

Job Description

Primary School Instructional Coach (Literacy)

The Instructional Coach is responsible for bringing evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity in reading, writing, listening and speaking; and transdisciplinary teaching and learning.

The Instructional Coach works closely with the Deputy Head of Research and Learning, focusing on individual and group professional development that will expand and refine the understanding of researched-based effective instruction. In order to meet this purpose, the Instructional Coach will provide personalized support that is based on the goals and identified needs of individual teachers and teams. In order to maintain a positive and trusting coach-teacher relationship, this is a non-evaluative role.

ROLE DESCRIPTION	
KEY DELIVERABLES:	<ul style="list-style-type: none">● Work collaboratively across class levels within the Primary school to improve student learning by improving teacher learning.● Improve learning experiences for both teachers and students through a variety of approaches, lifting the level of instructional practice, primarily by focusing on teachers and teams where it will have the most impact.● Lead the Literacy Programme in the Primary<ul style="list-style-type: none">○ Fountas & Pinnell BAS○ Guided reading○ Interactive reading○ Data collection & analysis● Coach teams and individuals using a coaching cycle, including<ul style="list-style-type: none">▪ planning with individuals and teams▪ reflecting with teachers and teams▪ modelling practices▪ co-teaching▪ mentoring▪ classroom observations (to collect data, to provide feedback).▪ support teacher development.● In line with school goals:<ul style="list-style-type: none">▪ coach and use protocols which support the setting of team goals▪ coach and use protocols which support reflection on team goals▪ develop the required training in collaboration with the Deputy Head of Research and Learning.● In line with teacher needs:<ul style="list-style-type: none">▪ work with teachers to build capacity▪ work with the Deputy Head of Research and Learning to identify opportunities for internal and external professional development.● Through sharing instructional practices and resources:<ul style="list-style-type: none">▪ communicate and demonstrate research-based instructional practices▪ research and curate developmentally appropriate resources which support learning in line with unit plans.

	<ul style="list-style-type: none"> ● Use a range of protocols and strategies to deepen understanding of play, inquiry-based practices and concept-driven learning: ● Co-create rubrics and an evaluation framework with the Deputy Head of Research and Learning for teachers to be able to self-assess. ● Gather and analyse student engagement and achievement data in order to inform curriculum and teaching and learning practices. ● Support review of the curriculum. <p>Professional learning:</p> <ul style="list-style-type: none"> ● A commitment to ongoing professional development as required by the responsibilities of the role.
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QUALIFICATIONS & SKILLS	
QUALIFICATIONS:	<ul style="list-style-type: none"> ● Graduate degree or higher from an accredited institution ● B.Ed/E.C.C.Ed/PGCITE/PPTTC/A relevant qualification in the field of education ● Professional development specific to instructional coaching ● Minimum 3 years of teaching experience, IB experience preferable ● Minimum 3 years of coaching experience, IB experience preferable
OTHER DESIRED SKILLS:	<ul style="list-style-type: none"> ● Experience with Fountas & Pinnell Benchmark Assessment System and Guided Reading Program ● Knowledge of relevant technology ● Excellent Communication Skills ● Proficient in written and spoken English ● Commitment to a diverse international education and successful experience in an international or multicultural community. ● An inquiry-based approach to teaching and learning and a student-centred approach to discipline