

Alliance Public Schools Coach Job Description

It is the policy of Alliance Public Schools to not discriminate on the basis of sex, disability, race, color, religion, marital status, veteran status, or national or ethnic origin in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

- A. Job Title:** Coach
- B. Department:** Activities
- C. Education Level and Certification:** High school degree or GED required. Nebraska Teaching or Administrative and Supervisory Certificate, with a Special Services Certificate in coaching, preferred. First Aid and CPR training required (may be obtained on the job and must be kept current). Must possess a motor vehicle operator's license with a certificate to operate a school van. On-staff certificated employee preferred. Coaching experience preferred.
- D. Reports To:** Activities Director
- E. Performance Responsibilities and Job Tasks**

The Coach is to educate students through participation in extracurricular activities. Competitive success is desirable. The primary objectives, however, are to: (1) enhance the student participants' academic achievement, (2) promote the physical, mental, moral, social and emotional well-being of the student participants, (3) promote appreciation of discipline and good sportsmanship; and (4) promote an extracurricular activity program that represents the school in a positive manner.

- 1. Maintaining Rule Compliance
 - a. Adhere to all district policies, rules, regulations, and supervisor directives.
 - b. Adhere to the Coach's Code of Ethics.
 - c. Ensure that students meet and maintain eligibility to participate as determined by the rules of the NSAA as applicable and of the school. The coach's level of responsibility in this regard is to be arranged between the coach and the Athletic Director; provided that the coach is required to respond to any known or suspected ineligibility situations.
 - d. Set or recommend conduct rules, standards and goals for the sport or activity consistent with the mission and goals and policies of the school district, and recommend and implement policies and procedures to carry them out.
- 2. Coaching and Developing the Team
 - a. Identify students for participation in the sport or activity and encourage students to participate.
 - b. Conduct a pre-season/activity meeting with parents and participants and provide them with information about team try-out procedures, the parent-student activity handbook, forms required to be completed for participation,

training and conduct rules, practice requirements, and lettering or other recognition standards.

- c. Conduct try-outs and make fair and consistent decisions regarding team selection, level of participation (varsity, JV, etc.), and playing time.
- d. Head coaches and other coaches with supervisory responsibility assign specific duties to team staff (assistant coaches, equipment managers, volunteers, etc.). Provide guidance and direction to the team staff. Motivate the team staff to achieve the objectives of the activity, monitor their performance, and report on their performance to the Athletic Director for purposes of evaluations.
- e. Plan, organize, and conduct practice sessions that will efficiently develop individual skills and team performance without interfering with academic and other commitments of the participants and that will actively involve all participants.
- f. Plan and direct physical conditioning programs that will enable athletes to achieve maximum performance.
- g. Instruct individuals or groups in sport or activity rules, strategies, and performance principles such as specific ways of moving the body, hands, and/or feet in order to achieve desired results, and explain and demonstrate the use of sports and training equipment.
- h. Provide training direction, positive encouragement, and motivation in order to prepare students for games or competitive events.
- i. Encourage and build mutual trust, respect and cooperation among team members.
- j. Adjust coaching techniques based on the strengths and weaknesses of participants.
- k. Analyze the strengths and weaknesses of opposing teams in order to develop game strategies.
- l. Coach games and competitive activities with the objective of competitive success tailored to making the experience enjoyable and rewarding to the students. Maintain composure, keeping emotions, anger, and aggressive behavior in check, even in very difficult situations, so as to demonstrate good sportsmanship.
- m. Select students for recognition (letters) and attend end of season or activity event to present the recognition awards.

3. Student Safety

- a. Provide for the reasonable care and safety of students under the coach's supervision.
- b. Supervise or ensure the supervision of student participants during activities, including in the locker room, the playing/practice area, and during team travel.
- c. Explain and enforce safety rules and regulations.
- d. Monitor students' use of equipment in order to ensure safe and proper use.
- e. Oversee the safety conditions of the facility or area in which assigned sport or activity is conducted at all times that students are present.
- f. Report damaged equipment to the Athletic Director and do not allow use of equipment that is in a condition that may cause injury.

- g. Exercise care in dealing with injuries and particularly those that are of a serious nature. Provide emergency response within the area of the coach's level of competency. Secure medical assistance in emergency situations.
 - h. Evaluate students' skills and condition in order to determine their fitness to participate or the level in which they may participate.
 - i. Maintain a record of injuries and submit accident reports to the trainer or Athletic Director.
 - j. Communicate to students and parents that use of performance enhancing drugs are not permitted and report any suspected use to the Athletic Director.
 - k. Report suspected child abuse or neglect to the Athletic Director or Principal.
4. Student Safety
- a. Establish and distribute to students and parents written coach rules for behavior that are consistent with the rules of the school.
 - b. Be consistent in requiring students to follow rules and standards of the school, the coach, and the sport or activity.
 - c. Encourage good sportsmanship, fair play, and high academic achievement.
 - d. Ensure a positive environment free of hazing, harassment, bullying and intimidating language and behaviors.
5. Record Keeping
- a. Maintain accurate individual and team statistics, records, and results of the season.
 - b. Maintain an accurate and current team roster and submits copies to the Athletic Director.
 - c. Maintain confidentiality of information concerning colleagues, students, and parents in accordance with law and District rules.
6. School Property
- a. Provide for proper care, maintenance, and reasonable security of all District property in the coach's control.
 - b. Select, acquire, store, and issue equipment and other materials as necessary.
 - c. Make recommendations to the Athletic Director in matters of scheduling and budgeting.
 - d. Responsibly maintain funds within the coach's control, use such funds for the purposes intended and in the manner directed, and submit financial reports as directed by the Athletic Director.
 - e. Ensure that all windows, doors, and gates are locked in any area that has been used when the area is not going to be immediately used by others and custodians or others are not on site or not responsible for lock-up at that time.
 - f. Submit an accurate inventory of equipment and supplies for the coach's activity at the end of the season.
7. Coaching Development
- a. Keep abreast of changing rules, techniques, technologies, and philosophies relevant to the sport or activity.
 - b. Participate in coaching skill development to maintain competence and to perform duties.

8. General
 - a. Develop and maintain a positive rapport with students and parents and with others outside the school community, such as coaches from other schools and media. Seek out assistance of the Athletic Director for parent conflict resolution.
 - b. Develop and maintain a positive and professional working relationship with other staff and administration.
 - c. Maintain confidentiality of information concerning staff, students, and parents in accordance with law and District rules.
 - d. Adhere to the code of ethics of the District for non-certificated positions. Coaches are to be an exemplary role model and maintain the highest standard of conduct at all times.
 - e. Perform other tasks as assigned by administration; and in the case of assistant coaches, by the head coach.

F. Required Knowledge

The Coach is to possess and effectively utilize knowledge in the following areas:

1. Education and Training—Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
2. Administration and Management—Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.
3. English Language—Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
4. Personnel and Human Resources—Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.
5. Economics and Accounting—Knowledge of economic and accounting principles and practices, the financial markets, banking and the analysis and reporting of financial data.
6. Customer and Personal Service—Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
7. Psychology—Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
8. Public Safety and Security—Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.

9. Law and Government—Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.
10. Clerical—Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.
11. Communications and Media—Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.
12. Mathematics—Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.
13. Therapy and Counseling—Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.
14. Computers and Electronics—Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.
15. Sociology and Anthropology—Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.

G. Required Skills and Abilities

The Coach is to possess and effectively utilize the following skills and abilities:

1. Communication:
 - a. Active Listening—Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
 - b. Speaking—Talking to others to convey information effectively. The ability to speak clearly so others can understand you. The ability to communicate information and ideas in speaking so others will understand.
 - c. Oral Comprehension and Listening—The ability to listen to and understand information and ideas presented through spoken words and sentences. The ability to identify and understand the speech of another person.
 - d. Writing—Communicating effectively in writing as appropriate for the needs of the audience. The ability to communicate information and ideas in writing so others will understand.
 - e. Written Comprehension—Understanding written sentences and paragraphs in work related documents. The ability to read and understand information and ideas presented in writing. Understanding written sentences and paragraphs in work related documents.
2. Instructing—Teaching others how to do something. Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
3. Education and Training—Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

4. Psychology—Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
5. Customer and Personal Service—Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
6. Monitoring—Monitoring/Assessing performance of self, other individuals, or organizations to make improvements or take corrective action.
7. Learning Strategies—Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
8. Management—Of Personnel Resources: Motivating, developing, and directing people as they work, identifying the best people for the job. Of Material Resources: Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work. Of Financial Resources: Determining how money will be spent to get the work done, and accounting for these expenditures.
9. Time Management—Managing one’s own time and the time of others.
10. Social Perceptiveness—Being aware of others’ reactions and understanding why they react as they do.
11. Coordination—Adjusting actions in relation to others’ actions.
12. Active Learning—Understanding the implications of new information for both current and future problem-solving and decision-making.
13. Learning Strategies—Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
14. Critical Thinking—Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
15. Judgment and Decision Making—Considering the relative costs and benefits of potential actions to choose the most appropriate one.
16. Persuasion—Persuading others to change their minds or behavior.
17. Negotiation—Bringing others together and trying to reconcile differences.
18. Equipment Selection—Determining the kind of tools and equipment needed to do a job.
19. Complex Problem Solving—Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

H. Work Activities

The Coach is to perform the following work activities:

1. Coaching and Developing Others—Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills. Direct talent.
2. Coordinating the Work and Activities of Others—Getting members of a group to work together to accomplish tasks. This includes directing and coordinating activities of staff.

3. Developing and Building Teams—Encouraging and building mutual trust, respect, and cooperation among team members.
4. Guiding, Directing, and Motivating Subordinates—Providing guidance and direction to subordinates, including setting performance standards and monitoring performance. This includes evaluating staff performance of employees, motivating team members to excel, motivating workers to achieve work goals.
5. Establishing and Maintaining Interpersonal Relationships—Developing constructive and cooperative working relationships with others, and maintaining them over time. Work as a team member.
6. Making Decisions and Solving Problems—Analyzing information and evaluating results to choose the best solution and solve problems. Resolve problems in activity program settings.
7. Training and Teaching Others—Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others. This includes: demonstrating physical activities, teaching individuals work-related techniques or skills, teaching sports rules or techniques.
8. Communicating—Providing information to supervisors, co-workers, subordinates, student participants, parents and patrons by telephone, in written form, e-mail, or in person. Communicating with people outside the school district, representing the school district to the public, government agencies, and other external sources.
9. Performing General Physical Activities—Performing physical activities that require considerable use of your arms and legs and moving your whole body, such as climbing, lifting, balancing, walking, stooping, and handling of materials.
10. Resolving Conflicts and Negotiating with Others—Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.
11. Scheduling Work and Activities—Scheduling events, programs, and activities, as well as the work of others.
12. Assisting and Caring for Others—Providing personal assistance, medical attention, emotional support, or other personal care to others such as student participants and coworkers.
13. Developing Objectives and Strategies—Establishing long-range objectives and specifying the strategies and actions to achieve them. This includes: developing skills for activity programs.
14. Judging the Qualities of Things, Services, or People—Assessing the value, importance, or quality of things or people. Evaluate talent of student participants and opposing teams.
15. Performing for or Working Directly with the Public—Performing for people or dealing directly with the public.
16. Staffing Organizational Units—Recruiting, interviewing, selecting, hiring, and promoting employees in an organization. Assess staff or applicant skill levels.
17. Getting Information—Observing, receiving, and otherwise obtaining information from all relevant sources.
18. Selling or Influencing Others—Convincing others to change their minds or actions.
19. Organizing, Planning, and Prioritizing Work—Developing specific goals and plans to prioritize, organize, and accomplish work, including planning meetings

- or conferences and use of time management techniques. Prepare long and short term plans.
20. Performing Administrative Activities—Performing day-to-day administrative tasks such as maintaining information files and processing paperwork. This includes: administering school programs, maintaining educational records, and preparing and maintaining reports and files.
 21. Thinking Creatively—Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
 22. Updating and Using Relevant Knowledge—Keeping up-to-date technically and applying new knowledge to your job. This includes using: conflict resolution techniques, government regulations, interpersonal communication techniques, interviewing procedures, public speaking techniques, and teaching techniques.
 23. Providing Consultation and Advice to Others—Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.
 24. Identifying Objects, Actions, and Events—Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
 25. Interpreting the Meaning of Information for Others—Translating or explaining what information means and how it can be used.
 26. Monitoring and Controlling Resources—Monitoring and controlling resources and overseeing the spending of money.
 27. Documenting/Recording Information—Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.
 28. Evaluating Information to Determine Compliance with Standards—Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
 29. Processing Information—Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data. Compile numerical or statistical data.
 30. Analyzing Data or Information—Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
 31. Handling and Moving Objects—Using hands and arms in handling, installing, positioning, and moving materials, and manipulating things.
 32. Monitoring Processes, Materials, or Surroundings—Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems. Identify problems or improvements.
 33. Inspecting Equipment, Structures, or Material—Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.
 34. Operating equipment—Operate equipment associated with the tasks and work activities; including operation of a motor vehicle.

I. Required Employee Characteristics

The Coach is to possess and exhibit the following characteristics:

1. Cooperation—Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.

2. Attention to Detail—Job requires being careful about detail and thorough in completing work tasks.
3. Dependability—Job requires being reliable, responsible, and dependable, and fulfilling obligations.
4. Integrity—Job requires being honest and ethical.
5. Concern for Others—Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.
6. Self Control—Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
7. Stress Tolerance—Job requires accepting criticism and dealing calmly and effectively with high stress situations.
8. Adaptability/Flexibility—Job requires being open to change (positive or negative) and to considerable variety in the workplace.
9. Independence—Job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.
10. Initiative—Job requires a willingness to take on responsibilities and challenges.

J. Working Conditions

Will vary depending on the sport or activity. Some sports require being outside for extended periods in inclement weather, with extreme heat or cold. Some indoor sports are held in areas where the climate controls are not always ideal.

K. Essential Functions: The essential functions of the Coach position include: (1) regular, dependable attendance on the job; (2) the ability to perform the identified tasks and performance responsibilities which requires effective teaching and communication skills; (3) the ability to demonstrate physical activities requiring considerable use of your arms and legs and moving the entire body, such as climbing, lifting, balancing, walking, stooping, and handling of materials; and (4) the ability to perform the following identified physical requirements:

Physical Requirements Coach		Item is not a requirement of the job NE	Occasional -- up to 33% of time NE	Occasional/Essential -- up to 33% of time, absolutely essential to the job E	Frequent -- between 34% - 66% E	Continuous -- over 66% of time E
E = Essential						
NE = Non-Essential						
Stamina						
1. Sitting				X		
2. Walking					X	
3. Standing					X	
4. Sprinting/Running				X		
Flexibility						
5. Bending or twisting at the neck more than the average person				X		
6. Bending or twisting at the trunk more than the average person				X		
7. Squatting/Stooping/Kneeling				X		
8. Reaching above the head				X		
9. Reaching forward				X		
10. Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)			X			
Activities						
11. Climbing (on ladders, into large trucks/vehicles, etc.)			X			
12. Hand/grip strength			X			
13. Driving on the job				X		
14. Typing non-stop			X			
Use of Arms and Hands						
15. Manual dexterity (using a wrench or screwing a lid on a jar)			X			
16. Finger dexterity (typing or putting a nut on a bolt)			X			
Lifting Requirements						
17. Lifting up to 10 pounds (Mark all that apply)						
Floor to waist				X		
Waist to shoulder				X		
Shoulder to overhead				X		
18. Lifting 11 to 25 pounds (Mark all that apply)						
Floor to waist			X			
Waist to shoulder			X			
Shoulder to overhead		X				
19. Lifting 26 to 50 pounds (Mark all that apply)						
Floor to waist			X			
Waist to shoulder			X			
Shoulder to overhead		X				
20. Lifting 51 to 75 pounds (Mark all that apply)						
Floor to waist		X				
Waist to shoulder		X				
Shoulder to overhead		X				
21. Lifting 76 plus pounds (Mark all that apply)						
Floor to waist		X				
Waist to shoulder		X				
Shoulder to overhead		X				
22. Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?		X				
Pushing/Pulling						
23. 25 to 50 pounds			X			
24. 51 to 75 pounds			X			
25. 76 to 90 pounds		X				
26. Over 90 pounds		X				
Carrying						
27. 10 to 25 pounds			X			
28. 26 to 50 pounds			X			
29. 51 to 75 pounds		X				
30. 76 to 90 pounds		X				
31. Over 90 pounds		X				