

# COACH, SKATEBOARDING

<b>Unit</b>	High Performance	<b>Area</b>	High Performance
<b>Agency</b>	The NSW Institute of Sport	<b>Classification</b>	Grade 3, Level 2
<b>ANZSCO code</b>	452323	<b>PCAT code</b>	3119192
<b>Reports to</b>	Senior Manager, High Performance	<b>Date of approval</b>	13 May 2025

## 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

In collaboration with the Skate Australia High Performance Program, the NSWIS Skateboarding Coach will be responsible for the development, implementation, and growth of a high-performance skateboarding program in NSW. The primary objective of the position is to maximise the potential of NSW athletes by providing expert coaching services to optimize athlete's performances at national and international competitions. The Coach will work closely with NSWIS scholarship holders and identified talent, their private coaches and support networks (where relevant) as well as contribute to the coaching of Australian athletes at selected domestic and international events.

The NSWIS Skateboarding Coach will effectively link skateboarding culture with NSWIS High Performance support.

## KEY PERFORMANCE AREAS

In consultation with Skate Australia (SA) and the NSWIS High Performance Manager:

- Design, implement and grow a high-performance skateboarding program in NSW, in line with SA's High Performance Program (HPP) vision, What it Takes to Win, and agreed performance outcomes.
- Establish individual performance plans with NSWIS scholarship athletes, network coaches and NSWIS performance support staff with clear performance objectives. Consistently monitor, review and evaluate development and performance progression.
- Prepare, deliver, and monitor individual and group-based coaching sessions for NSWIS scholarship and identified talented athletes.
- Create and lead a safe but challenging daily training environment where performance support team staff and athletes are able to develop and perform at their best.
- Lead on and share the delivery of best practice support services to athletes in the critical areas of sport science, strength and conditioning and athlete wellbeing and engagement.
- Build effective relationships with athletes and network coaches fostering trust and engagement to influence best outcomes for athlete development aligned to performance objectives.
- In collaboration with SA High-Performance Program staff, program and network coaches:
  - Support the coaching and technical delivery at identified SA high performance and national talent

- program domestic and international training camps.
- Provide competition coaching support to athletes competing at identified domestic and international competitions.

## KEY CHALLENGES

- Creating a program that effectively balances the high demands of elite athlete culture in skateboarding whilst ensuring a holistic wellbeing focus of supporting young athletes.
- Creating a successful new program in NSW in a rapidly evolving sport with a short Olympic history
- Working collaboratively with the multiple stakeholders specific to youth athletes e.g. parents / guardians, schools, sponsors
- Working within a restricted resource environment.

## KEY RELATIONSHIPS

Who	Why
NSWIS Skateboarding Program Athletes	To prepare athletes so they can perform at their best
NSWIS Performance support staff	To create a high-performance Daily Training Environment [DTE] To collectively build a holistic program that develops athletes for 'World's Best' performances in alignment with Skateboarding's What It Takes to Win.
Australian Skateboarding Network Private Coaches	To work collaboratively to support and guide the development of athlete IPPs and campaign delivery
Skate Australia High Performance Program	To align a 'World's Best' success profile, DTE and sport program with Skate Australia's High Performance LA 2028 Strategy To facilitate an effective performance pathway in NSW
NSWIS High Performance Manager	To consult and collaborate on program strategic direction and decision making aligned to national context
NSWIS Sport Coordinator	To facilitate effective sport operations
NSWIS Staff	To work collaboratively to support, enable and impact performance together
Skateboarding Community	NSW based pre categorised athletes, families and support networks of NSWIS Skateboarding athletes

## ROLE DIMENSIONS

Budget	TBA
Authority / approval level	\$10K
Direct reports	Nil

## KEY EXPERIENCE AND KNOWLEDGE

Experience	Knowledge
<ul style="list-style-type: none"> <li>▪ Minimum of 5 years of skateboarding coaching and technical delivery at a national and international level with demonstrated experience of successful campaign delivery</li> </ul>	<ul style="list-style-type: none"> <li>▪ A deep technical understanding of competitive Park and Street skateboarding</li> <li>▪ Contemporary knowledge of international</li> </ul>





<ul style="list-style-type: none"> <li>▪ Proven success in devising and executing long-term performance planning to guide the development of young talented and international athletes</li> <li>▪ Experience working in multidisciplinary teams to achieve holistic athlete development outcomes</li> <li>▪ Experience in building and driving partnerships to better achieve shared high performance development outcomes</li> </ul>	<p>performance trends in both World Skate and Industry-based competitions</p> <ul style="list-style-type: none"> <li>▪ Understanding how to effectively leverage and maximize support services for national/international success in a 'restricted resource environment'</li> <li>▪ A strong knowledge and understanding of the complexities and demand of elite skateboarding in relation to competition environments, sponsorship, media, and travel commitments</li> </ul>
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## ESSENTIAL REQUIREMENTS

Essential	Desirable
<ul style="list-style-type: none"> <li>▪ Skateboarding Coach accreditation (SA, ASF or equivalent)</li> <li>▪ Valid driver's license</li> <li>▪ Current Working with Children Check (WWCC)</li> <li>▪ Current First Aid and CPR certificate</li> <li>▪ Sport Integrity Australia (SIA) Anti-Doping Fundamentals and annual update</li> </ul>	<ul style="list-style-type: none"> <li>▪ Intermediate/advanced knowledge of MS Office programs</li> <li>▪ Sport Integrity Australia (PBTR) Child Protection and Safeguarding</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
	<b>Display Resilience and Courage</b>	<b>Intermediate</b>
	<b>Act with Integrity</b>	<b>Adept</b>
	Manage Self	Intermediate
	Value Diversity	Intermediate
	<b>Communicate Effectively</b>	<b>Adept</b>
	Commit to Customer Service	Intermediate
	<b>Work Collaboratively</b>	<b>Adept</b>
	Influence and Negotiate	Intermediate
	<b>Deliver Results</b>	<b>Intermediate</b>
	Plan and Prioritise	Intermediate
	Think and Solve Problems	Intermediate
	Demonstrate Accountability	Intermediate
	Finance	Foundational
	Technology	Foundational
	Procurement and Contract Management	Foundational
	Project Management	Foundational

## 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 & courage	Intermediate	<ul style="list-style-type: none"> <li>Be flexible and adaptable and respond quickly when situations change.</li> <li>Offer own opinion and raise challenging issues</li> <li>Listen when ideas are challenged and respond appropriately</li> <li>Work through challenges</li> <li>Remain calm and focused 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	Adept	<ul style="list-style-type: none"> <li>Tailor communication to diverse audiences</li> <li>Clearly explain complex concepts and arguments to individuals and groups</li> <li>Create opportunities for others to be heard, listen attentively, and encourage them to express their views</li> <li>Share information across teams and units to enable informed decision making</li> <li>Write fluently in plain English and in a range of styles and formats</li> </ul>

Group and Capability	Level	Behavioural Indicators
<b>Relationships</b> Work collaboratively	Adept	<ul style="list-style-type: none"> <li>Use contemporary communication channels to share information, engage and interact with diverse audiences</li> <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>
	Intermediate	<ul style="list-style-type: none"> <li>Seek and apply specialist advice when required</li> <li>Complete work tasks within set budgets, timeframes, and standards</li> <li>Take the initiative to progress and deliver own work and that of the team or unit</li> <li>Contribute to allocating responsibilities and resources to ensure the team or unit achieves goals</li> <li>Identify any barriers to achieving results and resolve these where possible</li> <li>Proactively change or adjust plans when needed</li> </ul>