

# Gen32 Coach

<b>Unit</b>	High Performance	<b>Area</b>	High Performance Coaching
<b>Agency</b>	The NSW Institute of Sport	<b>Classification / grade / band</b>	NSWIS grade: Grade 5, Level 1
<b>ANZSCO code</b>	452317	<b>PCAT code</b>	3118291
<b>Reports to</b>	High Performance Manager	<b>Date of approval</b>	17 September 2024

## ORGANISATIONAL OVERVIEW

The NSW Institute of Sport [NSWIS] is a high-performance sporting organisation that supports Australian athletes to become world’s best. We reach all regions of NSW with an Olympic and Paralympic training facility based at Sydney Olympic Park and high-performance hubs across NSW that provide world class daily training environments for our athletes and coaches. Our experts work in collaboration with partners within the national sporting system to create and deliver high performance support services and environments to prepare athletes and coaches for international competition.

## ROLE PURPOSE

The purpose of the Gen32 Coach role is to provide early career High Performance (HP) coaches the opportunity of a two-year employment contract at NSWIS that will enable continuous learning by immersion into a Daily Training Environment (DTE) of a HP sport program to coach athletes with guidance from a technical coach and mentor.

A key component of the Gen32 role is the Australian Institute of Sport (AIS) learning and development program which includes the AIS Learning Labs, Individual Coach Development Plan (ICDP) process, HP program visits and other initiatives.

## KEY PERFORMANCE AREAS

- Assist in the delivery of coaching, administrative and athlete management services under the supervision of the technical coach.
- Attend and participate in program meetings, athlete selection discussions, performance support meetings and team meetings.
- Attendance at the AIS led learning labs delivered by the AIS Coach Development Leads and other subject matter experts. Leveraging the information and support provided to assist in the development of training programs.
- Participation in regular update and review meetings involving the technical coach, National Sporting Organisation (NSO)/National Sporting Organisation for People with Disability (NSOD), NIN and AIS representatives.
- Actively engage in and drive the Technical Coach/Gen 32 coach relationship and the relationships with the broader group of coaches and HP personnel providing guidance and knowledge throughout the program.
- Availability and willingness to travel locally, interstate or internationally as appropriate for coaching and development opportunities such as camps, tours, conferences etc

## KEY CHALLENGES

- Ensuring training programs take advantage of the evolving landscape of sports science, methodologies and technical developments relating to athlete development and performance optimisation.
- Ensuring effective communication and collaboration across integrated performance support teams.
- Ensuring that athlete’s personal growth aligns with the maintenance of the high performance culture.

## KEY RELATIONSHIPS

Who	Why
Technical Coach	To create a high performance DTE To collectively build a holistic program that develops athletes
Program Athletes	To prepare athletes so they can perform at their best
Performance support staff	To create a high performance DTE To collectively build a holistic program that develops athletes for ‘World’s Best’ performances
NSWIS High Performance Manager	To consult and collaborate on program strategic direction and decision making aligned to national context
AIS Coach Development Team	Participate in the training opportunities provided by the Gen32 program
NSO	To consult and facilitate an effective athlete training program

## ROLE DIMENSIONS

<b>Budget</b>	Nil
<b>Authority / approval level</b>	Nil
<b>Reporting roles</b>	Nil

## ESSENTIAL REQUIREMENTS

Essential	Desirable
<ul style="list-style-type: none"> <li>▪ Australian citizen or has been granted permanent residence status.</li> <li>▪ Have a current coaching accreditation, or is working towards accreditation</li> <li>▪ Agree to be bound by, and comply with, the Integrity policies of the ASC, NSO/NSOD and NIN partner (where applicable) and Code of Conduct, Code of Ethics and anti-doping policies</li> <li>▪ Sport Integrity Australia (SIA) Anti-doping Fundamentals</li> <li>▪ SIA Anti-doping Annual Update</li> </ul>	<ul style="list-style-type: none"> <li>▪ Relevant tertiary qualifications (or equivalent experience) in a coaching/sport science/management discipline</li> <li>▪ Intermediate/advanced knowledge of MS Office programs</li> <li>▪ SIA (PBTR) Child Protection and Safeguarding</li> </ul>




- Current Working with Children Check (WWCC)
- Current First Aid and CPR certificate

## KEY EXPERIENCE AND KNOWLEDGE

Experience	Knowledge
<ul style="list-style-type: none"> <li>▪ Can demonstrate relevant experience in the sport for which they are nominated as either a former elite level athlete, current sport scientist or other related HP role.</li> <li>▪ An existing coach in the NSO/NSOD pathway with demonstrated ability and intentions to become a career HP coach.</li> <li>▪ Strong commitment to HP coaching as a continuing/new career path.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Current knowledge and understanding of trends in coaching science and practice that contribute to athlete success.</li> <li>▪ Understanding the key levers for high performance delivery to achieve national/international success.</li> <li>▪ Understanding how to effectively leverage support services for national/international success in a restricted resource environment.</li> <li>▪ Knowledge of talent pathway considerations and associated athlete success profiles for stages of the pathway</li> <li>▪ Familiarity with the frameworks and tools which promote continuous performance improvements.</li> <li>▪ Familiarity of the Australia High Performance Sport Systems</li> <li>▪ Intermediate knowledge of MS Office and other sports specific software.</li> </ul>

## CAPABILITY SUMMARY

The [NSW Public Sector Capability Framework](#) is a foundational tool that supports the public sector to attract, recruit, develop and retain a responsive and capable workforce. Below are the capabilities and level required to successfully perform this role. The capabilities in **bold** are the focus capabilities for this role. Refer to the next section for further information about the focus capabilities.

Capability Group	Capability Name	Level
 Personal Attributes	<b>Display Resilience and Courage</b>	<b>Adept</b>
	<b>Act with Integrity</b>	<b>Adept</b>
	Manage Self	Intermediate
	Value Diversity	Intermediate
 Relationships	<b>Communicate Effectively</b>	<b>Intermediate</b>
	Commit to Customer Service	Intermediate
	<b>Work Collaboratively</b>	<b>Adept</b>
	Influence and negotiate	Intermediate
 Results	<b>Deliver Results</b>	<b>Adept</b>
	Plan and prioritise	Intermediate
	Think and Solve Problems	Intermediate
	Demonstrate Accountability	Intermediate
 Business Enablers	Finance	Foundational
	Technology	Foundational
	Procurement and Contract Management	Foundational
	Project Management	Foundational
 People Management	Manage and Develop People	Adept
	<b>Inspire Direction and Purpose</b>	<b>Adept</b>
	Optimise Business Outcomes	Intermediate
	Manage Reform and Change	Intermediate

## FOCUS CAPABILITIES

The focus capabilities are the capabilities in which occupants must demonstrate immediate competence. The behavioural indicators provide examples of the types of behaviours expected at that level. Focus capabilities are aligned with the role's key performance areas.

Group and Capability	Level	Behavioural Indicators
<b>Personal attributes</b> Display resilience and courage	Adept	<ul style="list-style-type: none"> <li>Be flexible, show initiative and respond quickly when situations change</li> <li>Give frank and honest feedback and advice</li> <li>Listen when ideas are challenged, seek to understand the nature of the comment, and respond appropriately</li> <li>Raise and work through challenging issues and seek alternatives</li> <li>Remain composed and calm under pressure and in challenging situations</li> </ul>
<b>Personal attributes</b> Act with integrity	Adept	<ul style="list-style-type: none"> <li>Represent the organisation in an honest, ethical, and professional way and encourage others to do so</li> <li>Act professionally and support a culture of integrity</li> <li>Identify and explain ethical issues and set an example for others to follow</li> <li>Ensure that others are aware of and understand the legislation and policy framework within which they operate</li> <li>Act to prevent and report misconduct and illegal and inappropriate behaviour</li> </ul>
<b>Relationships</b> Communicate effectively	Intermediate	<ul style="list-style-type: none"> <li>Focus on key points and speak in plain English</li> <li>Clearly explain and present ideas and arguments</li> <li>Listen to others to gain an understanding and ask appropriate, respectful questions</li> <li>Promote the use of inclusive language and assist others to adjust where necessary</li> <li>Monitor own and others' non-verbal cues and adapt where necessary</li> <li>Write and prepare material that is well structured and easy to follow</li> </ul>

Group and Capability	Level	Behavioural Indicators
<b>Relationships</b> Work collaboratively	Adept	<ul style="list-style-type: none"> <li>Communicate routine technical information clearly</li> </ul>
		<ul style="list-style-type: none"> <li>Encourage a culture that recognises the value of collaboration</li> <li>Build cooperation and overcome barriers to information sharing and communication across teams and units</li> <li>Share lessons learned across teams and units</li> <li>Identify opportunities to leverage the strengths of others to solve issues and develop better processes and approaches to work</li> <li>Actively use collaboration tools, including digital technologies, to engage diverse audiences in solving problems and improving services</li> </ul>
<b>Results</b> Deliver results	Adept	<ul style="list-style-type: none"> <li>Use own and others' expertise to achieve outcomes, and take responsibility for delivering intended outcomes</li> <li>Make sure staff understand expected goals and acknowledge staff success in achieving these</li> <li>Identify resource needs and ensure goals are achieved within set budgets and deadlines</li> <li>Use business data to evaluate outcomes and inform continuous improvement</li> <li>Identify priorities that need to change and ensure the allocation of resources meets new business needs</li> </ul>
		<ul style="list-style-type: none"> <li>Ensure that the financial implications of changed priorities are explicit and budgeted for</li> </ul>
<b>People management</b> Inspire direction & purpose	Adept	<ul style="list-style-type: none"> <li>Promote a sense of purpose, and help the team to understand the strategic direction of the organisation and the needs of customers and stakeholders</li> <li>Translate broad organisational strategy and goals into tangible team goals and explain the links for the team</li> <li>Ensure that team objectives and outcomes lead to the implementation of government priorities and create value for customers and stakeholders</li> </ul>
		<ul style="list-style-type: none"> <li>Work to remove barriers to achieving goals</li> </ul>