



POSITION DETAILS:

Position Title:	Literacy Coach
Group:	Teaching & Learning
Supervisor:	Director of Curriculum
Date of Last Review:	October 2018

PRIMARY ROLE/PURPOSE:

The Literacy Coach is responsible for planning, co-ordinating and implementing a comprehensive School-wide literacy program that supports the School's Statement of Teaching and Learning as articulated in the Guiding Principles and Strategies (GPS) Document.

The primary roles are:

- Working with Heads of Studies and Curriculum Leaders to develop and implement strategies relating to the development of students' literacy skills;
- Providing professional development and coaching for classroom teachers in literacy;
- Creating, developing, implementing and reviewing School literacy programs;
- Supporting classroom teachers to plan, resource and deliver literacy programs.

RELATIONSHIPS AND AUTHORITY:

The position is responsible to the Director of Curriculum for the day to day performance of duties.

KEY ACCOUNTABILITIES:

Literacy Program Development

- Develop Literacy Programs and facilitate literacy instruction and student learning based on current reading and research;
- Work with Curriculum Leaders and Classroom Teachers to plan, implement and review learning programs to support student literacy development using the Common Learning Framework and GPS document;
- Consult with Heads of Studies and Curriculum Leaders to select and use a range of assessment tools as a means to make sound decisions about student literacy needs as required by the curriculum;
- Support curriculum differentiation for literacy to cater for the range of abilities, interests and backgrounds of all students;
- Use data to evaluate literacy needs within the School and collaborate with Heads of Studies, Curriculum Leaders and classroom teachers to interpret and use assessment data to improve student literacy.

Professional Development

- Provide in-service training and follow up coaching to assist classroom teachers in the use of literacy programs in their classrooms;
- Facilitate literacy instruction and learning based on current reading and research;
- Work with teachers individually and/or in collaborative year level and Learning Area teams, providing practical support for a range of reading, writing, and communication strategies;
- Conduct regular meetings with classroom teachers to examine student work, including formal and informal assessment, to monitor progress and support teacher reflection and action;
- Observe and provide feedback to teachers on instruction relating to literacy development;
- Model and/or team teach classes in order to support teachers in their use of pedagogy related to literacy development;
- Maintain a collection of professional reading/learning materials, which reflects current research, related to students' literacy development and share this with colleagues;
- Support teachers' professional growth and strengthen their professional knowledge, skills and strategies for improving student literacy through provision of an ongoing program of workshops and/or coursework.

Professional Standards

- Maintain a current knowledge of pedagogy through engagement with the Common Learning Framework, School-supported professional development and work with Realms of Thinking Coaches;
- Attend professional development activities aligned to the School priorities and other individually required training to develop teaching effectiveness, pastoral skills and knowledge;
- Work collaboratively as a member of the teaching team to ensure the best possible outcomes for the students;
- Work collaboratively with an appraiser to continue to grow practice, identify focus areas for development and respond to feedback;
- Attend Learning Area, House Tutor and Staff meetings.

Classroom Management

- Apply effective classroom management techniques which are based on recognised theories and practices of relationship building and positive behaviour management;
- Have knowledge of and advise students of the School's Code of Conduct and Character Framework;
- Encourage students to meet expectations for appropriate behaviour;
- Work with students in a courteous, firm, consistent and fair manner at all times;
- Take responsibility for managing inappropriate student behaviour;
- Be punctual to all duties, manage time, planning and assessment schedules efficiently;
- Establish a learning environment where students feel safe to risk full participation and make an active contribution;
- Demonstrate strategies to create a positive environment supporting student interest, motivation, effort and learning;
- Monitor student progress and liaise with the Director of Junior School, Head of Studies Middle Years of Schooling, Heads of Studies, Curriculum Leaders, Head of Music, Head of RAVE, House Leaders, House Tutors regarding student individual learning needs.

Pastoral Care

- Take responsibility for the pastoral needs, duty of care and standards of behaviour of all students inside and outside the classroom;
- Report irresponsible or improper behaviour that is beyond normal classroom management techniques to the relevant House Tutor or House Leader depending on the situation;
- Be active as a House Tutor in the Vertical House Tutoring System in accordance with the role description in the House Tutor's Handbook. House Tutors stay with their students from Year 7 to Year 12 and build strong, positive and meaningful relationships with students and parents/carers. They know their tutees academically, emotionally and pastorally.

Other

- The undertaking of Extra-Curricular activities each Semester is encouraged;
- Supervise additional classes as required within the 1230 hours of duty;
- Be familiar and comply with all of the School's policies as outlined in the electronic Staff Handbook, specifically all of the child protection policies, staff code of conduct and duty of care policy, staff discipline and misconduct policy, dress standards policy etc. The electronic Staff Handbook is available for all staff to access from the School's portal;
- Exhibit personal behaviour reflective of the ethos and Christian foundations of the School;
- Follow Workplace, Health and Safety procedures;
- Perform other reasonable duties as directed by the Headmaster.

KEY SELECTION CRITERIA:

Qualifications

- A degree in the relevant subject area, educational qualifications and current Queensland College of Teachers registration;
- Literacy specific qualifications and/or training;
- Coaching and/or mentoring training and/or qualifications.

Essential

- A commitment to life-long learning and a passion for teaching;
- An enjoyment of working with young people;
- A proven understanding of recent teaching methodology including differentiation of the curriculum;
- High level of communication and interpersonal skills (written and verbal);
- Excellent organisational skills;
- A willingness to be a member of a team and work collegially with other staff members;
- A strong desire to be involved in the education of the whole child, socially, emotionally, spiritually and academically;
- High level of professional standards and conduct;
- Willing support for the Anglican ethos of the School.

Desirable

- A Masters degree in a specialised area of education or other post graduate qualifications;
- A commitment to the Christian faith;
- A sense of innovation and creativity.

AUTHORISATION:

I hereby agree that this Position Description accurately reflects work requirements.

Headmaster

Paul Browning
Name

Signature

Date

**Literacy
Coach**

Name

Signature

Date

ATTACHMENT – ST PAUL’S SCHOOL

ETHOS STATEMENT

The School’s Purpose is “to prepare resilient, global citizens, who are innovative thinkers, with a heart for servant leadership.”

The School’s Vision is “Leading in educational thinking and practice.”

The School’s Values are:

By **Faith** and by **Learning** we strive to grow in **Community** with God and each other, valuing each person and celebrating individual excellence.

We value Faith believing where:

- Each person is a unique creation of a loving, redeeming God and able to be empowered and sustained by the Holy Spirit through the teaching and life of Jesus Christ.
- Each person can have a relationship with God, through Jesus Christ, demonstrated by modeling one’s life on Christ, serving others and participating in the traditions and practice of the Anglican Church.

We value Learning where:

- Students are encouraged and supported as they strive to reach their intellectual, creative, physical, social, moral, emotional and spiritual potential in a balanced and disciplined way.
- Students fully explore a range of topics, themes and concepts which have relevance, real-world application and a focus towards the future.
- A variety of student dispositions to learning are fostered through our five Realms (viz. Creativity; Design Thinking; Entrepreneurialism; Global Sustainability; Inquiry), which are embedded from P-12 across all Learning Areas.

We value Community where:

- Students, staff and families support the aims, purpose and mission of the School and serve one another using their God-given gifts.
- Students, staff and families grow together in faith and learning, promoting love, justice and mercy - at home, at School and in the wider world.
- Students remain connected to the St Paul’s community when they graduate, through a vibrant Past Students’ Association.

SCHOOL EXPECTATIONS

All employees are bound by the requirements of the School's policies and procedures as they apply from time to time, and are expected to act with integrity, and in a way that demonstrates a proper concern for the public interest expressed with a framework of a Christian educational organisation.

As such, employees at St Paul's School are expected to embrace the following statements.

As well as comply with all federal and State legislation as they apply from time to time as well as any relevant Canon Laws or Diocesan policies.

Much of the information gleaned by employees during the course of their duties is confidential and should be treated as such. Employees shall not use confidential information to gain advantage for themselves, their related persons or for any other person or body, in ways which are inconsistent with their obligation to act impartially. Nor should such information be used improperly and cause harm or detriment to any person, body, or the School.

Proof of qualifications as well as a disclosure on any matter which may affect your employment in this position will also be required prior to commencement.

LEADERSHIP EXPECTATIONS

"If a leader's actions are driven by service and dedication to a cause or a relationship then they are a servant leader."

Leadership at St Paul's is based on the philosophy of individual and School "wholeness", collaboration, teamwork and transparent decision-making. The model of leadership reflects the values central to St Paul's School, that of Faith, Learning and Community.

Leadership Principles underpinning the Leadership at St Paul's:

- St Paul's School leadership structure is **student-centred** and reflects our agreed values of Faith, Community and Learning.
- The leadership structure is **learning-centred** for both students and staff, providing opportunities for open and transparent communication and decision-making.
- Collaborative leadership based on teams enabling of ideas to be brought forward by anyone through a variety of formal and informal routes (everyone's voice deserves to be heard).
- Education of the whole person in which the intellectual, spiritual, emotional and physical development are all-important and integrated.
- The importance of creating an environment which encourages high academic achievements at senior levels by ensuring appropriate methodologies and subject content.
- The concept of St Paul's School as a single whole School, made up of four Sub-Schools each with some degree of autonomy whilst sharing many common elements.