



# WOMEN'S AND GIRLS' UNDER 14–16 DUAL CAREER FOOTBALL GUIDE

**FOR ALL**

In partnership with

**tass**★

SUPPORTED BY  
 **SPORT  
ENGLAND**  
LOTTERY FUNDED

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# CONTENTS

## 1. INTRODUCTION

1.1 OVERVIEW OF THE GUIDE

5

1.2 PURPOSE OF THE GUIDE

6

## 2. WHAT IS A DUAL CAREER?

2.1 DUAL CAREER: A DEFINITION

8

2.2 A DUAL CAREER SHOULD...

8

2.3 BENEFITS AND VALUE OF A DUAL CAREER IN WOMEN'S FOOTBALL

9

## 3. DUAL CAREER FRAMEWORK

DUAL CAREER FRAMEWORK

11

# CONTENTS

## 4. UNDER-14-16 DUAL CAREER DEVELOPMENT

4.1 WHAT HAPPENS IN THE UNDER-14-16 PHASE?	13
4.2 KEY INDIVIDUALS AND STAKEHOLDERS THAT CAN FACILITATE DUAL CAREER DEVELOPMENT AT THE UNDER-14-16 STAGE	18
4.3 THINGS TO CONSIDER IN THE UNDER-14-16 PHASE	20
4.4 DECISIONS AND OPTIONS TO CONSIDER IN THE UNDER-14-16 PHASE	25
4.5 POTENTIAL CHALLENGES	35
4.6 SUPPORT AVAILABLE TO FACILITATE DUAL CAREER DEVELOPMENT AT THE UNDER-14-16 STAGE	43

## 5. OVERVIEW

EXAMPLE DUAL CAREER PATHWAYS OF FEMALE FOOTBALLERS	47
AIMEE PALMER	48
EBONY SALMON	49
KAREN CARNEY	50
LEANDRA LITTLE	51
NIAMH CHARLES	52

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# 1

## INTRODUCTION



# 1. INTRODUCTION

## 1.1 OVERVIEW OF THE GUIDE

The FA funded TASS to develop a dual career framework for the women's and girl's game. The guide explores the women's dual career pathway from age 14 to the professional level. The guide is divided into three separate documents by age-group: U14-16, 16-18, and 18+.

The guide covers all football, education, and potential work activities that players may engage in. The information provided offers advice around balancing football alongside education/work and can be used to help players make informed decisions around their dual career paths. The guide also outlines key stakeholders that can offer support for players within each specific age-group and provides information on transitions and potential challenges that players may face.

To generate the information included within the guide, TASS conducted interviews and focus groups with key individuals throughout the women's football pathway. These included players and their parents, football staff at club and FA level, education providers, and other key support services, e.g. TASS, PFA. In total, 103 people were interviewed.



## **1.2 PURPOSE OF THE GUIDE**

**This guide provides a framework that can be used by players, parents, and education/football staff to highlight all opportunities that are available within education and football, while pin-pointing key support services at each time-point. Each individual's dual career pathway is different. This guide provides a model that can support players in navigating their various transitions successfully and finding the dual career pathway that is most suitable to them.**

# 2

## WHAT IS A DUAL CAREER?



## 2. WHAT IS A DUAL CAREER?

### 2.1 DUAL CAREER: A DEFINITION

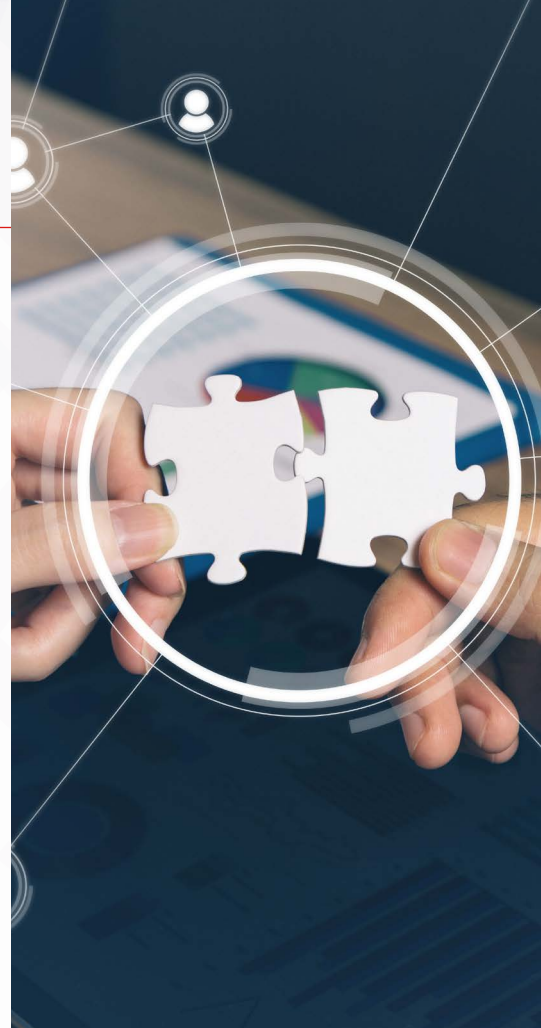
A dual career is the combination of an athletic career with education and/or work. Some examples of where football players are undertaking a dual career are as follows:

- Playing for an RTC and doing GCSEs.
- Playing for a Barclays FA WSL Academy and in further education/apprenticeship.
- Playing for a Barclays FA WSL Academy/ FA Women's Championship first team whilst studying at university.
- Playing for a Barclays FA WSL Academy/ FA Women's Championship first team whilst in additional part/full time employment.

### 2.2 A DUAL CAREER SHOULD...

- Be viewed as a pathway where sport and education are both valued.
- Be something that athletes are fully engaged in.
- Be promoted by the club and national staff.
- Be seen as an opportunity for an individual to reach their sporting, academic, work, and life potential.

**A dual career is the combination of an athletic career with education and/or work.**



## 2.3 BENEFITS AND VALUE OF A DUAL CAREER IN WOMEN'S FOOTBALL

By engaging in a dual career, players may see the following benefits:

- Expanded social networks and support systems;
- Reduced stress through being able to focus on different areas;
- Opportunity to develop identities in different areas;
- A more balanced lifestyle;
- More effective career/sport retirement planning;
- Higher employability prospects;
- Increased longevity in the sport.

Many of the skills players develop through football are transferrable into other areas of their life. If the dual career is appropriately supported, these transferrable skills can have positive effects on player's performance in GCSEs, further education, higher education and in the work environment.

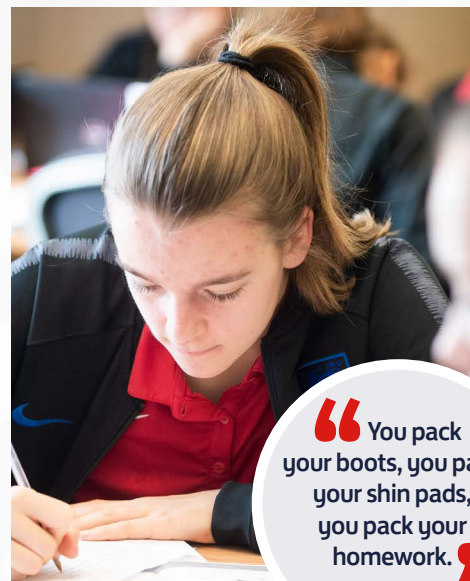
It is highly unlikely for women's footballers to make a living out of their sport. It is therefore crucial for players to engage in activities that prepare them for a post football career. This emphasises the importance of engaging

in education or personal development during a football career. Engaging in a dual career will not only have short-term benefits for players (e.g. expanded support systems) but will also have significant long-term benefits (e.g. possibility of having a good vocational career and financial stability).

Over the past few years, The FA has been striving to develop dual career environments in women's football. At the forefront of this is the continued development of the Barclays FA dual career Academies.

There is education support available for players, particularly for those that are a part of The FA Lioness Talent Pathway. Many coaches support the dual career philosophy, embracing the importance of engaging in another activity alongside football, e.g. education.

A number of clubs offer education support for their players and those who are a part of the England Lioness Pathway will receive education support whilst on camp.



**“ You pack your boots, you pack your shin pads, you pack your homework. ”**

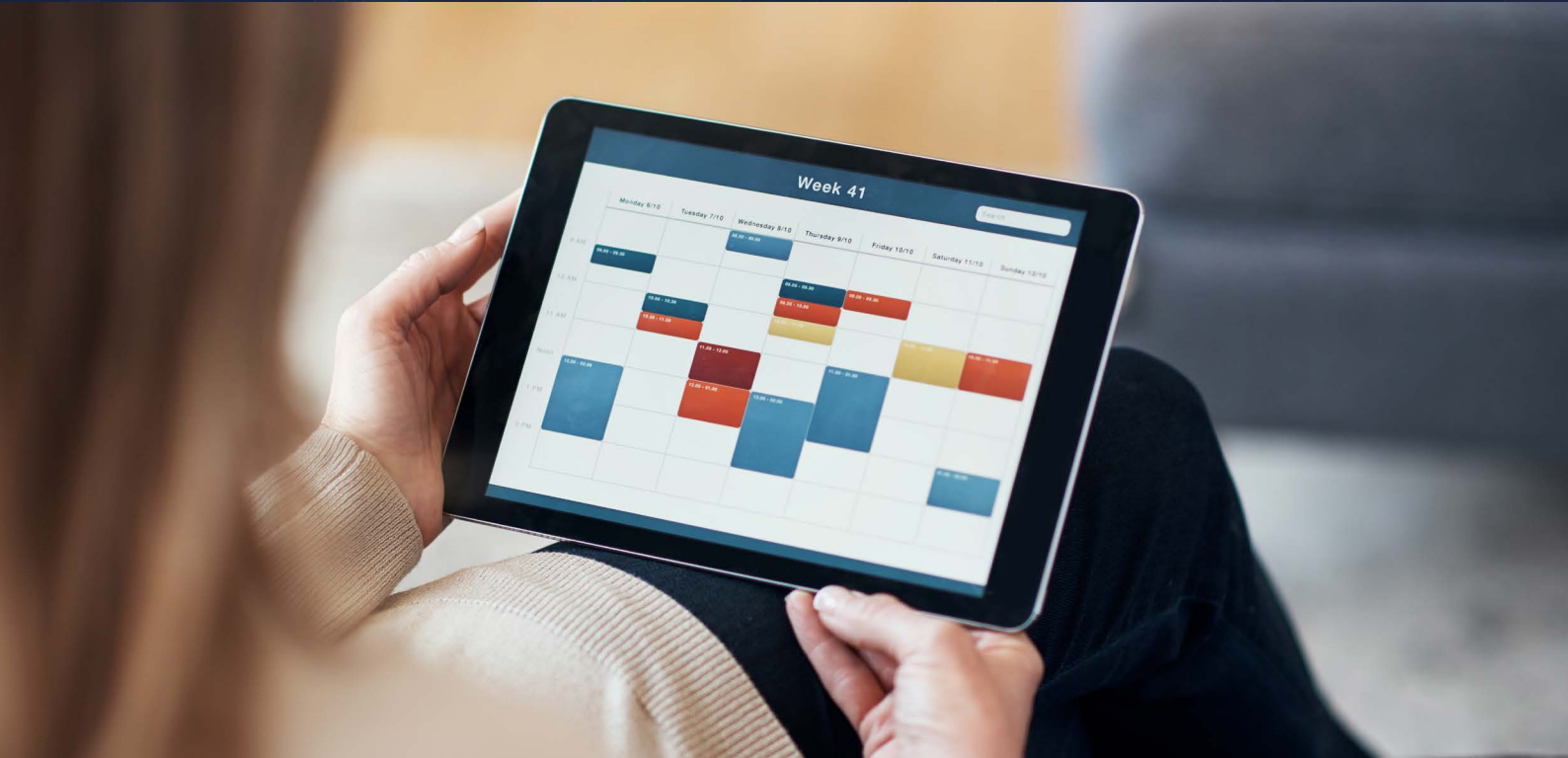
FA COACH

**“ It's huge, even just on my CV, I think being an athlete you've got a lot of transferable skills and then I've been in education as well...I'm really glad that it did because it's opened so many pathways. ”**

FORMER SENIOR LIONESS

# 3

## DUAL CAREER FRAMEWORK



# 3. DUAL CAREER FRAMEWORK

AGE GROUP		UNDER-14	UNDER-15	UNDER-16	UNDER-17	UNDER-18	UNDER-19	UNDER-20	UNDER -21	21+	
AGE		13	14	15	16	17	18	19	20	21	
FOOTBALL	Club Football	Other Routes									
		Grassroots									
		RTC									
			Barclays FA WSL Academy								
			Barclays FA WSL/FA Women's Championship/FA Women's National League: Reserve/Development Teams								
			Barclays FA WSL/FA Women's Championship/FA Women's National League Premier Division/National League Division 1								
					Non-Contracted (Under-18)		Contracted (18+)				
	School/College/ University Football	School Football (Girls/Boys/Teams)			Further Education School/College Football			University Football			
England Football	National Development Programme										
	National Talent Camp			Youth Development Phase							
				Youth National Teams							
										Senior National Team	
EDUCATION	School Level	School Years 8-9 (Key Stage 3)									
			GCSE (Levels 1 and 2) (Key Stage 4)								
	Further Education				Further Education (Level 3) (Key Stage 5)						
					A-Levels						
					BTEC / CTEC						
					International Baccalaureate						
	Higher Education / Vocation						University				
							Foundation Degree (Level 5)				
						Bachelor's Degree (Level 6 - minimum 3 years)			Master's Degree (L7)		
						Higher / Degree Apprenticeship (Levels 4, 5, 6 and 7)					
	Compulsory Education										
						Compulsory Recognised Learning/Training/Employment in FA WSL Academy					

# 4

## UNDER-14-16 DUAL CAREER DEVELOPMENT



# 4. DUAL CAREER DEVELOPMENT

## 4.1 WHAT HAPPENS IN THE UNDER-14-16 PHASE?

This section will provide a brief overview of what happens from a football and education perspective within the under-14-16 age group, including an outline of club structures, the FA Lioness Talent Pathway and GCSE studies.

### 4.1.1 GRASSROOTS FOOTBALL:

Women and girls grassroots football is defined as all football played in the 'For Learning' and 'For Fun' pillars. All competitive football from Tier 3 in the Women's Pyramid to Tier 7 is also included. Within the under-14-16 age group, this includes grassroots club football and school football. At the grassroots level, club and school football is focused upon enjoyment and love for the sport, whilst introducing young players to the physical, technical, and tactical aspects of the game.

#### English Schools Football Association:

The English Schools' FA (ESFA) is the National Governing Body for Schools' Football in England. The ESFA runs over 40 National

Schools' and Colleges' cup competitions, as well as County and District Association representative teams. The ESFA also runs an international squad for under-15 girls (Please note that this is not a Lioness squad).

The ESFA's ethos is based on that of an educational establishment. They provide opportunities for players to progress and develop within football and education in England and reward those that choose to remain in further education with opportunities to continue to play at high levels.

### 4.1.2 REGIONAL TALENT CLUBS:

A Regional Talent Club (RTC) is an enhanced coaching centre for under-10, under-12, under-14 and under-16 age groups, and allows players who clubs have identified as having elite potential the opportunity to access appropriate levels of coaching and support.

Access to an RTC is gained through a trial process. Players can be nominated for trials

by their teacher, grassroots coach, or they can apply directly to the club. Every player will either be reregistered, asked to retrain, or be released from the RTC each year. For specific trial dates/timings/processes please confirm details with your nearest club.

The RTC structure is in place to provide players identified as having elite potential with the opportunity to access appropriate levels of coaching and support. Within RTCs, there are minimum standards based on coaching, medical staff, and facilities. The standards of coaching that players would receive in an RTC is generally better than what they would have access to in a grassroots club. The ability to play alongside and against some of the best players within their age group is a key benefit of RTCs.

When players enter an RTC the training intensifies, with higher standards of play and increased expectations placed upon players.



### 4.1.3 PATHWAY INTO AN RTC:

Below are some examples of player routes into RTCs:

- Players have previously played for grassroots teams and reach the stage in their technical and physical development where they transition into an RTC club.
- Players have previously played for boys' grassroots teams. Some RTCs enable the girls to continue playing alongside/against boy's teams whilst in the RTC.
- Players come straight through an RTC from the younger age groups. Many players are retained through the system, giving players two or three years to show their potential.

### 4.1.4 RTC STRUCTURE:

There are currently 30 RTCs across the country, ranging from Tier 1 to Tier 3. Players must live within 90 minutes of the RTC training ground. For more information on which clubs are in each Tier, please see the list below:

TIER 1:	TIER 2:	TIER 3:
Birmingham City	Arsenal	Aston Villa
Blackburn Rovers	Bristol City	Charlton Athletic
Brighton & Hove Albion	Derby County	Doncaster Rovers
Chelsea	Durham Women	Nottingham Forest
Leeds United	Essex County FA	West Bromwich Albion
Leicester City	Everton	Wolverhampton Wanderers
Liverpool	Milton Keynes Dons	
Manchester City	Oxford United	
Manchester United	Reading	
Southampton	Sheffield United	
Sunderland	Stoke City	
York City	Teesside Sport	

The purpose of the tiers is to reflect where clubs are in terms of their individual growth and infrastructure. The elements of funding and delivery are different across the three tiers that clubs have been awarded.

A minimum of three-hours training are provided per week to each age group, with under-14 and under-16 age groups playing in an FA organised fixture programme.

#### 4.1.5 ADVANCED COACHING CENTRES:



The Advanced Coaching Centres (ACC) are part of a programme to support the development and progression of players in the South West, East, and North of England.

Due to geographical challenges and limited playing opportunities in these areas, the pathway has been adapted in these specific regions to ensure it is accessible, supportive, and educational.

Players participate in a grassroots club training and fixture programme, but ACCs will then provide supplementary support for selected players with an additional night's training a week and a minimum of six fixtures a season against other ACCs or Charter Standard Youth teams. This pathway ensures that the players' development, health and well-being is at the forefront of the programme.



## 4.1.6 THE LIONESS PATHWAY:

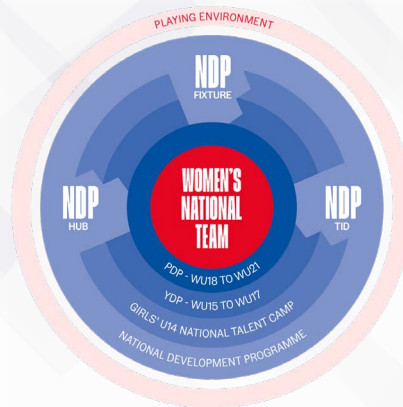
### 4.1.6.1 Regional Development Programmes (RDPs):



Regional Development Programmes (RDPs) offer selected players the opportunity to further develop and train alongside other talented players within their region.

RDPs are organised by The FA with each programme consisting of a number of development camps and performance hubs that provide a support mechanism to cater for the individual's needs; giving clarity across the technical, tactical, physiological and psychological remits.

### 4.1.6.2 National Development Programme (NDP):



The National Development Programme seeks to identify and develop the most talented young players in the under-14 – under-17 age groups. These age groups work on a calendar year basis (e.g., January - December)

The NDP is a wrap around programme for players in the England Youth Teams and those within the wider Lioness Pathway. The NDP provides some players with supplementary support, whereas for others it's an opportunity for England staff to check in on their current performance level.

The NDP has three strands of delivery:

#### 1. National Development Programme Hub:

This is a regional individualised support for players across four corners of development (Technical, Physical, Medical, Education and Wellbeing). Players can be invited to attend up to four hub events a year. During these hub days, players and their parents attend specific and tailored workshops on each of the four corners of development.

- The hubs events are targeted at preparing players for the pathway and for life ahead, instilling good behaviours in players from the beginning. The value to the dual career starts here at these events.

#### 2. National Development Programme Fixture:

This is a fixture opportunity designed to extend the competitive challenge for players.

#### 3. National Development Programme Talent ID:

This is an opportunity to identify new and re-emerging talent for potential future support.

#### 4.1.6.3 Under-14 National Talent Camp:



The National Talent Camp seeks to identify under-14 players who may possess international potential and to help prepare these players for the future. It is important to note that National Talent Camps are not an England National Team but follow the same guiding principles as laid out in the 'Blueprint for Success'. The first England National Team is the under-15 age group.

#### 4.1.6.4 England Youth National Teams

Players are identified through the FA's talent ID strategy to be selected for England youth squads.

The youth teams are organised by age into two distinct phases:

- **Youth Development Phase:**  
Women's under-16s - Women's under-17s.
- **Professional Development Phase:**  
Women's under-18s - Women's under-19s.

The youth team age groups work on a calendar year basis. Selection for England events, such as camps and tournaments, will be communicated to players/parents via email. Currently, non-selection communication for events does not occur at this stage. It is a completely normal process for under-14 – under-16 England players to be invited to a selection of, but not all, England events. It is unlikely that players in the under-17 age group will have been selected for every event at the under-14, under-15 and under-16 level. It is important to keep this in mind and share the normality of this with players in these age groups.

#### 4.1.7 GCSE STUDIES:

Most people will begin their GCSEs at around age 14, completing their GCSE studies at approximately age 16.

Player should expect to take around nine subjects. Most courses and jobs they might want to apply for in the future require grades between 9 and 4 in a minimum of five subjects.

Maths, English and Science are the compulsory subjects that everyone must take at GCSE level in England. Outside of these core subjects, students have the option to select their remaining subjects, including options such as:

- A modern foreign language;
- A humanity subject;
- An arts subject;
- A technical subject;
- PE.

The timing of choosing GCSE subjects differs from school to school. Typically, students will be asked to choose their subjects in year 9. It is important for players to make their choices based on what they enjoy and what they hope to pursue after school.

## 4.2 KEY INDIVIDUALS AND STAKEHOLDERS THAT CAN FACILITATE DUAL CAREER DEVELOPMENT AT THE UNDER-14-16 STAGE

A stakeholder is an individual who may influence the success of a player/team. This section outlines a series of key stakeholders (in the under-14-16 age group) in both football and education, that players may come into contact with.



### 4.2.1 PLAYER'S PARENTS/GUARDIANS:

Parents/guardians play a large role in supporting their daughter in both their football and academic pursuits. This includes financial support, transportation support, lifestyle support, emotional support, and much more. Parents can help to create an environment that is both supportive and challenging, helping their daughter develop a number of skills that can be transferred into all areas of their life.

### 4.2.2 CLUB STAFF:

Within players' clubs they will come into contact with various different members of staff. Please note that the titles of these members of staff will differ, however, the roles they have will be similar across RTCs/clubs.

- **Club Technical Director:**  
Oversee the club talent pathway, supporting player and coach development.
- **Coaches:**  
Individual coaches working to support players physical, technical, tactical, and psychological development.
- **Wider Support Staff:**  
Some clubs will have a wider support network to provide additional support to players in a variety of different areas (e.g. education, welfare, and medical).

### 4.2.3 SCHOOL STAFF:

It is important for players to liaise with their school staff about their footballing commitments, as they may need to take time off school for matches or events. Building relationships with these individuals at the start of the academic year is key.

- **Head Teacher:**  
Leader of the school, responsible for creating optimal conditions for students.
- **Individual Teachers:**  
Individual teachers across the school in each subject area.
- **Personal Tutor:**  
An academic member of staff who monitors student's academic progress and supports student's general welfare.



#### 4.2.4 FA STAFF:

Players that are a part of the Lioness Pathway may encounter a number of FA members of staff in differing roles, covering both football and education/wellbeing.

##### EDUCATION:

- **Player Education Manager:**  
Provides academic support/compensatory education to national team players (under-16s - under-19s). Co-ordinates the work of travelling teachers on events and communicates directly with players' education providers.
- **Player Education Co-ordinator(s):**  
Supports the player education manager in the above, working to provide education support to the youth national team players.
- **Education Wellbeing Lead – Talent Pathway:**  
Supports the education and wellbeing of under-16s players on the England Long List at England camps and within the RTCs.

##### FOOTBALL:

**(predominantly on-camp support, but will do work in the club environments supporting players individual development plans; IDPs):**

- **Under-14 National Talent Camp Head Coach:** Supports players in the pre-national team age group and is responsible for the National Development Programme.
- **Women's Development Phase Lead 15-17:** Responsible for players aged 15, 16, and 17 within the England Lioness Pathway.
- **RTC Clubs Manager:**  
Manages and supports the 32 RTC clubs across the country.

## 4.3 THINGS TO CONSIDER IN THE UNDER-14-16 PHASE



From a football, education, and personal development perspective, there are a number of things that players, parents, and stakeholders must consider to optimise the dual career experience.

### 4.3.1 BENEFITS OF PLAYING WITH BOYS:

For a variety of reasons, e.g. geography or readiness, an RTC/ACC may not be the best route for a player at a certain age. For these players, there is no harm in continuing to play grassroots football, especially if this includes the opportunity to play in boys' teams. In some cases there may be the possibility for girls to play within boys' professional academies.

Some players may also play for their school/ college, which may include playing alongside boys.



**The benefits of playing boys football include:**

- Increased physicality in the game;
- Increased speed and tempo;
- Experience competing against different styles of play.

“ Through playing with boys she’s learnt to read the game and react quicker, which has helped her develop as a player. ”

PARENT OF UNDER-15 PLAYER

### 4.3.2 BENEFITS OF PLAYING OTHER SPORTS:

The FA encourages players to engage in a multi-sport environment due to the many benefits that come from players experiencing other sports, including:

- Immersion in a different social environment;
- The ability to 'switch off' from football and focus on something else;
- Development of a different type of motivation. This is particularly prominent when players experience individual sports;
- Being challenged and pushed outside of their comfort zone;
- Learning a variety of different skills and movements.

**“ I think generally being involved in such a structured program at an early age is detrimental to them and their overall development as children. ”**

FA MEMBER OF STAFF

### 4.3.3 PLAYER AND FAMILY WELLBEING:



It is important for players to be happy and content with their football. This includes opportunities to thrive and develop within the club environment, as well as considering the travel logistics and the impact this can have on the player and the family.

When participating in an elite sport environment, players will face some challenges during their athletic development. It is important to note that coping mechanisms are individualised from player to player, with some better equipped to deal with certain challenges than others. For example, some players may not be ready to move from grassroots to RTC football and it is important to choose the correct time to make that transition.

#### 4.3.4 DISTANCE TO TRAINING AND EDUCATION PROVIDER:

Within RTCs specifically, players must live within 90 minutes of the training ground. Regardless of footballing level, commuting longer than 90 minutes can have negative impacts upon players education, wellbeing, and family life. It has been identified that some players will drive past two clubs to go to the one of their 'choosing', searching for an 'optimal club'. It is important to make an informed club choice, whilst acknowledging the wider impact this choice could have on the player and family.

Similarly, it is important to consider the proximity of the education provider to the players home. Best practice is to consider a club and education provider that are in a manageable distance to home.

#### 4.3.5 REASONS PLAYERS MAY DROP OUT OF THE SYSTEM AT THIS AGE:



Outlined below are some of the reasons why players may drop out of football or The FA Lioness Pathway:

- They don't want to be a part of it anymore. Either they can't cope with the demands, or it is no longer enjoyable;
- They face dual career challenges and are not able to balance both commitments;

- They're physically, technically, tactically, or psychologically not where they need to be;
- The pathway is unclear for some players;
- Players don't receive the advice and support they need to make the appropriate decisions about their next steps.

### 4.3.6 DUAL CAREER HOTSPOTS:

Players will face 'hotspots' in both football and education, where there is a peak in demands.

#### EDUCATION HOTSPOTS:

- Choosing GCSE subjects;
- Beginning of the academic year: meeting new peers and teachers, settling in, starting new subjects, beginning a new routine, change in travel;
- Missing school for England events.
- Mock examinations;
- GCSE preparation and revision;
- GCSE examinations;
- Choosing next academic steps: application deadlines, choosing where/what to study.

The timing of each event will differ depending upon the individual. Best practice is to speak with academic staff at the start of the year to get an overview of academic hotspots. It is advised that this is then shared with their football stakeholders (i.e. club coaches, or England Education staff for those involved with national development squads).

#### FOOTBALL HOTSPOTS:

- RTC/ACC/Grassroots trials;
- Start of the club season: meeting new teammates, coaches and staff, settling in, beginning a new routine, travel change;
- Combining school, club, and England commitments: possibly having to manage playing multiple matches for different teams;
- Match days and busy match periods;
- National England camps;
- Playing for England and travelling abroad;
- Choosing post-RTC/grassroots steps: this may involve trial processes.

The timing of each event will vary from club to club. Best practice is to speak with club staff at the start of the year to get an overview of football hotspots. It is advised that this is then shared with school teachers and staff.

#### EDUCATION-FOOTBALL CROSS OVER HOTSPOTS:

- Start of academic year and start of season;
- Combining training with exam revision;
- Completing homework as well as late night training/travel;
- GCSE exams coinciding with England events 79 (e.g. UEFA finals in May can often coincide with major exam periods);
- GCSE exams cross-over with decision making on next football and academic steps.

An important piece of advice is mapping out key education and football hotspots with a coach, welfare officer or teacher at the start of the year. By planning ahead, this will help players best manage and prepare for these busy periods in football and in education.

## OCTOBER 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11 Training 6-8	12 GCSE History Exam	13 Training 6-8	14 GCSE English Literature Exam	15 GCSE Maths Exam	16 Birthday Party	17 Game Day
18 Rest Day	19 GCSE Art Exam	20 Training 6-8	21	22 GCSE Science Exam	23	24
25	26	27	28	29	30	31

Above is an example of a player mapping out a period of education and football hotspots. It would be of key importance to discuss the above schedule with their teacher and their coach to make that period of time as manageable as possible. E.g. Taking an evening off training.

## 4.4 DECISIONS AND OPTIONS TO CONSIDER IN THE UNDER-14-16 PHASE



Within the under-14-16 age group players will experience a number of key decisions in both football and education and will be faced with a series of options to consider. This section outlines these decisions and options that are available.

### 4.4.1 FURTHER EDUCATION DECISIONS (POST-16 EDUCATION):

Within the UK, education is now compulsory up to the age of 18. Players will, therefore, need to make key decisions around the next steps to take in education. There are a variety of opportunities available at this stage, with a selection of qualifications and subjects available. The most common further education opportunities available at this age are listed overleaf:



QUALIFICATION	OVERVIEW	ASSESSMENT	STUDY LOCATION
<b>A-Levels</b>	Subject-based qualifications. Students normally study 3 or more A-Levels over two years.	Usually assessed by a series of examinations.	School Sixth Forms and Colleges.
<b>BTEC Nationals</b>	Specialist work-related qualifications. There are over 2,000 BTEC qualifications across 16 sectors which combine practical learning with subject theory and content.	Usually assessed through a series of assignments. These can be written or activity-based, with some completed individually and some as part of a team.	School Sixth Forms and Colleges.
<b>Combined Study (A-Levels and BTEC Nationals)</b>	A desirable option for some learners is to combine A-Level and BTEC study.	Learners will be assessed through a combination of coursework and exams.	School Sixth Forms and Colleges.
<b>International Baccalaureate</b>	An academic programme. Students choose one subject from each of five groups, including: two languages, social sciences, experimental sciences, and mathematics. Students also choose either an arts subject from a 6th group, or another subject from groups 1 to 5.	Usually assessed by a series of examinations. The programme also includes: 1) An extended essay; 2) Theory of knowledge; 3) Creativity, action, and service.	School Sixth Forms
<b>CTEC</b>	Vocational qualifications. There are CTEC qualifications in nine subject areas, offering opportunities to develop the skills, knowledge, and behaviours required to progress in education and in the workplace.	Usually assessed through an activity-based assignment, or through an externally-set assessment such as an exam.	School Sixth Forms and Colleges.
<b>Advanced Apprenticeships</b>	Combination of work and study, mixing on-the-job training with classroom learning. Apprenticeships are a more practical and work-related approach to learning. Students are employed to do a real job while studying for a formal qualification, usually for one day a week.	Usually assessed through a mix of assignments and written work, including essays, reports, practical exercises and tests/exams.	Colleges and Training Centres.

(Reference: UCAS and Prospects)

Once players have chosen which type of further education qualification they want to pursue, the next key decision will be where they wish to study. Some areas of consideration when choosing a school/ college include:

- Do they offer the players chosen type of qualification and subject of choice?
- What is the quality of education at the school/college, e.g. class sizes, OFSTED reports?
- Do they have a talented athlete programme, e.g. do they provide academic flexibility and other dual career support services?
- What is the distance to the school/college from home and from the players football club?
- How easy are transport links to the school/ college?
- Do they have a school/college football programme/academy that the player wishes to be involved in?
- Will the player be required to move away from home and find alternative accommodation?

#### 4.4.2 THE DUAL CAREER DECISION:



There are methods to manage all the above qualifications alongside football, but it is important to consider how this balance will be achieved in advance. Players should keep in mind that their studies will provide them with a variety of career opportunities in the long-term. Education compromises should not be made just because players feel they can more effectively manage their football development in the short-term. There are many examples of Lionesses who have studied at the highest level of further education and succeeded in football alongside this.

**“We’re not doing them a justice by setting them up with a BTEC in sport if they’re not interested in pursuing a career in sport and their aspirations require A Levels such as accountancy, veterinary science, or dentistry.”**

**CLUB EDUCATION  
OFFICER**

#### 4.4.3 TASS DUAL CAREER ACCREDITED SITES:



There are a number of further education institutions across the country that are recognised for being athlete friendly. These sites are committed to supporting talented athletes who are in full-time education, providing academic flexibility and support.

Each site has developed their own dual career policy that identifies how they support talented athletes. All sites have their own designated dual career co-ordinator that is the main source of support for talented athletes in the school/college. This individual ensures that all athletes receive the required level of academic flexibility and operate an open-door policy of support for all athletes. All dual career accredited schools/colleges will also deliver a series of workshops to talented athletes, covering a range of important topics, e.g. time management, sleep, nutrition.

Please note that players will need to apply to be a part of the talented athlete programme at their school/college of choice.

Below is a list of all TASS dual career accredited further education institutions (please note that this list is ever-expanding):

- |   |                                      |
|---|--------------------------------------|
| <b>1.</b> Barnet and Southgate College            | <b>14.</b> King Egbert School        |
| <b>2.</b> Barton Peveril Sixth Form College       | <b>15.</b> LeAF Studio               |
| <b>3.</b> Bridgwater and Taunton College          | <b>16.</b> Leeds City College        |
| <b>4.</b> Brockenhurst College                    | <b>17.</b> Loughborough College      |
| <b>5.</b> Burnley College                         | <b>18.</b> New College Pontefract    |
| <b>6.</b> Carmel College                          | <b>19.</b> Rainhill Sixth            |
| <b>7.</b> Conyers School                          | <b>20.</b> Bede Sixth Form College   |
| <b>8.</b> Coventry College                        | <b>21.</b> Stoke-on-Trent College    |
| <b>9.</b> Doncaster College and University Centre | <b>22.</b> Strode's College          |
| <b>10.</b> Hartlepool Sixth Form College          | <b>23.</b> Sunderland College        |
| <b>11.</b> Itchen Sixth Form College              | <b>24.</b> Tyne Metropolitan College |
| <b>12.</b> John Leggott College                   | <b>25.</b> Wakefield College         |
| <b>13.</b> King Alfred's Academy                  | <b>26.</b> Worthing College          |

More information about the support provided at specific TASS dual career accredited sites, can be seen in the [linked document](#).



#### 4.4.4 BARCLAYS FA WSL ACADEMY AND FE DECISIONS:



At the Barclays FA WSL Academy level, most clubs have a principle further education provider(s) that they are working in association with (attending a Barclays WSL Academy is not a compulsory next step, as there are other post-16 footballing options as outlined in the following section of this guide). It is not compulsory for players to attend the Barclays FA WSL Academy principle FE provider if it does not match a player's education requirements or is not suitable for any other reason, e.g. logistics or geography.

Some Barclays FA WSL Academy clubs will follow the full-time dual career model. This model means that all players will attend the same FE provider/s and they will undertake all of their education, football, and additional provision during the day.

Other Barclays FA WSL Academy clubs will follow the multiple education provider model. This model means that players at the Barclays FA WSL Academy will be at multiple FE providers, meaning that training cannot be accommodated in the daytime. Instead, players will attend education in the day and then fulfil their training commitments in the evening.

The following lists show the potential advantages and disadvantages of both models. It is important to consider these when making the dual career decision.

	FULL-TIME DUAL CAREER MODEL	MULTIPLE EDUCATION PROVIDER MODEL
Advantages	<ul style="list-style-type: none"> <li>• All academic study and football training occurs within conducive hours.</li> <li>• Evenings are free to study or socialise with family or friends.</li> <li>• May not have to consider travel between education and training. If there is a distance to travel between the two, some clubs will fund this.</li> <li>• Informal support and player monitoring can take place through the day.</li> </ul>	<ul style="list-style-type: none"> <li>• Players can attend an institution that meets their academic aspirations.</li> <li>• Players will have the opportunity to undertake an apprenticeship alongside football.</li> <li>• Players have the chance to be away from the football environment during the day and socialise with other friends outside of the sport.</li> <li>• Some further education sites will provide the required support and flexibility to allow players to pursue Barclays FA WSL Academy football and their chosen education pathway.</li> </ul>
Disadvantages	<ul style="list-style-type: none"> <li>• The FE Provider may not provide the academic courses that the players wants to undertake, limiting their personal development.</li> <li>• The FE institution may not be close to the players home.</li> <li>• Inability to study an apprenticeship, which normally follows a 9 – 5 daily schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Late-night training means players do not have the opportunity to study or socialise after school and football.</li> <li>• Being in multiple different education providers may mean players won't have access to individualised education support.</li> <li>• In some circumstances travel between education provider and club can be a challenge.</li> <li>• May have some difficulty getting Wednesday day release for Barclays FA WSL Academy fixtures.</li> </ul>

#### 4.4.5 FOOTBALLING NEXT STEPS POST GRASSROOTS/RTC/ACC:

There are multiple options available to players post RTC, ACC, or progressing from grassroots football. Every player's pathway will differ and there is no ideal or perfect route for players to follow after the age of 16. The options available at this stage include:



OPTION	OVERVIEW	ADDITIONAL INFORMATION
<b>Barclays FA WSL Academy</b>	<p>Each Barclays FA WSL Academy Club has a FA WSL dual career Academy for players aged 16-20.</p> <p>Barclays FA WSL Academy programme is geared towards balancing player's football development with their educational aspirations.</p>	<p>Each Barclays FA WSL Academy is given the opportunity to receive a tailored package of performance services (including: strength and conditioning (S&amp;C), physio, lifestyle, psychology, nutrition) facilitated by TASS in higher education institutions.</p> <p>There are some geographical barriers to Barclays FA WSL Academy, e.g. there is currently no Barclays FA WSL Academy in the North East.</p>
<b>First Team Football</b>	<p>It is possible for players to make the transition from RTC football into first team football.</p> <p>This is possible for some players in the FA WSL, Championship and National League.</p>	<p>It is important to note that the step-up from RTC to first team football is large, particularly at the FA WSL Level. It is worth considering the opportunities a player will have to get minutes on the pitch in order to develop as a player.</p> <p>First team football can help players develop increased skill and physicality.</p> <p>It is possible for players to dual-sign to both a ladies first team and a lower league/boys' team. This allows players to train with the senior ladies, but also get game time.</p>

OPTION	OVERVIEW	ADDITIONAL INFORMATION
<b>The FA Women's Championship/ FA Women's National League Reserve or Development Squads</b>	<p>A selection of Championship and National League clubs have reserve/development teams.</p> <p>These reserve/development sides are a stepping stone between U16s football and First Team representation. There is a reserve league which gives these players the opportunity to play against other reserve/development sides.</p>	<p>It is important to note that not all clubs will have a reserve/development team.</p>
<b>Further Education College Football</b>	<p>A selection of schools/colleges give players the opportunity to train and play in an elite football environment that is embedded within the schooling curriculum – sometimes this is referred to as a 16-18 Academy and may have a club link.</p> <p>Other schools/colleges may provide the opportunity to play football as an extra-curricular activity that is not embedded within the schooling curriculum.</p> <p>These college teams play in separate leagues against other college sides. The level of league in which these teams play will differ depending upon the level of football and the resources available within the school/college.</p>	<p>Some players will solely play college football, whilst others will combine college football with club football.</p> <p>If you are considering attending a 16-18 women's football college academy, please consider the following:</p> <p>Do you have the opportunity to study any academic course? Be aware that some academies require players to study a particular course.</p> <p>Will you be required to miss classes to attend academy training? Does this have the potential to hinder your academic development?</p>

Best practice is for players to speak to club staff for advice on the recommended next steps.

#### 4.4.6 LIONESS PATHWAY TRANSITION FROM YOUTH DEVELOPMENT PHASE TO PROFESSIONAL DEVELOPMENT PHASE:

The transition from the Youth Development Phase to the Professional Development Phase is a key period of transition for players. There are massive shifts within football, as well as in players' personal lives and their education.

- England commitments increase.
- Increased expectations and demands placed upon players at the England level.
- Introduction of major tournaments, e.g. under-17 Women's World Cup.
- Increased demands at the club level, e.g. moving into Barclays FA WSL Academies or into senior teams.

When players move from a junior to senior level, some of the challenges they may experience include:

- Psychological factors: Players may need to develop increased determination to succeed, higher levels of motivation, confidence, attitude, mental strength, and self-awareness.

- Personal development: Players may have a more difficult life balance, they need to develop more sport-specific knowledge, take on more responsibility, and further develop their identity outside of sport.
- Physical demands: Players may be required to be stronger, faster, fitter, and more powerful to make the step up into senior level football.
- Environmental factors: Players moving to a senior team environment may find this is more demanding of their skills and competencies. Players are required to be more independent and take on more responsibility.

*(Reference: Drew, Morris, Tod, and Eubank, 2019).*



## 4.5 POTENTIAL CHALLENGES



Within the under-14-16 age bracket there is potential for players to experience some challenges. This section will highlight some of these potential challenges, as well as outlining best practice examples that could be followed to optimise players dual career development.

### 4.5.1 EXAM-FOOTBALL CLASHES:

It is a possibility that GCSE exams will clash with football tournaments at the International Level. The Women's U17 European Championships is an annual youth tournament organised by UEFA. The FA has no control or jurisdiction over the event dates. Following two qualifying rounds (October and March), the final stage of the championships takes place in May. Subsequently, this coincides with the start of the GCSE summer examination series in England. Subject to qualification, progress and selection this can present a potential challenge for a small number of school aged players. It is a knockout tournament, so it is impossible to predict when the team will travel home.

The FA Player Education department is now a JCQ approved exam host centre, meaning they can facilitate exams, such as GCSEs, whilst players are abroad during international tournaments. This requires careful consideration, and demands the consent of parents, support of the school and commitment of the player. The Player Education staff support the preparation and revision, and independent invigilators ensure the instructions for conducting examinations are adhered to. This provides a level playing field for candidates and security of the completed exam papers.



*There are a number of cognitive and emotional stressors players may experience during these periods. Best practice is for players to inform the FA Player Education staff of any exam dates as soon as possible, as well as informing their school of any footballing commitments. This enables any potential clashes to be identified in advance. Players should also ensure they take the necessary time to rest and recover following both training and study periods.*

### 4.5.2 UNCERTAINTY OF NEXT DUAL CAREER STEPS:

Within the under-14-16 age group players face a lot of uncertainty. The reasons they may face uncertainty are as follows:

- Unsure as to whether they'll be kept on or released from their club.
- If released, uncertain about where they'll go next.
- Uncertain about next education steps.



*Best practice is for players to consider the potential change early on and make plans in advance for all eventualities.*

*It is important for players to speak to as many people as possible about the opportunities available in both football and education, this can include club staff, England staff, and teachers.*

Currently the timelines around FE selection/ application processes don't correspond with Barclays FA WSL Academies releasing information on whether players have a place. This can leave players in limbo around what to do. In addition to this, players currently find out whether they are being selected into a Barclays FA WSL Academies in May, which coincides with their GCSE exams. This has been found to interfere with players exam performance.



*Best practice is for players to speak to club staff as early as possible to discuss the reality of being selected into an*

*Academy and the various opportunities available. It is important for players to recognise the importance of their GCSE exams and discuss with club staff as early as possible if they feel taking some time off training will benefit their academic performance.*

Players who are a part of the Lioness Pathway tend to feel more well informed about the system and what opportunities are available with regards to Barclays FA WSL Academies and other options moving forwards. Players outside of the England system from a young age are less aware of the opportunities that are available, and in some cases, this may limit their development.



*For players outside of the Lioness pathway, best practice is to speak to as many people as possible*

*about the opportunities available, as well as doing independent research on the club options within the local area.*

### 4.5.3 PARENT/CARER CONCERNS AND STRESSORS:

Many parents express a lack of certainty and knowledge around supporting their daughter in her next education and football steps after the age of 16. Some parents have a fear of giving incorrect advice and don't know who is best to turn to.

Some parents of young players may face challenges in getting players to/from training and combining this with their work and family schedules. Some parents may feel afraid to share these concerns with the club due to fear of repercussions on their daughter, e.g. lack of selection.



*Best practice is for players to choose a course or qualification that challenges them and that they are passionate about. It is advised that players speak to their preferred education provider and club to see what arrangements can be put in place to allow them to successfully balance football and education*



“

It's hard for my mum, because she's had to turn down jobs that want her full time, or days that she can't do, she has to work part time. It takes a lot of time out and away from my sister. ”

RTC PLAYER

“

It's mind boggling and scary... I'm a single mum and I've got an older child as well, trying to balance things, it's scary. 'Am I doing the right thing?' 'Am I making the right call?' I want to do the best for her, and I don't want her to say 'Well, why didn't we go down this pathway?' or advise her and make a wrong decision. ”

PARENT OF RTC PLAYER

#### 4.5.4 LACK OF POST-16 DEVELOPMENT OPPORTUNITIES IN SPECIFIC AREAS OF THE COUNTRY

One challenge experienced by a number of young players is the lack of post-16 football opportunities, e.g. Barclays FA WSL academies, in particular areas of the country, for example the North East and South West. The lack of competitive 16-19 programmes makes it difficult for players to continue their physical development, particularly those who are a part of the Lioness Pathway.

Some players can make the transition directly into a first team environment. The gap between RTC/ACC/grassroots football and the first team is, however, a big step. This includes an increase in the physicality of the game and a greater focus upon performance and results.



*Best practice is for players to speak to their club about what opportunities are available and whether it is realistic to have playing opportunities in a first team environment. Options for these players may include playing for a FA Women's National League club, a FA Women's Championship club, or a grassroots club.*

*Regardless of the steps that players plan to take, it is important to ensure it will lead to as many minutes on the pitch as possible, as well as aligning to players educational aspirations. If the club cannot guarantee minutes, players may wish to explore additional options.*

**“** It's still a gamble for her in terms of signing for the first team because there's no guarantee in the first team to have a place in the squad. Through the pressures on the club to get promotion, they've got to balance between the club and getting into the championship and looking after the young players that they've got... **”**

PARENT OF PLAYER IN  
TIER 3 FIRST TEAM



## 4.5.5 MAKING COMPROMISED EDUCATIONAL DECISIONS:

Players may feel pressured into making educational decisions that fit better around their footballing commitments, as opposed to pursuing studies that they are passionate about.

Some players choose an educational course that they feel will fit better with their footballing commitments (e.g. a course with less contact time). These players make this choice primarily based upon their involvement within football, with little consideration for their future higher education or career aspirations.



*Best practice is for players to choose a course or qualification that challenges them and that they are passionate about and something they can see themselves doing long-term. It is advised that players speak to their preferred education provider and club to see what arrangements can be put in place to allow them to successfully balance football and education.*

Some players may be worried to ask their club for a reduction in training during education hotspots, e.g. revision for GCSE examinations. There is a big fear factor. 'If I don't train, I don't get picked'. It is important to note that clubs will facilitate this within reason.



*Best practice is for players to communicate this with their coaches as early as possible and share any concerns directly with them or the welfare staff at the club. As mentioned previously, players could map their education and football hotspots with their clubs at the start of the season to prepare for any busy periods.*



Players often perceive that it is very difficult to pick their first choice in football and their first choice in education, which is a huge problem...but it is possible.



CLUB EDUCATION  
OFFICER



It was purely down to the amount of work I got, because I really want to focus on football, but I also know that education is important as well as something to fall back on. I didn't want to be stressed out for education which may put a strain on my football... I had the grades to do A-Levels, but I just thought I'd keep it simpler and do BTEC so I could focus more on football. I'm still doing education and I'll still get a qualification but it's not as difficult and I can focus more on football.



BARCLAYS FA WSL  
ACADEMY PLAYER

#### 4.5.6 LATE NIGHT TRAINING:

Many club training sessions occur within the evenings, with some clubs finishing training as late as 9:30pm. Late night training, combined with long commutes to and from the club, can lead to particular challenges for some players. These challenges include a possible impact upon education, such as not having the time to complete homework, being tired for school the next day, and not having the opportunity to socialise with friends.



*Best practice to is consider the travel commitments associated with attending training. It has been noted*

*that some players are going past other clubs to attend a specific club of their choice. Many grassroots clubs are also effective for the development of a young player. It is important to consider ALL options and the impact on the players family, education, and players availability to take part in activities outside as football.*



**“** I didn't get home until 11pm. Sometimes I was eating dinner at 11:30 at night and didn't get to sleep till like 12:30. So that was tough every Wednesday. **”**

RTC PLAYER

#### 4.5.7 FIRST CAMP EXPERIENCE:

Players may be invited to Regional or National Camps and it is important for them to know what the first camp experience might be like. It can be a daunting, yet exciting experience, with players facing some of the following challenges:

Being away from home for an extended period for the first time.

Meeting new players and support staff.

Getting used to the training camp routine.

New training and physical testing they may have never done before.



*The FA staff are aware of the above challenge and put every precaution in place to make the players feel safe and at home whilst on camp.*

“Players are like rabbits in headlights, they don’t know what to expect, they’ve never been to a camp before, some of them get home-sickness issues.”

ENGLAND EDUCATION  
WELLBEING LEAD



#### 4.5.8 SCHOOL LACK OF UNDERSTANDING OF PLAYERS FOOTBALL COMMITMENTS:

Many staff at the school level have a lack of expertise and awareness of the women’s football pathway. Some teachers, particularly those outside of the PE department, have a lack of understanding of players football commitments.



*Best practice is for players to share their training commitments with their teachers at the start of the academic year. It is very difficult for teachers to be able to support a player, e.g. provide academic flexibility, if they don’t understand players level of commitment to their football.*

*In some cases, the PE department can act as a link between players and the other staff within the school. A representative of the school could also attend the players club induction evening to learn and better understand the commitments and demands placed upon the player.*

#### 4.5.9 FINANCIAL COMMITMENTS:

It is important to recognise the financial commitments of a player engaging in women's football within the under-14-16 age group. The following will need to be funded by the family:

- Club subscription fees (if applicable).
- Travel to and from the club.
- Travel to and from England events (these may fall within the working week).



*The following financial support may be available for high potential players:*

- **Local Charitable Organisations:** There are a number of charities that offer support or grants for essential sports equipment.
- **Local Authority Grants:** It is advisable for players/parents to check the local council website or contact them directly to explore what funding may be available.
- **UK Charities such as SportsAid:** Please note that players would need to be nominated by The FA for a SportsAid grant.

#### 4.5.10 LIMITED KNOWLEDGE AROUND ACCESSING MENTAL HEALTH SUPPORT:

At this age group, players and parents often have limited knowledge around how to access mental health support. At the club level, players may have access to a welfare officer who should be a point of contact for mental health issues.



*If a player is struggling with their mental health (e.g. due to stressors associated with balancing sport and education), it is important for players/parents to identify who can provide support within the club and reach out to this individual. For most clubs, this individual will be the welfare officer.*

*Best practice for clubs is to clearly identify who will provide mental health support and what the referral process looks like.*



## 4.6 SUPPORT AVAILABLE:

This section provides an overview of the support available to players at the school, club, and England level. Please note that this highlights best practice and all of the below support may not be available to every player.

### ACADEMIC FLEXIBILITY AND SUPPORT:

Time during the school day, e.g. during PE, to do more academic studies and individual catch up work.

Additional academic support from teachers or tutors, e.g. during lunch time or after school.

An inter-school system that players can access from anywhere. This is a platform for teachers to communicate with players whilst they're away competing.

Homework extensions if necessary.

Players may be allowed to leave school early to make training sessions, providing they make extra time to catch up on the work they have missed.

Specialised timetables developed around both education and football commitments.

### 4.6.1 SCHOOL SUPPORT:

Support at the school level around footballing commitments will vary.

Players may have access to the following support.

### SCHOOL COMMUNICATION:

School communication with The FA Player Education staff, allowing education plans to be made.

School communication with parents, opening discussions on how players are doing and if there is anything else the players need to support their academic progress and attainment.



### SCHOOL FOOTBALL SUPPORT:

If the player also competes for the school, the school may look at the player's club timetable and make sure she is not overloading herself on certain days. School training sessions can be missed if necessary.

Players integrated into the boy's school football team, to give a more valuable training and playing experience.

#### 4.6.2 EDUCATION SUPPORT FOR PLAYERS IN THE LIONESSE PATHWAY:

The FA places emphasis on supporting players in their dual career. Dedicated Player Education staff are on hand to support players who are part of the England National Development Squads. Players can have access to the following support:

- The education provider for every girl within the England National Development squads are contacted by the FA education staff. The initial contact explains who they are, what the process is, what they will expect, outline of potential fixtures, and the key point of contact if there are any issues or problems.
- On every event, 2 hours of education is compulsory for every day missed at school. After every event education feedback is sent to the education provider and the parents. This gives detailed feedback about the players attitude towards learning, attendance, behaviour, respect etc. This is sent onto the education providers two days after the players return from their event.
- After every event, the FA education staff send a feedback report to the education provider and parent of every player.
- There is the opportunity in the National Development Programme for parents and players to sit down with the education officers and discuss some of the demands that they may be experiencing around balancing sport and education. Players and parents are also given the opportunity to begin discussing options for the future around education. This can help the player to open up about any challenges they are experiencing that their close support network around them might not know about.



### 4.6.3 CLUB SUPPORT:

Some clubs may have education support in place, particularly during education hotspots. Players may have access to the following support.

#### COMMUNICATION WITH SCHOOLS:

- Some clubs may write to the school of each player, informing them that they've got a student that's part of a girls football programme, outlining what this looks like for the player.
- Some clubs will do school visits to speak with players teacher. In many cases, school visits are only carried out in unique circumstances, e.g. if a player is experiencing particular challenges with their dual career

#### REDUCED TRAINING DURING EDUCATION HOTSPOTS:

- During GCSE periods some clubs suspend training for players or allow players to miss training sessions to revise. Other clubs may allow players to train in a more relaxed and enjoyable environment, helping players to offload from the pressures of exam periods.

#### ADDITIONAL ADVICE AND SUPPORT:

- Welfare officers can provide significant support where needed.
- Club staff may provide advice and support in helping with next step decisions.

It is important for players to speak to a member of their club if they are struggling with balancing their education alongside their football commitments.

**“** We have a Welfare Officer which we can talk to if we want to, but I've never really brought it to their attention before. Maybe I should, but I've never really thought of doing that. **”**

RCT PLAYER



# 5 OVERVIEW



# 5. OVERVIEW

This document provides an overview of the dual career options and opportunities that are available for women's footballers in England. It also provides an outline of some challenges players may face, as well as the support players may have access to. The document should be used by players and parents as a guide, however, for more individualised advice and guidance, players should consult the stakeholders they work directly with (i.e. teachers/university staff, club staff, and England staff).

The document is split into three phases (under-14-16, 16-18, and 18+). Players can, therefore, refer to the section that is most relevant to their age group. The 'decisions and options to consider' section within each phase looks ahead at players opportunities as they move forward within their dual career. If used correctly, this document should provide players with the confidence to overcome challenges, reach out for support, and ask the right questions when considering their dual career options moving forwards.

## EXAMPLE DUAL CAREER PATHWAYS OF FEMALE FOOTBALLERS



On the next pages are five examples of dual career pathways that notable female players have taken. The examples are there to demonstrate that each pathway is different for every player. Taking a certain route may be the right thing for one player and wrong for another. Be mindful that there is no 'ideal' path and players manage their dual careers in different ways.



# AIMEE PALMER

England Women's Under-20 Player

AGE GROUP		UNDER-14	UNDER-15	UNDER-16	UNDER-17	UNDER-18	UNDER-19	UNDER-20
AGE		13	14	15	16	17	18	19
FOOTBALL	Club Football	Norwich City Centre of Excellence						
				Norwich ACC and Wymondham Town United Boys				
					Bristol City Development Squad			
						Bristol City First Team		
							Manchester United First Team	
								Sheffield United First Team (On Loan from Manchester United)
	College Football				SGS College Football			
	International Football			England Age groups				
EDUCATION	School Level	School Years 8-9						
			GCSEs					
	Further Education				A-Levels (Biology, Chemistry, Psychology)			
	Higher Education						University of Salford (Part-Time Sports Science Degree)	



# EBONY SALMON

England Women's Under-20 Player

AGE GROUP		UNDER-14	UNDER-15	UNDER-16	UNDER-17	UNDER-18	UNDER-19	UNDER-20
AGE		13	14	15	16	17	18	19
FOOTBALL	Club Football	Local Boys Team Gornal Colts	Aston Villa Centre of Excellence					
					Aston Villa First Team			
						Manchester United(On Loan to Sheffield United)		
							Bristol City First Team	
	International Football			England Age groups				
EDUCATION	School Level	School Years 8-9	GCSEs					
	Further Education				College A-Levels (Sport, Sociology, Law)			
	Break from Education					Tutor - A-Level (Law) College - BTEC (Sport)		
							Year Break from Education	
	Higher Education							Open University Part-Time Course Criminology and Law



# KAREN CARNEY

England Women's Senior Player

AGE GROUP		UNDER-14	UNDER-15	UNDER-16	UNDER-17	UNDER-18	UNDER-19	UNDER-20	UNDER-21	SENIOR																	
AGE		13	14	15	16	17	18	19	20	21+																	
YEAR		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015-2019	2020									
FOOTBALL	Club Football	Birmingham City (Youth)																	Retirement								
		Birmingham City (First Team)						Arsenal		Chicago Red Stars (US)		Birmingham City				Chelsea											
	International Football	England Age groups																									
						England Senior Lioness																					
FOOTBALL	School Level	School Years 8 - 9																									
		GCSEs																									
	Further Education					A-Levels																					
	Higher Education/Work						Loughborough University (Sport Psychology)								Online Course		Masters Degree		Internship at West Brom (psychology)		Trained in Trauma		Supported the Chelsea Youth Programme in Psychology		Work with England Youth Teams Punditry		



# LEANDRA LITTLE

FA Women's Championship Player

AGE GROUP		UNDER-11	UNDER-12	UNDER-13	UNDER-14	UNDER-15	UNDER-16	UNDER-17	UNDER-18	UNDER-19	UNDER-20	UNDER-21	SENIOR				
AGE		10	11	12	13	14	15	16	17	18	19	20	21+				
YEAR		1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008–2011	2012–2017	2018	2019	2020
FOOTBALL	Club Football	Grassroots Football and Basketball (Torbay Ladies/Plymouth Racers)						City of Sheffield Hatters Basketball (Division 1 and 2)					Lincoln Ladies Football (Northern Prem/WSL)	Doncaster Rovers Belles Football (WSL 1 and 2)		Liverpool Women (WSL) Sheffield	Sheffield United Women (Championship)
	International Football					England Junior/U20 Women			England Senior Women								
FOOTBALL	School Level	School Years 8 - 9															
	Further Education			GCSEs													
						A-Levels											
	Higher Education/Work							Sheffield Hallam University (BSc Sport Development and Coaching)				Sheffield Hallam University (BSc Sport Development and Coaching)					
												PE Teacher					
															Internship at West Brom (psychology)		



# NIAMH CHARLES

England Women's Under-20 Player

AGE GROUP		UNDER-14	UNDER-15	UNDER-16	UNDER-17	UNDER-18	UNDER-19	UNDER-20	UNDER-21
AGE		13	14	15	16	17	18	19	20
FOOTBALL	Club Football	Grassroots							
			Liverpool Academy						
	International Football			Liverpool First Team					
				England Age groups					
EDUCATION	School Level	School Years 8-9							
			GCSEs						
	Further Education				A-Levels (Biology, Chemistry, Psychology)				
	Higher Education						Liverpool John Moors University (Sport and Exercise Science)		



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