

Job Description

POSITION: Instructional Coach

REPORTS TO: Director of Teaching and Learning

DEPARTMENT: Teaching and Learning

DATE APPROVED: 27 September 2024

Position Purpose

The Instructional Coach is responsible for developing best practice in Primary classrooms and monitoring and improving student results through instructional coaching.

Organisation Environment

Belmont Christian College operates within a unique and spiritually nurturing environment that combines strong academic and wellbeing foundations with Christian values.

The Teaching and Learning function plays a key role in the College and promotes the College's vision for quality Christian education.

The Instructional Coach reports to the Director of Teaching and Learning and liaises with the Head of Primary School and other teams where appropriate. The role is situated in the broader context of teaching and learning development across the College, and is aligned to the teaching and learning approach from P-12. It may include data analysis to identify coaching needs, contribute to the development of instructional approaches and resources, and frequent in-class coaching of teachers.

Key Accountabilities

Area of Accountability	Major Activities	Performance Indicators
Christian Leadership	<p>Demonstrate a Christ-like example in the College ensuring that:</p> <ul style="list-style-type: none"> ● All activities are undertaken with a strong Christian commitment and focus. ● Christian servant leadership is exercised with staff, students, parents, and the wider community. ● Perform day-to-day duties prayerfully and consistent with a Biblical lifestyle with the aim of bringing glory to God. 	<ul style="list-style-type: none"> ● Strategies and actions are aligned to the College's vision and mission. ● Conduct is aligned to behaviours outlined in the Statement of Faith and Codes of Conduct.
Instructional Coaching	<ul style="list-style-type: none"> ● Provide one-on-one and small group coaching to P-6 teachers on best practice teaching approaches. ● Engage in professional conversations with individuals and teams in relation to literacy and numeracy improvement. ● Demonstrate, co-teach, and model lessons for teachers. ● Observe and provide constructive feedback on teacher instruction. ● Help teachers develop and implement improvement plans. ● Evaluate the impact of teaching strategies on student outcomes using formative feedback practices. 	<ul style="list-style-type: none"> ● Increased student growth and performance, specifically in relation to literacy and numeracy ● Increased application of best practice teaching approaches. ● Observable changes in teacher practice observed following coaching and mentoring support.

Resource Development	<ul style="list-style-type: none"> • Assist with the development of coaching and training resources aligned with College strategic priorities. 	<ul style="list-style-type: none"> • Development of resources that align with College priorities.
Evidence-informed Analysis	<ul style="list-style-type: none"> • Analyse assessment data to help inform training direction and coaching needs. • Guide and support classroom teachers to implement data-driven practices to achieve improved student outcomes. 	<ul style="list-style-type: none"> • Data analysis is accurate and used to inform training direction. • Teachers demonstrating greater proficiency in data-driven practice leading to improved
Other general responsibilities	<ul style="list-style-type: none"> • Assisting with student supervision and playground duty. • Represent primary teachers in weekly Learning Enrichment Team meetings, providing guidance and advice on student learning progress. • Coordinating and/or contributing to primary school initiatives directly linked to literacy and numeracy outcomes of students • Actively participating where appropriate in primary (or whole-school) events that contribute to staff and student wellbeing for example assemblies, performances and carnivals 	<ul style="list-style-type: none"> • Stronger partnerships established, with improved communication between Learning Enrichment and classroom teachers • Other literacy and numeracy initiatives add value to the P-6 academic program

Key Communications

The Instructional Coach communicates regularly with the following stakeholders:

- Director of Teaching and Learning: to oversee the development of staff and instructional direction
- Head of Primary: where it is determined that coaching may be required in a particular area, the Head of Primary may wish to utilise the Instructional Coach in that area after discussion with the Director of Teaching and Learning
- Teachers: to provide guidance and support, coaching and improvement processes

Challenges

- Managing competing demands on staff
- Continued implementation of instructional priorities
- Continued support for staff onboarding and development

Decision Making

The Instructional Coach makes a range of decisions in consultation with the Director of Teaching and Learning, including:

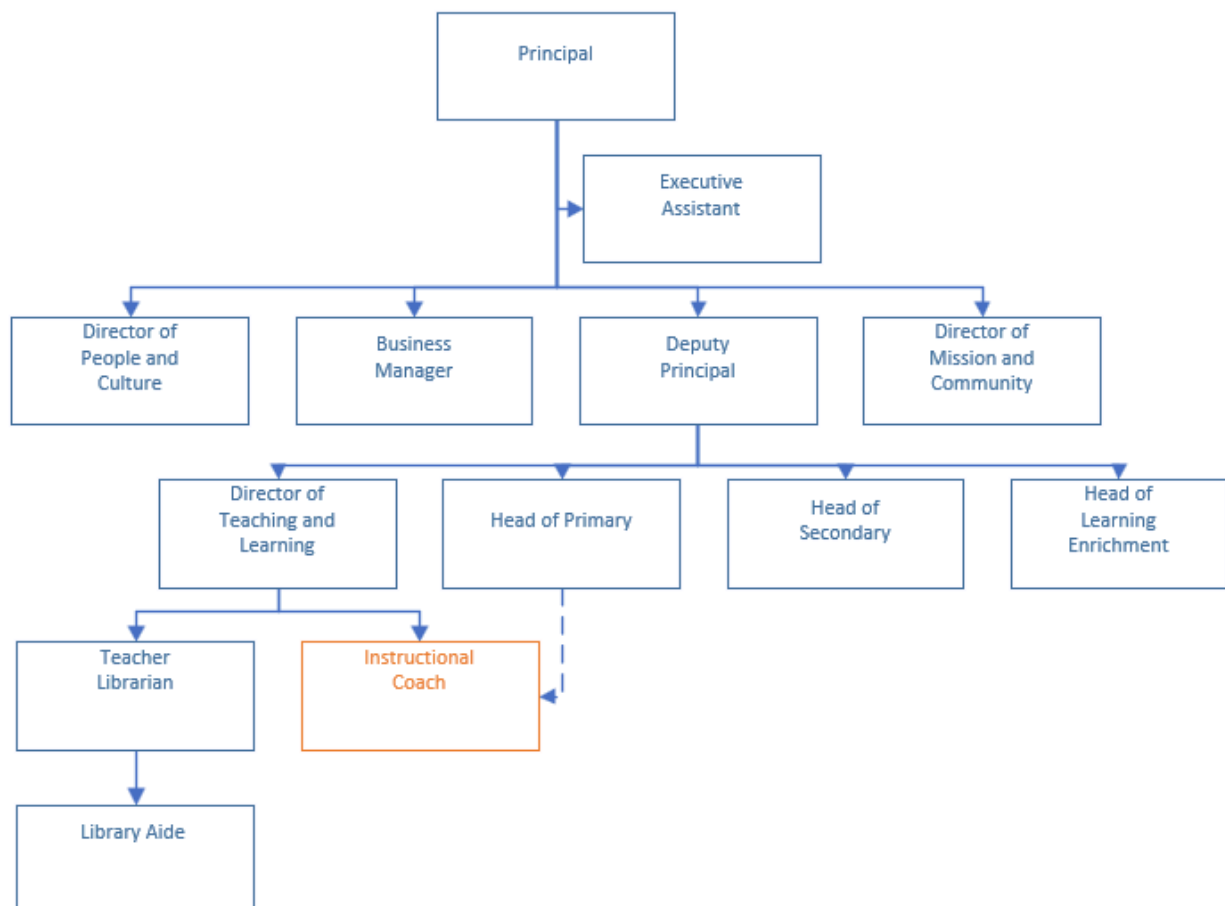
- Approach to staff coaching and development of systems
- Where to apply coaching and professional development resources
- Input into the direction of general staff training

Knowledge, Skills and Experience

1. It is an inherent requirement of the role that the incumbent have a personal relationship with Jesus Christ, actively attend their local Church, and willingly support the vision and practice of the College as stated in:
 - a. the College Statement of Faith,
 - b. the Staff Pledge that is recited annually at the Staff Commissioning Service,
and
 - c. the College Codes of Conduct.
2. Knowledge of and a deep commitment to child safety in an education setting.

3. Current Working with Children Check
4. Knowledge of current and forthcoming K-6 NSW Syllabus
5. Experience in adopting explicit instruction as a core teaching methodology
6. Extensive experience as a classroom practitioner including substantial skills in managing students, setting classroom culture and delivering a full range of classroom strategies.
7. Demonstrated experience in the following behavioural competencies:
 - a. Learning and Researching
 - b. Working with People
 - c. Leading and Supervising, including coaching
 - d. Presenting and Communicating information
 - e. Analysing

Organisation Chart



Selection Criteria

1. It is an inherent requirement of the role that the incumbent have a personal relationship with Jesus Christ, actively attend their local Church, and willingly support the vision of the College.
2. Knowledge of and a deep commitment to child safety in an education setting.
3. Current Working with Children Check
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5. Experience in adopting explicit instruction as a core teaching methodology
6. Extensive experience as a classroom practitioner including substantial skills in managing students, setting classroom culture and delivering a full range of classroom strategies.
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Signature

Incumbent name

Incumbent signature

Date