Westminster School is a leading coeducational, Early Learning to Year 12, day and boarding Uniting Church School. We aspire to be the best school for an exceptional all-round education, developing individuals of great character who enhance and inspire the world. To make this happen, we share a real sense of purpose, service and a commitment to learning and improving. Our outlook is global and we build authentic relationships to foster a strong community. We want Westminster to have a world class reputation, providing every opportunity for our students to succeed.

POSITION DESCRIPTION

<table>
<thead>
<tr>
<th>Position name</th>
<th>Pedagogy Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area of School</td>
<td>Senior and Preparatory Schools</td>
</tr>
<tr>
<td>Employment Status</td>
<td>Full time, fixed term (1.0 FTE)</td>
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<tr>
<td>Tenure</td>
<td>3 years</td>
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<tr>
<td>Key Relationships</td>
<td>The Pedagogy Coach is responsible to the Director of Learning, works closely with middle leaders, and teachers. All staff are ultimately responsible to the Principal.</td>
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</table>

**Position Objective:**
The position of Pedagogy Coach is integral to lead the improvement of teaching and learning at Westminster School. The Pedagogy Coach reports directly to the Director of Learning and is responsible for mentoring and coaching teachers with the express intention of improving pedagogical practice to improve student outcomes. The Pedagogy Coach supports the Director of Learning in her/his responsibilities of what students learn (curriculum), how they learn (pedagogy) and for monitoring and improving student learning outcomes.

**Key Responsibilities:**

1. **Contribute to the development of contemporary learning and teaching**
   - Plan and lead the development of professional learning programs aligning to the professional learning needs of staff using the Australian Professional Standards for Teachers.
   - Achieve improvements in teaching and learning through modelling, collaborating, mentoring and coaching.
   - Work closely with the school leadership team to build staff capacity around highly effective student learning and pedagogy.

2. **Cultivate a learning culture**
   - Model and embed the principles of the School’s Learning and Teaching Framework
   - Coach and mentor staff members using processes that develop knowledge, practice and professional engagement.
   - Deploy and model innovative teaching styles
   - Develop collegiality and encourage professional development with staff

3. **Lead the development of effective classroom practice**
   - Employ a range of leadership techniques to assist teachers in the design and implementation of classroom strategies as part of their response to intervention, and the promotion of student engagement and achievement.
   - Assist with analysis and utilization of student achievement data to inform teaching practice, develop plans for differentiated instruction and develop effective pedagogy aiming to improving student engagement and learning outcomes.
   - Monitor instructional effectiveness and student progress using tools and strategies gained through professional development and provide feedback to teachers as they put these strategies/approaches into practice.
   - Work collaboratively with the school curriculum team to ensure key issues are regularly being evaluated and improved upon.
4. Other Responsibilities

- Maintain teaching competency and currency of knowledge of relevant curriculum programs as required by the school or other relevant statutory authorities.
- Classroom teaching duties and responsibilities in relevant learning area.
- Contribute to the Pastoral Care program and support of the Uniting Church ethos.
- Participate and contribute to the co-curricular program of the School.
- Other duties as required by the Principal, commensurate with the position.

Key Selection Criteria: Qualifications, Skills and Experience

- Current SA Teacher Registration, or the capacity to obtain SA registration
- Recognized coaching qualification
- Exemplary classroom practitioner with a proven record of student outcomes
- Ability to lead and model pedagogical reform and professional development activities that will result in improved pedagogical practices.
- Demonstrated skill in planning and preparing teaching and learning programs which meet the diverse characteristics, needs and learning styles of students and are consistent with relevant syllabi, curriculum policies, work programs and education trends.
- Demonstrated experience in leading strategies to maximise student achievement through a staff coaching model.
- Demonstrated high level ability to monitor and assess student learning data at the individual, cohort and whole school level and to use this data to inform teaching for improved student learning.
- A sound understanding of STEAM/STEM and experience in its implementation
- Previous experience in leading projects and change management desirable
- High level of ICT skills, knowledge and incorporation into classroom practice
- Regular and up to date professional knowledge and learning
- Accreditation as a Highly Accomplished, Lead Teacher or AISTL assessor (or working towards) will be highly regarded.

Key Selection Criteria: Personal Qualities

- Demonstrated capacity to develop and sustain strong interpersonal relationships with managers, peers, staff, parents and students
- Ability to establish productive partnerships fundamental to coaching and the delivery of professional development activities.
- An innovator and initiator, who inspires others to learn and grow
- High level communication skills and a customer service focus
- Enthusiastic, resilient and optimistic educator
- Committed to lifelong learning
- A team player demonstrating a ‘whole School’ and ‘whole child’ perspective

Safety and Wellbeing

All staff must:

- Take reasonable care of, and cooperate with actions taken to protect, the health and safety of both themselves and others
- Report all accidents, incidents and hazards to their supervisors as soon as is practicable
- Read and abide by all WHS policies.

Conditions of Employment

- All applicants must be eligible to work in Australia
- Teachers must have (or be eligible to obtain) current registration with Teachers Registration Board of South Australia
- All staff must satisfy child protection screening and adhere to Westminster’s Child Protection policy
- All teaching staff must have completed current First Aid training
- A 6 month probationary period applies to all teaching positions and positions of responsibility

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