PARENT DEVELOPMENT OFFER	page 18
ELIGIBILITY & SELECTION	page 19
CONTACTS	page 20

BENEFITS FOR A YOUNG ATHLETE AND THEIR COACH

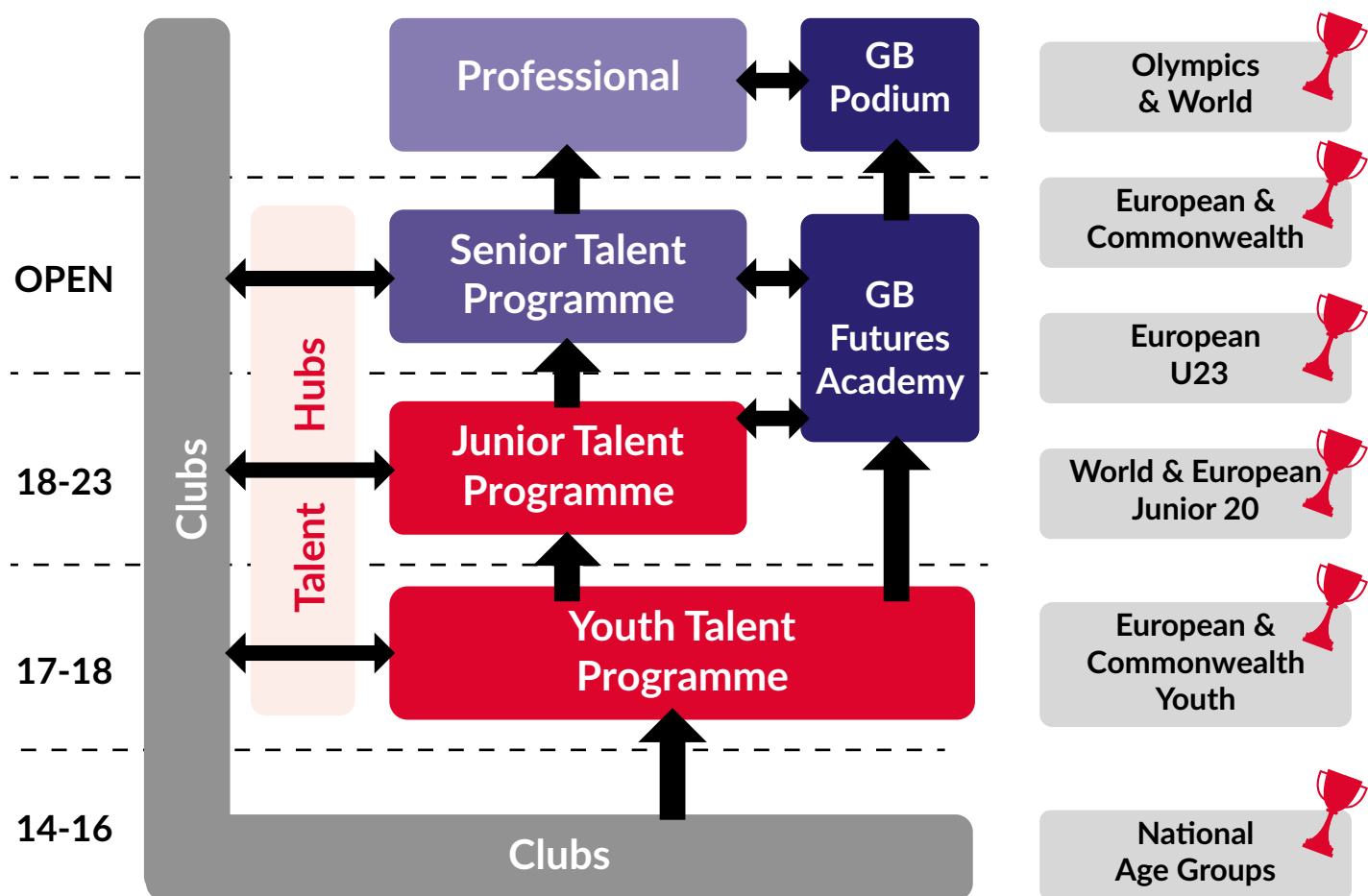
- A camp-based programme which aims to equip athletes with the necessary skills, behaviours and abilities to progress on the path to being successful senior internationals.
- Objective feedback on technical and physical development, designed to support and complement club provision whilst meeting the specific needs of the athletes and coach.
- Workshops tailored towards elite development athletes i.e. performance nutrition, psychology, time management, social media, University choices, lifestyle, clean athletics etc.
- A fun and motivating training environment with event specific curriculum focused on the relevant technical requirements for a developing elite performer.
- Opportunities for 1:1 sessions with specialist performance support staff.
- The DISE qualification awards 64 UCAS points for successful completion of the two Level 3 Certificates. These are available for those athletes who are currently in year 1 of their FE studies and are planning to attend university from September 2024 onwards.
- England Athletics Talent Event Leads who will support with specific elements of the Individual Athlete Planning (IAP) process and mentoring/ support as needed.
- Opportunities for further Coach development and to be part of an event community of practice.
- Pathway Parent programme with support through workshops and online sessions on the Pathway journey ahead.



Athlete's offer and commitment	
OFFER	• Event training days • Workshop days • Online sessions • 1:1 Nutrition/Psychology sessions • Youth Talent Programme Kit
COMMITMENT	• Attend all scheduled sessions • Complete DISE requirements • Go "all in" – commit to all the activities and sessions • Go back home with some new ideas and committed to be better • Don't go away with unanswered questions • Reflect - What do you want to get from this / take away? • Enjoy it !

THE TALENT PATHWAY

The Talent Pathway programme is focused around developing a dual career for the athlete, through fulfilling their potential within the sport and also in their education and employability.



THE DELIVERY MODEL

The Youth Talent Programme will be delivered over two years through a number of practical training sessions, virtual and practical workshops and individual support sessions.

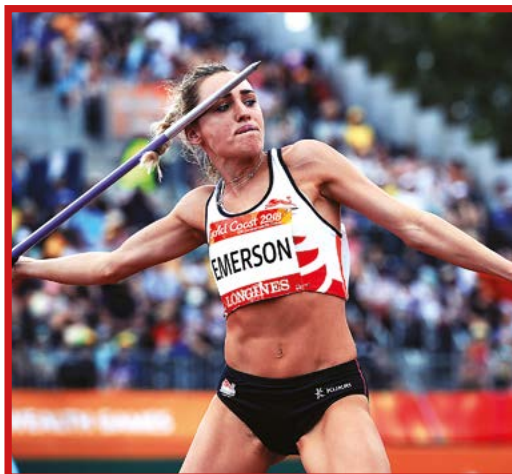
Practical training sessions are designed to create a competitive and supportive training environment with likeminded athletes and a community of practice for coaches facilitated by the England Athletics Talent Event Leads.

Workshops are designed to provide athletes with the necessary knowledge and skills to develop into a senior international athlete. Individual support sessions will allow access to performance support practitioners such as nutrition and psychology as well as technical coaches who will support both athlete and coach on key aspects of their training and competition plans.

Topics covered include

- **Nutrition and Performance,**
- **Psychological Demands of Athletics**
- **Lifestyle and Performance**
- **Communication and Dealing with the Media**
- **100% Me**
- **Social Media**
- **University Choices and Career Planning.**

ATHLETE CASE STUDY: NIAMH EMERSON



The Youth Talent Programme “for me was so much fun especially meeting new people. It provided me with valuable resources both inside and outside of sport. I found it useful for the lifestyle side and career planning in athletics”

Niamh Emerson

ACHIEVEMENTS:

- 2019: European Indoor Championships, Pentathlon - Silver
- 2018: IAAF World Junior Heptathlon - Gold
- 2018: Commonwealth Games, Heptathlon - Bronze
- 2016: European Youth Heptathlon - Bronze
- 2015: Commonwealth Youth Games, High Jump - Gold
- 2015: Commonwealth Youth Games, 400mH - Bronze

Key programme objectives



SUPPORT

To add value to the athlete and coach plan and help understand self, developing a broad range of skills, abilities and behaviours needed for senior success.



EMPOWER

Athletes as independent learners to understand the holistic development principles to help transition into a successful senior athlete and also for a career outside of athletics



TRANSITION

On to the next stage in the, Olympic, Commonwealth, Club pathway and/ or transitioning into university or work



ACHIEVE

Reach maximum potential for all, retention in the sport with enjoyment and experience of Athletes, Coaches and parents at the core.

PROGRAMME JOURNEY

Across the two years, athletes will experience a number of practical training sessions, workshop and 1:1 sessions which include:

1. Technical
2. Tactical
3. Physical
4. Nutritional
5. Mental Skills
6. Lifestyle
7. Career and Finance
8. Communication and Media
9. Health and Safety
10. Culture, Values and Behaviours in a Sport Pathway

The qualification element of the programme, delivered in partnership with training provider Loughborough College, will certify and recognise the skills, knowledge and understanding they are developing as a potential elite athlete, as well as the engagement with Performance Pathway Team staff.

There are two routes on completion of the YTP programme:

- Athletes who attend independent schools or who are not in full time education will achieve a England Athletics Talent Pathway Award.
- Athletes who attend state schools will be eligible for the Diploma in Sporting Excellence (DISE) certificate, which is administered by the Education and Skills Funding Agency (ESFA).

Both routes will support progression in their athletic career and the skills gained from training on the programme, such as commitment, communication and working with others, will support their personal development and progression outside of the sport.

ATHLETE CASE STUDY: JONAS EFOLOKO



The Youth Talent Programme “was a great experience. It taught me many different skills like nutrition, interview skills, how to control your finances, social media and many more. It also taught me how to deal with situations like injury, poor performances. I also got to meet many different athletes from different events. I really enjoyed my time on the programme, it was great fun.”

Jona Efoloko

(Coach: Clarence Calendar)

ACHIEVEMENTS:

2018: IAAF World Junior 200m - Gold
2017: European Junior 200m - Silver
2016: European Youth 200m - Gold

Training provider

Loughborough
COLLEGE est. 1909

PROFILING THE NEEDS OF EACH ATHLETE

The Youth Talent Programme uses profiling to provide a comprehensive overview of individual athletes and their development needs, whilst tracking and support progress through the pathway journey. The profiling process looks at a range of factors, including:

ATHLETE

- **Person**

This looks at the athlete as an individual, focusing on their home life, education, work, post athletic career, finances, positive distractions and coach/athlete relationships

- **Psychological**

Psychological characteristics of developing excellence (PCDEs) are a range of mental skills and behaviours that have been identified across performance domains that support the athlete journey through the various transitions, equipping them with the necessary characteristics to be successful in whatever domain they choose.

- **Capacity**

Capacity offers the opportunity to understand the athletes over a range of factors pertaining to maturation. This is information helps build a picture of the sort of experiences an athlete may have had and therefore inform the type of experience you may want them to have. Factors include injury history, relative age, sporting and training history.

PERFORMANCE

- **Performance on the day**

Carrying out of specific physical routines on the day of competition. Performance is influenced by a combination of physiological, psychological, and socio-cultural factors.

- **Preparation for performance**

The physical, lifestyle attributes and behaviours that are necessary to ensure sustainable daily preparation to support development and performance The act of preparing – getting ready, planning, training, or studying with an goal in mind.

- **Technical Excellence**

The key technical requirements for the event that are necessary to execute in preparation and performance.

- **Event Profile**

The yearly performance progression profile in the event, taking into consideration position on the relevant performance funnel; major competition history, consistency in performances and national/ international event trends/progression.



INDIVIDUAL ATHLETE PLANS

The Youth Talent Programme uses a number of tools to assess and improve performance. Key to this process are Individual Athlete Plans for each athlete.

Individual Athlete Plan

- Identify and agree long term goals in the sport
- Work up a plan to deliver on goals

Success Factors

- Technical, Tactical, Physical, Lifestyle, Nutrition, Psychological

Necessary Conditions for Progress

- What can the Hub put in place to support existing infrastructure?

Athlete and Coach Review

- Utilise National Event Specific Days to review technical performance supported by England Athletics Event Group Team

Year End Review



EVENT SPECIFIC DEVELOPMENT

The curriculum includes six national event-specific days (three per year) led by Youth Talent Programme coaches. There is a focus on developing age and stage relevant event group specific physical preparation, technique, psychological and behavioural and tactical excellence.

On the following pages you will find example programmes for the six event-specific days for Shot Put, 100-200m, Endurance and Long Jump.

EXAMPLE PROGRAMME: SHOT PUT

Day	Physical	Technical	Psychological & Behavioural	Tactical
1	• RAMP warm-up 1 • Posture 1	• Technical excellence framework 1 • Preparation and entry/drive phases 1	• Self-awareness 1 • Realistic performance evaluations 1 • Goal-setting 1 • Seeking and using social support 1	• Rules of competition 1 • Pre-training and competition routines 1
2	• Athletic Stiffness 1 • Multi-jumps 1 • Periodisation 1	• Airborne and transition phases 1	• Commitment 1 • Planning and organisational skills 1 • Quality practice 1	• Competition week modelling 1 • Competition day modelling 1
3	• Event Specific 1 • Multi-throws 1	• Delivery and overall 1 • Competition execution 1	• Focus and distraction control 1 • Coping with pressure 1 • Imagery 1	• Pre-throw routines 1 • Round by round coach-athlete interactions and routines 1 • Qualification to final considerations 1
4	• RAMP warm-up 2 • Posture 2	• Technical excellence framework 2 • Preparation and entry/drive phases 2	• Self-awareness 2 • Realistic performance evaluations 2 • Goal-setting 2 • Seeking and using social support 2	• Rules of competition 2 • Pre-training and competition routines 2
5	• Athletic Stiffness 2 • Multi-jumps 2	• Airborne and transition phases 2	• Commitment 2 • Planning and organisational skills 2 • Quality practice 2	• Competition week modelling 2 • Competition day modelling 2
6	• Event Specific 2 • Multi-throws 2 • Periodisation 2	• Delivery and overall 2 • Competition execution 2	• Focus and distraction control 2 • Coping with pressure 2 • Imagery 2	• Pre-throw routines 2 • Round by round coach-athlete interactions and routines 2 • Qualification to final considerations 2

EXAMPLE PROGRAMME: 100-200M

Day	Physical	Technical	Psychological & Behavioural	Tactical
1	• RAMP warm-up 1 • Plyometrics 1 • General conditioning 1	• Technical excellence framework 1 • Drive 1	• Self-awareness 1 • Realistic performance evaluations 1 • Goal-setting 1 • Seeking and using social support 1	• Rules of competition 1 • Pre-training and competition routines 1
2	• Mobility and flexibility 1 • Power 1	• Transition 1 • Speed endurance 1	• Commitment 1 • Planning and organisational skills 1 • Quality practice 1	• Competition week modelling 1 • Competition day modelling 1
3	• Power 2 • Recovery 1	• Race modelling 1 • Maximum velocity 1	• Focus and distraction control 1 • Coping with pressure 1 • Imagery 1	• Pre-race routines 1 • Qualification to final considerations 1
4	• Plyometrics 2 • Extensive tempo 1	• Technical excellence framework 2 • Drive 2	• Self-awareness 2 • Realistic performance evaluations 2 • Goal-setting 2 • Seeking and using social support 2	• Rules of competition 2 • Pre-training and competition routines 2
5	• RAMP warm-up 2 • Mobility and flexibility 2	• Blocks 1 • Transition 2	• Commitment 2 • Planning and organisational skills 2 • Quality practice 2	• Competition week modelling 2 • Competition day modelling 2
6	• Recovery 2	• Competition execution 2	• Focus and distraction control 2 • Coping with pressure 2 • Imagery 2	• Pre-race routines 2 • Qualification to final considerations 2

EXAMPLE PROGRAMME: ENDURANCE

Day	Physical	Technical	Psychological & Behavioural	Tactical
1	• RAMP warm-up 1 • Heart rate max test (done at home beforehand) • Heart rate training zones	• Technical excellence framework	• Self-awareness 1 • Realistic performance evaluations 1 • Goal-setting 1 • Seeking and using social support 1	• Rules of competition • Race tactics 1
2	• Short recovery training • Recovery strategies	• Tempo training • Different event considerations • Commitment 1	• Commitment 1 • Planning and organisational skills 1 • Quality practice 1	• Rest and recovery sets
3	• Long recovery training	• Race pace review • Long recovery sessions • Video analysis	• Focus and distraction control 1 • Coping with pressure 1	• Race tactics 2
4	• RAMP warm-up 2 • Threshold and tempo training	• Pace, speed, surfaces	• Self-awareness 2 • Realistic performance evaluations 2 • Goal-setting 2 • Seeking and using social support 2	• Race tactics 2 • Rest and recovery 2 days and weeks
5	• Rate of perceived exertion training	• Training zones • Link PRE to HR and pace/surfaces	• Commitment 2 • Planning and organisational skills 2	• Different event tactics • Competition goals
6	• Hill training	• Long, short, steep and shallow • Speed and strength	• Using hills when racing • Weekly amounts of hills	• Racing / training tactics with hills

EXAMPLE PROGRAMME: LONG JUMP

Day	Physical	Technical	Psychological & Behavioural	Tactical
1	• RAMP warm-up 1 • Developing force horizontally 1 • Posture 1	• Technical excellence framework 1 • Accelerations 1 • Take off 1 • Short approach jumping 1	• Self-awareness 1 • Realistic performance evaluations 1 • Goal-setting 1 • Seeking and using social support 1	• Rules of competition 1 • Pre-training and competition routines 1
2	• Developing force vertically 1 • Posture 2	• Maximum velocity 1 • Flight 1 • Medium approach jumping 1	• Commitment 1 • Planning and organisational skills 1 • Quality practice 1	• Competition week modelling 1 • Competition day modelling 1
3	• Event Specific 1 • Speed endurance 1 • Posture 3	• Run-up structure 1 • Landing 1 • Steering 1	• Focus and distraction control 1 • Coping with pressure 1 • Imagery 1 • Actively seeking social support 1	• Pre-jump routines 1 • Round by round coach-athlete interactions and routines 1 • Qualification to final considerations 1
4	• RAMP warm-up 2 • Developing force horizontally 2 • Posture 4	• Technical excellence framework 2 • Accelerations 2 • Take off 2 • Short approach jumping 2	• Self-awareness 2 • Realistic performance evaluations 2 • Goal-setting 2 • Seeking and using social support 2	• Rules of competition 2 • Pre-training and competition routines 2
5	• Developing force vertically 2 • Posture 5	• Maximum velocity 2 • Flight 2 • Medium approach jumping 2	• Commitment 2 • Planning and organisational skills 2 • Quality practice 2	• Competition week modelling 2 • Competition day modelling 2
6	• Event Specific 2 • Speed endurance 2 • Posture 6	• Run-up structure 2 • Landing 2 • Steering 2	• Focus and distraction control 2 • Coping with pressure 2 • Imagery 2 • Actively seeking social support 2	• Pre-jump routines 2 • Round by round coach-athlete interactions and routines 2 • Qualification to final considerations 2

PHYSICAL PREPARATION DEVELOPMENT

The curriculum includes six regional physical preparation days (three per year) led by regional physical preparation staff. The focus is on developing age and stage relevant physical competency, aiming to get athletes to Physical Competency Level 4 (see table) within their two years on Youth Talent Programme.

PHYSICAL COMPETENCY STANDARDS

	Stage 1	Stage 2	Stage 3	Stage 4
SQUAT	Squat - arms in front (efficiency)	- Squat - 10 reps (arms behind head) - Single Leg Squat (90°) (efficiency - each leg) - Overhead Squat (efficiency)	- Loaded Squat - (10 reps) (25% BW) - Single Leg Squat - hold for 3 secs (low position, thighs parallel) - Overhead Squat - 10 reps	- Loaded Squat - (10 reps) (50% BW) - Single Leg Box Squat - 5 reps (low position, thighs parallel) - Overhead Squat - 25% BW (efficiency)
LUNGE	Lunge - Forward and Return (efficiency)	- End of year 1: Forward & Return Lunge (5 reps each leg) - End of year 2 - Walking Lunge (10m)	- End of year 1: Overhead Lunge Forward & Return (5 reps each leg) - End of year 2 - Overhead Walking Lunge (10m)	Overhead Walking Lunge - 25% BW (10m)
BRACE	Lateral Brace - Forearm (Level 1) - 25s	Lateral Brace - Hand (Level 2) - 45s	- Brace (Level 2): - Lateral - Hand (45s) 60° (60s) - Trunk Extension (60s) - Prone - 4 point hands (60s)	- Brace (Level 3): - Lateral - Hand (70s) 60° (90s) - Trunk Extension (90s) - Prone - 4 point hands (90s)
PUSH/PULL	- Push Up - End of year 1: efficiency - End of year 2: 5 reps - Living Pull Up - End of year 1: efficiency - End of year 2: 2-5 reps	- Push up (Level 2) 10 reps - Chin Up - End of year 1: ≥ 1 rep (efficiency) - End of year 2: 5 reps	- Push up (Level 3) 15 reps - Chin Ups - Narrow grip: 5 reps - Wide grip (efficiency)	- Push Up (Level 4) - 30 reps - Chin Ups - Narrow grip: 10 reps - Wide grip: 5 reps
HINGE		- Hinge (Reverse deadlift) - Level 2 - Lower to mid-Shin and return (Efficiency)	- Hinge (Reverse deadlift) - Level 3 - Lower to floor and return - 5 reps	- Hinge (Reverse deadlift) - Level 3 - Lower to floor and return 5 reps (40% BW)
LANDING	Landing - Double to double (60cm) (Efficiency)	- Landing: - Double to Single (60cm) - Single to Single (60cm) - Lateral Step & Stick (efficiency)	- Landing: - Single to single (100cm) - Lateral hop & Stick (efficiency) 5 Jumps (efficiency)	- Landing: - Slalom Reactive Hops (L&R) (>10 reps) 5 hops (>11.00m)

Physical Preparation Tests all Youth Talent Programme athletes will complete, regardless of event group

Standing long jump for distance (m)	Three double footed jumps for distance (m)	30m sprint (s)	Overhead shot for distance (m) (Female = 4kg, Male = 6kg)
---	--	--	---

For additional coaching resources visit: www.athleticshub.co.uk

TECHNICAL EXCELLENCE FRAMEWORKS

The YTP uses a set of Technical Excellence Frameworks which have been devised for each event. Each event is broken down into key phases. The desired action for each phase is described with comments about the athlete's posture, and use of their arms and legs.

Athlete coach-pairs will formally score themselves at the start and end of the two-year programme. The national event specific days will focus on the development of excellence in each of the key phases.

On the following page are examples of the frameworks for a selection of events. All other technical frameworks will be available in the appendix and via www.athleticshub.co.uk.

TECHNICAL EXCELLENCE FRAMEWORK: HAMMER THROW

SWING PHASE

From the first movement of the ball to high point of the final swing

1. Trunk in athletic position. Body is relaxed but without excessive hip or body movement. Head looking to the right.
2. Legs slightly flexed with weight spread evenly (Between 60/40 and 40/60). Both feet stable on the ground with minimal lifting of the heels.
3. Hammer is held lightly across last joint of the fingers with gloved hand underneath. Forearms are relaxed, elbows kept in and hammer is swung around the head maintaining flattish orbit with tension in the wire at all times. Hammer orbit is extended early from over the right shoulder to 270° position and accelerated into the low-point.

LOW POINT PHASE (entry/transition)

Position of the thrower as the hammer passes through the lowest point of the orbit

1. Trunk is in athletic position with slight forward incline (no lordosis). Head looking at or slightly behind the hammer.
2. Athlete sits into firm left hip. Right hip held back. Weight evenly balanced. Whole system turns together with the hammer to wide point.
3. Arms are relaxed and long forming isosceles triangle with shoulders. Orbit is wide and extended.

WIDE POINT PHASE (right foot off)

Widest point of the hammer orbit (Beginning of single support phase)

1. Trunk in athletic position. Head faces towards the hammer. Shoulders level and near parallel to the ground.
2. Body/Hammer complex rotated together. Athletic position is maintained. Hips are at a consistent height through the turn.
3. Hammer orbit is extended and passive with full rotation through the high point

HIGH POINT PHASE (single support)

Highest point of the hammer orbit (Middle of single support phase) (Hammer outside right sector line)

1. Trunk in athletic position with some lean back to balance hammer. Head looking towards the hammer.
2. Right knee thrust forward. Right foot close to right shin.
3. Arms extended and passive. Arms at less than 90° to body.

CHATCH PHASE (start next turn)

Right foot down (Start of double support phase) (Hammer outside left sector line)

1. Trunk is in athletic position with slight forward incline (no lordosis). Head looking towards the hammer.
2. Right foot touches down near 270°. Weight mainly on left side. Both feet rotate immediately together in direction of throw.
3. Arms remain extended and passive rotating together with body towards low point.

RHYTHM

Speed and acceleration of movement throughout the throw combined with sequencing and smooth transitions between phases.

1. Swings: 1st swing is slow and 2nd swing is faster ready for entry.
2. Hammer orbit appears to "grow" with each turn, getting wider and progressively inclined towards angle of release. Low point moves in equal steps in each turn between 140° and 200°.
3. Acceleration is comfortable and consistent, spread fairly evenly across the turns. The throw feels powerful and relaxed without being rushed.

TECHNICAL EXCELLENCE FRAMEWORK: SPEED - 100M

BLOCK START PHASE

On your marks position

- 1) Head held in a neutral position, shoulders relaxed and down, neck long, eyes looking at the floor or back towards feet.
- 2) Flat back, neutral spine.
- 3) Hands shoulder width apart. Shoulders directly above hands. Arms and body held straight and still.
- 4) Front foot/block positioned so that if the athlete were to put their front knee on the ground, it would be 3cm behind the start line. Back foot/block 170% of the front blocks' distance from the start line (back knee on the ground adjacent to front foot) – although personal to each athlete.
- 5) Tension (coiled spring) between hands and feet.

Set position

- 1) Head remains down, neck and spine long and neutral, eyes continue to look behind the athlete.
- 2) Raise hips up until the front lower leg/knee joint is at 90°. Torso is at 10° in relation to hips.
- 3) Shoulders move over the hands with arms remaining straight. Body weight through hands will increase in set position. Remain on fingertips behind the start line.
- 4) Remain connected and keeping pressure on the blocks.
- 5) Smooth and defined movement from 'on your marks' to 'set' positions.

Reaction and first 2 steps from blocks

- 1) Head remains down, neck and spine long and neutral, eyes continue to look behind the athlete.
- 2) Raise hips up until the front lower leg/knee joint is at 90°. Torso is at 10° in relation to hips.
- 3) Shoulders move over the hands with arms remaining straight. Body weight through hands will increase in set position. Remain on fingertips behind the start line.
- 4) Remain connected and keeping pressure on the blocks.
- 5) Smooth and defined movement from 'on your marks' to 'set' positions.

Reaction and first 2 steps from blocks

- 1) The head stays neutral and in line with to the torso position throughout.
- 2) Torso remains low (aim for angle 45°). Second step is the same as the first except the torso is slightly higher than in step one. Optimal drive is achieved by keeping the body in the drive position and foot contact under the hips.
- 3) Opposite elbow to front foot drives backward to assist the rear knee lift. Elbow angles maximum of 90-130°.
- 4) Explosive push from both feet with rear knee driving forward and back leg extending to near full extension. Rear toe stays low to the ground (dorsiflexed position), without scraping it, as recovering knee drives forward and up. Toe then drives forcefully down and back to the track.
- 5) Aim for the recovering (rear) ankle to "cross" the other knee at the same time as the front foot touches the ground. This is called "ankle-cross" and creates high knee lift while running.

DRIVE PHASE

First 30m from blocks

- The head stays neutral and inline with to the torso position throughout.
- The torso will start to increase as the athlete sprints over the for 30m and their speed increases, starting at 45° and ending up at between 2-5° forward off vertical. The longer an athlete can keep their torso in the drive position, whilst maintaining high leg cadence, the more successful their drive will be.
- Arms continue to drive backwards, powerfully with elbows at a 90°-130° angle. Front hand swings forward to no higher than nose height in front of face.
- Foot contact – clawing the ground on the balls of the feet. Foot touchdown position will start to move forward in relation to the body centre of gravity.
- The back leg extends to near full extension before the rear foot is pulled tight beneath the body, creating ankle cross which will result in the knee lifted to 80°-90° in front of the body (back-side mechanics). Some athletes are strong enough to run with front-side mechanics. Here the recovering foot is pulled directly up and "steps over" the lead knee before being driven down to the ground. Some exceptional athletes are able to combine the two!
- It is imperative that the athlete drives each foot down and back to the ground with as much speed as possible to minimise breaking forces. The faster this happens, the faster the athlete will run.

continued>

Transition 30-60m

- The head stays neutral and inline with to the torso, facing forward with no auxiliary movement.
- Torso now moves up into the athletic sprint position (torso leant slightly forward, hips under body, arms and legs driving at maximum speed). If torso is vertical or leaning backwards, this causes breaking forces to happen and the athlete will slow down).
- Powerful arm drive action to aid horizontal speed generation.
- Leg speed increases to allow speed to continue to build without interruption. Foot touchdown remains beneath the hips. Large amounts of ground force must be applied to increase leg cadence and increase stride length.
- The concept of a "fast-faster-fastest" differential applies here.

MAINTENANCE PHASE

Maintaining Maximum Velocity (Full flight running) 60m to 100m

- The head stays neutral and inline with to the torso, facing forward with no auxillary movement.
- Torso remains in the athletic sprint position (torso leant slightly forward, hips under body, arms and legs driving at maximum speed).
- Powerful arm driving action – continue to focus on driving elbows back maintaining 75° - 120° angle, which will help with high knee lift and forward momentum.
- Rear foot take off position – Foot strike on (10° of plantar flexion) fore-foot moving through to high on balls of the feet, minimise collapse in ankle (strong/rigid ankles = higher sprint speed), rear leg extending to near full extension to minimise ground contact time.
- Full rear leg flexion – pull rear heel towards glutes and under the body. Stronger athletes are able to stop short of full flexion (ankle-cross) which can increase rear leg rotational speed. Foot continues to be held in dorsiflexion.
- Running with high knees - knee reaching 80°-90° in front of the body in a fluid motion to then drive the foot powerfully down towards the floor underneath the body and repeat the whole motion.
- Athlete to run tall, maintaining technique past the finishing line.

TECHNICAL EXCELLENCE FRAMEWORK: ENDURANCE – MIDDLE/LONG DISTANCE

HEEL CONTACT PHASE

- Shin vertical.
- Foot planted close to body, just in front of hips.
- Minimal ankle dorsi-flexion.

MID STANCE PHASE

- Minimal forward lean (larger forward lean associated with over striding).
- Minimal contralateral pelvic drop, i.e. pelvis does not drop too much to one side.
- Minimal hip adduction, i.e. knee does not cross the midline of the body.

TOE OFF PHASE

- Short ground contact time.
- Minimal ankle plantar flexion.
- Knee flexion small angle in swing leg in more economical athletes.

MID SWING PHASE

- Minimal heel whip (lateral or medial).
- Minimal inversion or eversion of stance foot.
- Minimal hip rotation (through sagittal plane).

TECHNICAL EXCELLENCE FRAMEWORK: LONG JUMP

RUN UP (ACCELERATION) PHASE

Overcome inertia and efficiently generate velocity in uniform and continual manner

- Acceleration is smooth and consistent. Body angles progress gradually from a forward lean to an upright position (Trunk angle increases 2-3° per stride).
- Piston Leg action with low heel recovery (through calf). Foot strikes underneath (or just in front of) Hips. Front Leg shin angle reflects support Leg angle.
- Arms drive in opposition to Legs.

RUN UP PHASE (part 2 – Max Velocity) -

To achieve maximum, controllable speed – optimum speed

- Maintains posture (Neutral Head, relaxed shoulders, upright Trunk and neutral Pelvic position).
- Effective transition from pushing action to cyclical action (rear-side to frontside mechanics) increasing stride length. Increased hip flexion, higher heel recovery (through to above Knee).
- At ground contact (touch down TD), support Leg Shin angle at 90° (approx.) Free Knee next to support Leg Knee (ideally passed support Leg Knee - '4' position). Foot dorsiflexed.
- Achieves and maintains optimum velocity for take-off (TO) into the board.

TAKE-OFF PREPARATION PHASE (PENULTIMATE)

Hip displacement to assist in developing vertical velocity

- Lowering of centre of mass in the penultimate stride whilst maintain braced and upright trunk position with neutral pelvis, maintain shoulder/ Hip alignment throughout.
- Foot plant is active and quick with a 'down and back' motion to maintain horizontal velocity. Foot should be dorsiflexed.
- At maximum Knee Flexion (MKF), free Knee next to support Knee.

TAKE-OFF (TO) PHASE

To maximise vertical velocity, minimise loss in horizontal velocity with an optimum take off angle

- Braced and upright trunk position with neutral pelvis, maintain shoulder/ Hip alignment throughout.
- The arms perform a powerful opposing swinging movement at take-off (reflecting Leg action).
- Foot plant (take-off Leg) is active and quick with a 'down and back' motion in front of Centre of Mass (CoM) as it contacts the board. Dorsiflexed ankle prior to contact, heel to toe, rolling action of the foot.
- Full Hip, Knee and Ankle extension at TO after Hips have passed the board. Active use of free limbs; free leg thigh drives forwards and upwards (Knee blocks at parallel to the ground).

FLIGHT PHASE – technique dependant (Hitch, Hang, Sail, Combination)

Control TO rotational forces and to prepare for an efficient landing

- Braced upright posture in the air, holding for as long as possible.
- Long extension of limbs; Arms and Legs are fully coordinated to counteract rotation.
- Full control of rotation throughout. (No observed forward rotation).

LANDING PHASE

Land safely and to minimise the loss of distance

- Downward sweeping action of the arms raises the legs up towards the torso and closer to the jumper's centre of mass.
- The legs extend significantly in front of the body, maximising distance between the jumper's centre of mass and the feet.
- Arms drive forward and then down and past the hips just prior to landing.
- Heels enter the sand first with flexion of the Hips, Knees, and Ankles, permitting continued horizontal momentum of the body moving past first point of contact effortlessly.

COACH & PARENT DEVELOPMENT OFFER

Personal coaches and parents are an integral part of any athlete's development. In response to this we have enhanced our development package to include the following offers and commitments for coaches and parents alongside those for athletes.

	Coach	Parents
OFFER	• Coach Mentoring • Coaches Community of Practise • Talent Pathway Coach Webinars • Qualification support as agreed	• Online pathway parent support webinars and resources • Practical workshops at the England Athletics age group national championships
COMMITTMENT	• Individual Athlete Planning process • Attend event training days • Support the journey! • Collaborate	• Attend event training days • Support the journey! • Collaborate

ELIGIBILITY & SELECTION

ELIGIBILITY

- Athletes must be about to go into the first year of sixth form/college when applying.
- Athletes must be eligible to compete for England and Great Britain.

SELECTION PROCESS

Stage 1: Athlete/Coach Application

Stage 2: Selection Panel

Stage 3: Induction

OTHER OPPORTUNITIES

Athletes who are not successful through the initial selection process will be offered the opportunity to attend the England Athletics regional programme and there are multiple pathway entry points for athletes to join programmes at a later date.

FOR FURTHER DETAILS PLEASE CONTACT:

Shani Palmer *Event Group Lead – Speed, England Athletics*

E: spalmer@englandathletics.org

Darren Ritchie *Event Group Lead – Jumps & Combined Events, England Athletics*

E: dritchie@englandathletics.org

Nick Ridgeon *Event Group Lead – Throws, England Athletics*

E: nridgeon@englandathletics.org

Spencer Duval *Event Group Lead – Endurance, England Athletics*

E: sduval@englandathletics.org

Alan Richardson *Talent Pathway Manager, England Athletics*

E: arichardson@englandathletics.org

Phoebe White *Talent Administrator, England Athletics*

E: pwhite@englandathletics.org



ENGLAND ATHLETICS

England Athletics • Athletics House • Alexander Stadium • Walsall Road • Perry Barr • Birmingham B42 2BE

Tel: 0121 713 8400 • Fax: 0121 713 8452

englandathletics.org