

JOB DESCRIPTION



Academy Goalkeeper Coach (FDP/YDP)

Job Description & Specific Role Requirements

Reporting To & Key Liaison with	<ul style="list-style-type: none"> Lead Coach
Purpose & Role function	<ul style="list-style-type: none"> Support, guide and direct talented young players to maximise their potential in sporting performance & personal excellence within the Academy. Support the delivery of relevant, innovative & enjoyable coaching practices. Uphold and demonstrate the values, standards and behaviours expected by ECFC both inside & outside the Club.
Other Key relationships	<ul style="list-style-type: none"> Head of Coaching & Player Development Academy Operations & Performance Manager Academy multi-disciplinary team across phases Parents & guardians EFL & FA staff
Role Summary	<ul style="list-style-type: none"> Develop young players who aspire to play high quality possession-based football for ECFC. Prepare for & coach in a minimum of 2 out of 3 training sessions per week with a designated age group. Prepare for & coach an age group match as part of the games programme with a designated age group. Liaise with Head of Academy Recruitment (HoR) regarding trialists. Progress talented young players through the Academy. Record training and match details for team and individuals on PMA.
1.Main Duties & Responsibilities	Ref: Section 1
2.Qualifications, CPD & Person Specification	Ref: Section 2
3.Key Performance Indicators (KPI's)	Ref: Section 3
4.Competencies	Ref: Section 4

Section 1 Main Duties & Responsibilities

1.1 Coaching

- Work from an aligned and periodised coaching curriculum that is constantly under review.
- Coach an individual age group within the Academy.
- Coach &/or support all multi-disciplinary activities for your age group.
- Develop & progress adaptable players capable of performing to a high standard.

1.2 Organisation

- Manage all aspects of practice and game planning for your age group.
- Ensure all players under your supervision understand & adhere to rules & guidelines.
- Ensure required timetabling of age group activities is communicated to players & parents.
- Complete designated Player Time Clocks & Diaries on the PMA system.
- Plan & evaluate all Academy sessions for age group/s on the PMA.

1.3 Compliance

- Ensure all Rules relating to youth development (EFL, EPPP) are met at all times.
- Ensure all players receive access to the required amount of training & game time.
- Complete all necessary age group and player paperwork to include: match reports, PMA content, Player Diaries & reviews within the required timescales.

1.4 Relationships

- Combine and collaborate with the multi-disciplinary team.
- Communicate with other Club staff, players and parents in a professional and timely fashion.
- Demonstrate willingness and enthusiasm to cooperate & take responsibility when necessary.

1.5 Associated Activities & Commitment

- Conduct player reviews with parents and maintain records of the meetings for inspection/audit
- Liaise with Head of Education & Player Care (HoE) to ensure players are engaged with their educational requirements.
- Observe FDP & YDP practice & games to ensure knowledge across the Phases.
- Any other reasonable & relevant requests as made from time-to-time.

1.6 Health & Safety

- Place player safety and welfare as a top priority at all times.
- Ensure all technical equipment is safe & stored securely.
- Ensure the required player to coach ratio is being met in all training & games.

Section 2 Qualifications, CPD & Person Specification

2.1a Essential:

- UEFA B coaching licence
- Up to date Level 3 CPD hours
- FA Youth Award
- Current (in date) FA DBS check
- FA Basic First Aid for Sport (BFAS)*
- Current (in date) FA Safeguarding children certificate
- Current member of the FA Licensed Coaches Club

*Recently renamed FA Emergency First Aid in Football (EFAiF)

2.1b Desirable:

- Current full & clean driving licence
- UEFA A coaching licence
- FA Advanced Youth Award
- FA Psychology for Football
- FA Developing Defenders (CPD certificated)

- *FA Developing Midfielders (CPD certificated)*
- *FA Developing Forwards (CPD certificated)*
- *Sport Science / S&C qualifications*
- *Under graduate/post graduate qualification*
- *Teaching qualification*

2.2 Professional Outlook & Behaviours

- *Take Grecian Learning Environment into account when planning and reviewing all sessions.*
- *Operate at all times and in all matters in a well organised, positive and professional manner.*
- *Maintain the highest standards of performance in all duties and responsibilities undertaken.*
- *Prioritise and teach players how to teach themselves.*
- *Set an example for players in how to conduct themselves professionally.*
- *Adopt a positive and enthusiastic outlook towards the use of sports psychology and match analysis that will encourage players to do the same.*
- *Be willing to actively assist other Academy staff in areas that will enable their progression.*
- *Be willing to support & work with external expertise.*

2.3 Personal Qualities

- *Demonstrate an industrious and productive work ethic.*
- *Poses and demonstrate a positive mental attitude.*
- *Effectively and efficiently communicate at all levels.*
- *Adopt a flexible & adaptable approach.*
- *Be willing to take responsibility and follow tasks to a successful completion.*
- *Work on own initiative, take control where needs, guide and support others.*
- *Be persistent, patient and an innovative problem solver.*
- *Show a willingness to take instruction and follow guidance.*
- *Show committed enthusiasm for the multi-disciplinary approach at all levels and all ages.*
- *Poses a demonstrable desire to see the ECFC Academy develop and progress.*

Section 3 Key Performance Indicators (KPI's)

FDP/YDP/PDP

3.1 Regulatory Standards

- *Meet all Category 3 requirements and as many Category 2 standards as possible.*
- *Fulfil all Football League (EFL) and Elite Player Performance Plan (EPPP) Rules.*
- *Ensure delivery of a minimum 'on the grass coaching' per week for the age group.*
- *Ensure players receive a minimum of 3 recorded reviews annually.*
- *Ensure age group players receive the minimum number of games.*

3.2 ISO & EFL Audit

- *Maintain & monitor player time-clocks & Diaries posted on PMA for selected players.*
- *Upload all technical & personal details required on to ISO Audit Tool.*
- *Be available and provide honest feedback for audit interviews.*

3.3 Club & Academy Philosophy

- *Be able to demonstrate and articulate the Club and Academy playing philosophy and style to ISO and other external Bodies and Agencies.*

3.4 Coaching Curriculum Player Development

- *Undertake & record Match Analysis with team, units & individuals.*
- *Liaise with Analysts to ensure player performance measures are completed & uploaded on PMA.*
- *Agree ILP's for players as part of the review process.*

3.5 Personal Development

- *Commit to an on-going process of continuous personal and professional improvement.*
- *Attend all relevant EFL CPD events and all ECFC in-house in-service training.*
- *Maintain personal professional qualifications to on going required standards.*

3.6 Player Progression

- 40% of 2nd year scholar group to achieve a professional contract
- 100% progression from 1st year to 2nd year scholar
- 50% of U16 to Scholarship
- 60% of U14 – U16 years retained
- 80% of U12 – U14 years retained
- 80% of U11 years retained
- 85% of U10 years retained
- 90% of U9 years retained
- 100% of released player to ECFC Pathway

Section 4 Competency Framework

Competency Descriptor	Level	Level Descriptor
4.1 COMMUNICATION Effectively communicate, actively listen, gain and provide co-operation and information. [Oral and written communication is covered by the competency]	3	Confident and at ease when speaking formally. Confidence to adapt style to suite wide range of audience and ability to explain, persuade and negotiate effectively. Produce reports appropriate for internal management meetings
4.2 WORKING WITH PEOPLE Build effective rapport and relationships with customers and colleagues in order to achieve organisational and individual goals	3	Builds strong and mutually beneficial relationships. Uses diplomacy & tact in difficult or awkward situations and to resolve conflict. Some partnership working required; strengthening relationship with the community
4.3 TEAMWORKING Work in collaboration with colleagues and partners to provide a service that exceeds the customer expectations. Respect and support differences in skills, background and beliefs of colleagues and customers	3	Operates in a supervisory role but as a strong team player. Recognises and respects differences amongst team members to achieve a positive working environment
4.4 PROBLEM SOLVING AND ANALYSIS Use analytical skills to interpret, evaluate and understand a problem and the use of judgement to implement or suggest solutions	2	Operational problem solving is a core element to the role. A keen interest in problem solving using key data & accepts personal accountability
4.5 RESPONSIBILITY & OWNERSHIP Take personal responsibility and ownership to exceed customer or colleague expectations. Contribute ideas and seek to resolve problems so as to improve the quality of service	2	Works to develop culture of ownership and improvement across all areas. Accountable for the actions of others
4.6 DECISION MAKING Make timely decisions, sometimes with incomplete information and under tight deadlines and pressure; thinks on his/her feet; initiating relevant action where appropriate	2	Required to make less routine decisions, take the initiative and originate action. Able to seek guidance from others if required. Accepts accountability for decisions., whilst seeking approval from others for complex problems
4.7 CREATING, INNOVATING & ADAPTABILITY Resolve issues and identify opportunities to improve the quality of service or efficiency of operations. Seek out & contribute fresh and imaginative solutions and ideas in order to improve delivery of the organisations goals. Seek ways to engage with customers	2	Creates new and innovative approaches to work-related issues sometimes for wider group. Identifies and generates new and imaginative approaches, which incorporate creativity and clear solutions to (often) complex challenges

<p>4.8 PLANNING, ORGANISING & OBJECTIVITY Accurate determination of the length and difficulty of tasks and projects. Set clear and measurable goals including contingencies. Use of resources effectively and efficiently</p>	3	<p><i>Takes a longer-term perspective whilst being responsive to change. Enlists appropriate resources to get things done efficiently. Timely anticipation of changing needs or priorities. Monitors & reviews own plans & those of others</i></p>
<p>4.9 DRIVE AND COMMITMENT <i>Possess & demonstrate motivation and passion whilst actively engaging in the Organisations' mission of 'continual improvement' and progression in all areas</i></p>	4	<p><i>Leads & motivates self and others to complete necessary tasks. Sets internal standards of excellence in achieving results. Leads by example through trying new ways to achieve challenging goals. Positively acknowledges commitment of others in achieving organisational aims</i></p>
<p>4.10 COMMERCIAL ACUMEN <i>Understands key business drivers for performance and use of sound business practices. Uses sound commercial principles in all areas of responsibility</i></p>	2	<p><i>Works to maximise own performance and that of others towards organisational goals. Understands and applies commercial and financial principles. Views issues in terms of costs, profits, markets and added value</i></p>
<p>4.11 PERSUASION AND INFLUENCE <i>Gain agreement and commitment from others by persuading, convincing and negotiating</i></p>	2	<p><i>Uses negotiation skills to gain agreement and commitment to delivery of service</i></p>
<p>4.12 LEAD AND SUPERVISE <i>Work in collaboration with colleagues and partners to provide an excellent service. Respect and support differences in skills, background& beliefs of colleagues & customers</i></p>	2	<p><i>Operates in a supervisory role but as a strong team player. Recognises and respects differences amongst team members to achieve a positive working environment</i></p>

Interpretation

Level	Definition
1 - Priority area	Commencing
2 - Understanding	Exploring/remembering
3 - Applying	Developing/understanding
4 - Analysing	Performing/applying
5 - Creating	Definition