**Roles and Responsibilities.**

**Coach In Training:**

* **As a coach in training, make sure you always have a supervising coach certificate holder there with you during sessions.**
* **Work with your mentor coach to :-**
1. **Work on building good relationships with your participants and volunteers**
	* + Aim to improve collaboration between participants and volunteers
		+ Build your communication skills to provide a positive and enriching experience for all involved.
		+ Begin to set participants goals and create action plans on how to achieve them.
		+ Use self-evaluation and feedback to build your skills as a coach; always making sure you are forward thinking.
		+ Take the time to learn about the participant needs and make adjustments to your sessions as necessary.
2. **Focus on learning development**
	* Use the resources available to build your knowledge and skill set of both coaching and disability awareness.
	* Work with your mentoring coach to gain experience and expand ideas.
	* Ensure that all documents and evidence of learning are kept in your coaching passport.
	* Use session plans to coach in a structured and progressive way.
	* Complete all training modules necessary before being assessed to gain your coach certificate.
3. **Further your management of sessions**
	* Take time to carry out risk assessments and build your knowledge of them.
	* Ensure there is always a first aider present during your sessions.
4. **Take equine welfare into account during your sessions**
	* Be observant of equines gait and know how to spot a lame equine.
	* Ensure that equines are warmed up correctly before each session.
	* Check all tack of equines before session to make sure the fit is correct and the correct tack and aids are being used.
	* Be vigilant on equine/participant suitability in regards to weight limits and equine behaviour.

 **Coach:**

* **As a coach, you are to take sole responsibility for group sessions.**
* **Coaches who have demonstrated that they can coach in two additional groups away from their regular group and have satisfied that they are proficient in all areas of their assessment, may coach in any group and will be awarded a green Coach Certificate. Coaches who only wish to coach in their regular/home group and have satisfied the essential and desirable skills, at a competent level, during their assessment will be Uphold an exemplary standard and offer support and mentoring to Coaches In Training in order to:-**
1. **Create and maintain good relationships with both participants and volunteers**
* Communicate clearly in a positive and encouraging manner at all time.
* Take the time to get to know your participants and understand their requirements.
* Work alongside participants and carers to create achievable goals and action plans.
* Encourage collaboration between participants and their volunteers to ensure a comfortable and enriching environment for sessions to take place in.
* Regularly self-reflect and obtain feedback from participants and volunteers and use the information constructively to improve your coaching.
1. **Focus on continual professional development**
* Keep all certificates and documents in your passport folder and ensure it is available readily at the time of your review.
* Be available for review within 12 months of obtaining your coach certificate and triennially thereafter.
* Make effort to keep knowledge and skill set up to date and in line with recommended training. This can be through training days, online, reading, conferences etc.
* Use resources provided to deliver training modules to coaches in training to a high standard
1. **Actively manage the running of your sessions**
* Complete (and update as necessary) risk assessments for the sessions you are in charge of.
* Take responsibility for the health and safety of your group sessions and familiarise yourself with any procedures/routines that need to be upheld.
* Ensure you have a valid safeguarding certificate at all times. (These last for three years only.)
* Arrange for a qualified first aider to be present during any session that you are coaching.
* Use session plans to maintain a structured and objective session and for reflection purposes when looking to progress the participants levels.
* Revisit rider records to ensure any adjustments, due to deteriorating or progressing conditions, are made.
1. **Ensure a high standard of equine welfare for any equines being used in your session**
* Know how to evaluate an equines level of soundness and be aware of procedures should an equine in your session be lame.
* Thoroughly check all tack is correctly fitted and check that it is fit for purpose. Also, check any special equipment is fitted safely and comfortably for both horse and participant.
* Ensure the equines are suitably warmed up for the session that you are coaching.
* Be vigilant with equine/participant suitability, specifically the weight carrying abilities of the equines and the temperament of the equine.
* Be capable of maintaining a good level of training for the equines to ensure they are safe for RDA use.

**Advanced Coach:**

* **As an advanced coach, you should lead by example in your group and support others on their coaching journey.**
* **Strive to be a role model in all aspects of RDA coaching.**
* **Keep up to date knowledge of best practise methods and aim to uphold the highest standard of coaching within the RDA in order to :-**
1. **Uphold strong positive relationships with all involved at the group.**
* Build rapport and maintain strong working relationships with coaches and volunteers.
* Create a positive and enriching learning environment for participants that encourages progression.
* Include physiotherapists to build appropriate and structured coaching programmes for your participants.
* Give a clear leadership vision in a coaching environment.
1. **Continue to uphold a strong level of professional development.**
* Be proactive in seeking out areas for CPD using a variety of sources.
* Ensure that knowledge and expertise is kept current and in line with the high standards that the RDA sets.
* Translate feedback and reflections into forward planning and creating actionable personal goals.
* Take time to recognise and remedy blind spots in your coaching skill set to evolve with the needs of your group.
1. **Demonstrate leadership in the management of sessions within your group**
* Develop structured safety principles and practise for themselves and others at the group.
* Continuously monitor and review risk to maintain a safe environment for both coaches, participants and volunteers across a range of environments.
* Be responsible for identifying and monitoring minimum safety standards of all equipment used for the session and keep a current knowledge of any changes to standards across the industry.
1. **Maintain a high level of technical knowledge and skills to provide a high standard of coaching.**
* Identify how a participant’s position may affect the biomechanical balance of the equine and offer solutions to improve this where needed.
* Recognise scale of movement in equines and have knowledge of how to improve this in younger equines.
* Be confident in coaching participants through all three paces and offer support to improve the equines way of going.
* Confidently coaching participants through lateral work and show an ability of working the horse through lateral movements using groundwork.
1. **Show advanced knowledge of equine welfare and be responsible for upholding an exemplary level of equine safety.**
* Show clear understanding of suitably matching an equine to a participant and be confident to intervene should a poor match be made.
* Understand what a safe working environment should look like and actively identify hazards and act immediately to minimize risk to the equine.
* Have sound knowledge of equine workload and ensure that no equine becomes physically or mentally exhausted or stressed.
* Confidently administer a level of equine first aid and be aware of when a veterinarian needs to be contacted.
* Have the ability to fit a range of tack and specialist equipment safely, ensuring that correct tack is being used across the disciplines.
* Could provide a detailed plan for equine routine management and understand what equine professionals need to visit equines and why.
* Appreciate how different breed types may or may not be suitable for certain participants.
* Have experienced knowledge and experience with alternative uses for equine assisted therapy that do not necessarily include riding.