

## ROLE PROFILE – ETC GOALKEEPER COACH

### KNOWING & DOING THE JOB

This section describes the job's purpose, the outputs expected and what people in the job spend time doing

<b>Purpose:</b> <ul style="list-style-type: none"> <li>• Support and develop all goalkeepers within the group to attain the highest levels of performance possible in a safe, secure and supportive environment</li> <li>• Drive and nurture a positive culture within the training group. Be a coach who makes the ETC a place where goalkeepers learn, have fun and develop a love for the game</li> <li>• Deliver football coaching sessions in line with the ETC curriculum / blueprint</li> <li>• Ensure the age group's coaching programme adheres to and exceeds all club standards and FA ETC licence requirements</li> <li>• Be an advocate and guardian of the women's game.</li> </ul>	
<b>Outputs: Coaching Programme</b> <ul style="list-style-type: none"> <li>• A coaching programme is planned, delivered, and reviewed which aligns to with the ETC curriculum / blueprint and to players at different stages of development</li> <li>• Coaching is delivered in a way that focuses on development, enjoyment, and inclusion</li> </ul>	<b>Outputs: Holistic Player Development</b> <ul style="list-style-type: none"> <li>• Each individual player in the age group develops; through reviewing, measuring, and recording her individual progress within the FA's 4-corner model.</li> <li>• Players are psychologically and emotionally ready to play and develop</li> <li>• Players feel supported and assisted in their holistic development, underpinned with diagnostic feedback</li> </ul>
<ul style="list-style-type: none"> <li>• Plan, prepare, deliver, and evaluate goalkeeping coaching sessions, following a training programme typically devised by the ETC Player Development Lead</li> <li>• Provide input to the development and ongoing improvement / adaptation of the coaching curriculum</li> <li>• Coach in a way that ensures players:             <ul style="list-style-type: none"> <li>○ are encouraged to ask questions and seek feedback for improvement and clarity</li> <li>○ are encouraged to have input to footballing decisions and their own learning process.</li> <li>○ are communicated the 'why' as well as 'what' of decisions</li> <li>○ know and understand the purpose and 'why' of training sessions</li> </ul> </li> <li>• Provide learning and development opportunities to the volunteer coach, through – for example:             <ul style="list-style-type: none"> <li>○ Giving them stretching responsibility</li> <li>○ Providing developmental feedback on their coaching</li> <li>○ Seeking their input and views on players and sessions</li> </ul> </li> <li>• Input into selection decisions (e.g., attend trials and take part in selection decisions post-trial)</li> <li>• Work with goalkeepers across all ETC age groups</li> </ul>	<ul style="list-style-type: none"> <li>• Work with individual goalkeepers to set appropriated development targets with a plan to work towards</li> <li>• Input information into the ETC's monitoring system to allow for analysis</li> <li>• Provide feedback to players (using technology where appropriate)</li> <li>• Monitor and evaluate player development and provide feedback to players and parents on a regular basis.</li> <li>• Liaise with and work closely with coaches, medics and performance staff regarding player development, and prevention, treatment and rehabilitation of injuries</li> <li>• Ensure all ETC games and festivals are well managed with a development philosophy clear to players and parents</li> <li>• Encourage / support the holistic development of players to support them as people and players</li> <li>• Be available to goalkeepers to offer advice, guidance and support on football and personal matters. E.g., ensure they are managed well through things like injury and other challenges that could affect their performance and wellbeing.</li> <li>• Ensure player behaviour in the group reflects what is required in the ETC</li> <li>• Work with the ETC's Safeguarding Manager to ensure that the wellbeing and welfare of all players and staff is always an operational priority</li> </ul>

<b>Outputs: Management &amp; Administration</b> <ul style="list-style-type: none"> <li>• The age group squad's activities and events run smoothly and safely</li> <li>• Players and parents are well informed and appropriately involved</li> </ul>	<b>Outputs: Self Development</b> <ul style="list-style-type: none"> <li>• Time is dedicated to personal development, and coaching knowledge is up-to-date and forward thinking</li> </ul>
<ul style="list-style-type: none"> <li>• In conjunction with the ETC Centre manager: <ul style="list-style-type: none"> <li>○ Record participation and attendance at Girls ETC activities for the designated group.</li> <li>○ Ensure communication to players and parents concerning the age group is consistent and aligned to ETC communications</li> <li>○ Educate parents on the programme and how they can support their child's football and personal development while in the ETC.</li> <li>○ Store and maintain kit and equipment</li> <li>○ Maintain a well-supplied medical bag for all ETC training and events, in consultation with the ETC Physiotherapist/Sports Therapist)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Seek feedback from others, and reflect on personal behaviour and performance to identify areas for improvement</li> <li>• Create and maintain a personalised Development Action Plan (DAP), taking input and feedback from a variety of sources</li> <li>• Review personal competencies against job specification and identify areas for improvement</li> <li>• Attend CPD events and undertake CPD activities in line with identified development themes</li> <li>• Be aware of current research and insight to support programme and coaching development</li> <li>• Work with an advisor or mentor from outside the ETC</li> </ul>

## BEING PREPARED FOR THE JOB

This section describes the knowledge, experiences, and qualifications that clubs typically expect of applicants and the characteristics they need to demonstrate to do the job well.

### PERSONAL CHARACTERISTICS:

<b>Motivation:</b> <ul style="list-style-type: none"> <li>• The motivations that tend to make a person a good fit to this job</li> </ul>	<b>Resilience:</b> <ul style="list-style-type: none"> <li>• The skills and characteristics that allow successful jobholders to manage the stressful elements of the job</li> </ul>	<b>Interpersonal Skills:</b> <ul style="list-style-type: none"> <li>• The interpersonal skills successful job holders show</li> </ul>	<b>Thinking skills:</b> <ul style="list-style-type: none"> <li>• How successful job holders deal with information and make decisions</li> </ul>
<ul style="list-style-type: none"> <li>• Enjoys improving and developing players and people</li> <li>• Has a desire to progress in the women's game</li> <li>• Demonstrates curiosity to learn and develop</li> <li>• Motivated to create a positive performance culture</li> <li>• Takes pride in delivering high quality work</li> <li>• Is willing to commit to work evenings, weekends and public holidays</li> </ul>	<ul style="list-style-type: none"> <li>• Is willing / able to flex and change with the demands of a situation</li> <li>• Has strategies for self-management and maintaining work-life balance</li> <li>• Can manage arousal levels in the moment. Eg maintains awareness of body language, energy state, &amp; verbal comms, and can amend in the moment if required</li> <li>• Assesses self fairly; asks self what they can do better and is realistic about what is outside of their control.</li> </ul>	<ul style="list-style-type: none"> <li>• Is a good listener</li> <li>• Has strong communication skills; uses understandable language that's relatable to different age groups</li> <li>• Expresses enthusiasm, confidence and belief in players capabilities</li> <li>• Earns trust by being respectful, supportive, and transparent.</li> <li>• Is approachable and relatable; builds strong and personal relationships with different types of people</li> <li>• Shows an interest and genuine care about player needs. Treats players as humans by providing personalised support and communication</li> <li>• Encourages open, two-way communication.</li> <li>• Can communicate difficult decisions with firmness and compassion.</li> <li>• Is brave and unafraid of potential conflict. Is friendly, but not overly friendly</li> </ul>	<ul style="list-style-type: none"> <li>• Is innovative and open minded; Unafraid to try new things in pursuit of developing and engaging players</li> <li>• Uses research and insight to inform decisions</li> <li>• Highly organised, able to plan &amp; organise to meet deadlines</li> <li>• Considers the impact of decisions</li> <li>• Is open to feedback and other peoples' ideas</li> </ul>

## EXPERIENCE & KNOWLEDGE

<p><b>Experience &amp; knowledge</b></p> <ul style="list-style-type: none"> <li>• <b>The postholder is likely to have experience from some of the following:</b></li> </ul>
<ul style="list-style-type: none"> <li>• Experience of working with young athletes</li> <li>• Experience of working in a football environment.</li> <li>• Understanding of the needs of the modern young player in terms of their physical and psychological development.</li> <li>• An up to date understanding of Child Protection and Safeguarding procedures</li> <li>• Roles which have brought understanding of how children learn and develop (e.g., teaching)</li> </ul>

## QUALIFICATION AND MEMBERSHIP

<p><b>Essential Qualifications and Membership</b></p> <ul style="list-style-type: none"> <li>• <b>The postholder is typically required to hold the following qualifications and professional memberships</b></li> </ul>	<p><b>Desirable Qualifications and Membership</b></p> <ul style="list-style-type: none"> <li>• <b>The postholder might hold the following additional qualifications and memberships</b></li> </ul>
<ul style="list-style-type: none"> <li>• The FA Level 2 in Coaching Goalkeepers or FA National Goalkeeping Course</li> <li>• FA DBS</li> <li>• FA Safeguarding Children</li> <li>• FA Level 1 Introduction to First Aid in Football (IFAiF) or FA Emergency First Aid.</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in professional development other than technical football coaching development, for example: <ul style="list-style-type: none"> <li>○ Physical Development of Youth Female Players (growth and maturation, female athlete physiology &amp; menstrual cycle)</li> <li>○ Talent Identification &amp; Talent Development across all sports (RAE, Unconscious Bias, Performance vs Potential)</li> <li>○ Player support qualifications (e.g., Talented Athlete Lifestyle Support)</li> <li>○ Coaching &amp; mentoring qualification (e.g., EMCC)</li> </ul> </li> </ul>