

POSITION DESCRIPTION

Instructional Coach



Context

Padua College is a coeducational Catholic secondary school serving the Mornington Peninsula through a dedicated multi-campus model. Grounded in our Catholic heritage, Padua College embraces a holistic approach, nurturing academic excellence, formation in faith, compassion, moral responsibility, and emotional maturity in every young person. We believe that every child is important and uniquely gifted, created in the image and likeness of God. In unlocking their potential and discovering their talents, we inspire students to live purposefully, become lifelong learners, and make a positive impact on their world through service and justice.

Motivating Every Purpose

Our “why” at Padua College is grounded in our Catholic identity and shaped by our Franciscan and Mercy charisms. Through education, we seek to recognise the dignity and potential of every person, inspire a love of learning, nurture the growth of the whole person, build relationships founded on compassion and respect, and encourage each person to use their gifts in service of others.

This is at the heart of *Motivating Every Purpose* and gives direction to our vision, decisions, and actions.

Together, we are committed to supporting every person to:

- discover and develop their God-given gifts and talents;
- grow as a learner and as a person, striving to become all they are called to be; and
- use their gifts, knowledge, and character to make a positive difference in the lives of others and in the world.

Our Core Values

- We **welcome** and affirm
- We inspire **growth of the whole person**
- We create a **love of learning**
- We build **positive relationships**
- We embrace **diversity**
- We show **compassion** for those in need
- We reconcile and **forgive**
- We work for a just and **peaceful world**

Those in positions of leadership on each campus shape and drive the development of a College-wide attitude that engenders the Padua College Mission and Values.

Overview of the Role

The Instructional Coach is at the forefront of implementing the College’s Learning and Teaching Framework, Padua’s Instructional Model, the MACS Vision for Instruction, and the College’s Educational Strategic Plan. The role reflects the *MACS Vision for Leadership*:

“When leaders are effective, they drive both instructional excellence and genuine engagement throughout their educational communities.”

MACS Vision for Leadership, p. 15

The Instructional Coach supports others to strive for excellence in instruction, professional development, and engagement. They help establish high-quality instructional practices for all students and strengthen curriculum, pedagogy, and professional practice to improve student learning and achievement.

They provide targeted coaching to teachers and leaders through classroom observations, effective feedback, modelling evidence-based instructional practices and leading formal and informal professional learning.

Working with the Director of Educational Initiatives, Learning and Pedagogy Leaders, Learning Leaders and teaching staff, the Instructional Coach promotes consistent, high-quality instructional practice and the ongoing improvement of curriculum documentation, including course outlines, units of work, lesson plans, and assessment documentation. They establish clear improvement goals, monitor progress, and integrate evidence-based resources into staff development, enabling teachers to focus their efforts on College priorities and improved student outcomes.

This position forms part of the College's senior leadership structure and, in partnership with other senior College leaders, shares responsibility for the strategic, educational, operational, and pastoral leadership of the College, grounded in and guided by the Mission of the College. The role requires a high degree of professional judgement, adaptability, and initiative to navigate complex and evolving circumstances. As a senior leader, this position is expected to contribute beyond the immediate scope of their portfolio, actively support whole-of-College priorities, and undertake additional leadership functions as required to support the effective operation of the College, recognising that stewardship of the broader interests of the College is an inherent responsibility of senior leadership.

The Instructional Coach is a key member of the Learning and Teaching Committee and Executive, working closely with the Vice Principal – Learning and Teaching and reporting to the Vice Principal – Staff, Strategy and Development.

Professional Leadership Responsibilities

As a Position of Leadership Level 4, teachers should be at a 'Lead' career stage. Position of Leadership Level 4 Teachers in the role of Instructional Coach are expected to specifically:

- Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social, and intellectual development and characteristics of students. Standard 1.1.4
- Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn. Standard 1.2.4
- Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious, and socioeconomic backgrounds. Standard 1.3.4
- Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/ carers. Standard 1.4.4
- Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities. Standard 1.5.4
- Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies. Standard 1.6.4
- Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs. Standard 2.1.4

- Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs. Standard 2.2.4
- Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment, and reporting requirements. Standard 2.3.4
- Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures, and languages. Standard 2.4.4
- Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy using research-based knowledge and student data. Standard 2.5.4
- Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students. Standard 2.6.4
- Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education. Standard 3.1.4
- Exhibit exemplary practice and lead colleagues to plan, implement, and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills. Standard 3.2.4
- Work with colleagues to review, modify, and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking. Standard 3.3.4
- Model exemplary skills and lead colleagues in selecting, creating, and evaluating resources, including ICT, for application by teachers within or beyond the school. Standard 3.4.4
- Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement, and achievement. Standard 3.5.4
- Conduct regular reviews of teaching and learning programs using multiple sources of evidence including student assessment data, curriculum documents, teaching practices and feedback from parents/ carers, students, and colleagues. Standard 3.6.4
- Initiate contextually relevant processes to establish programs that involve parents/carers in the education of their children and broader school priorities and activities. Standard 3.7.4
- Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students. Standard 4.1.4
- Evaluate school assessment policies and strategies to support colleagues with using assessment data to diagnose learning needs, complying with curriculum, system, and/or school assessment requirements, and using a range of assessment strategies. Standard 5.1.4
- Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements. Standard 5.3.4
- Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers. Standard 6.2.4
- Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students. Standard 6.3.4
- Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning. Standard 6.4.4
- Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues, and the community. Standard 7.1.4

- Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational, and professional responsibilities. Standard 7.2.4
- Identify, initiate, and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school. Standard 7.3.4
- Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities. Standard 7.4.4

Major Areas of Responsibility

The Instructional Coach's main responsibilities include but are not limited to:

- in partnership with a Learning and Pedagogy Leader, leading the development of teacher capacity and a strong professional learning culture by modelling and embedding the College's Learning and Teaching Framework, Padua's Instructional Model, and the MACS Vision for Instruction;
- leading a whole-College approach to embedding evidence-based literacy and writing strategies across all learning areas and strengthening student literacy outcomes;
- leading a whole-College approach to the development, documentation, implementation, and ongoing improvement of curriculum, including course outlines, units of work, lesson plans, and assessment documentation;
- leading professional learning and change that supports teachers' ongoing improvement in alignment with the Australian Professional Standards for Teachers, Padua's Learning and Teaching Framework, and identified College priorities, including undertaking a substantial and sustained program of classroom observations across a broad range of teaching staff and learning areas, reviewing classroom practice, providing targeted coaching and effective feedback, and modelling evidence-based instructional practices;
- leading performance review, professional goal-setting and annual review meetings with teaching staff, including establishing clear improvement goals and monitoring progress;
- supporting graduate and early career teachers through a consistent and comprehensive program that develops their professional knowledge, instructional practice, and capacity to build effective relationships with students and colleagues, including supporting provisionally registered teachers to achieve full VIT registration; and
- undertaking other day-to-day duties and implementing decisions as requested by the Principal or the College Improvement Team.

Statement of Duties

The following duties are aligned to the Instructional Coach's major areas of responsibility:

Capacity building and the learning culture

In partnership with Assistant Heads of Campus - Learning and Pedagogy (AHoC – LaP) and Assistant Directors of Campus - Learning and Pedagogy (ADoC – LaP), the Instructional Coach leads the development of teacher capacity and a strong professional learning culture. A central focus of the role is undertaking an extensive and sustained program of classroom observations, feedback and coaching across a range of teaching staff across the college, learning areas and campuses. The Instructional Coach:

- models and embeds the College's Learning and Teaching Framework, Padua's Instructional Model, and the MACS Vision for Instruction;

	• promotes high expectations and consistent, high-quality instructional practices for all students; • uses coaching approaches to strengthen professional dialogue, teacher efficacy, and reflective practice; • undertakes a substantial and sustained program of classroom observations and instructional walkthroughs across a range of teaching staff across the college, learning areas and campuses; • observes and reviews classroom practice, providing teachers with timely, constructive, and evidence-informed feedback; • establishes and maintains observation, feedback and coaching cycles that identify agreed actions, support implementation, and monitor improvement in instructional practice; • conducts professional and constructive conversations with Campus staff regarding performance, conduct and capacity, providing clear guidance and appropriate support; • supports teachers to evaluate and improve their practice using evidence of student engagement, learning, and achievement; • assists teachers to analyse student achievement data, differentiate instruction and implement appropriate responses to intervention; • coaches and mentors teachers and leaders to strengthen their professional knowledge, practice, and engagement; • collaborates with Learning Diversity staff to build teacher capacity in inclusive education and differentiation; • explores and evaluates existing and emerging technologies that enhance instructional practice and student learning; and • supports teachers seeking Highly Accomplished or Lead Teacher National Certification.
Lead literacy and writing improvement	The Instructional Coach is a member of the Literacy Team and leads a whole-College approach to embedding evidence-based literacy and writing strategies across all learning areas. The Instructional Coach: • works with Instructional Coaches, Learning and Pedagogy Leaders, Learning Leaders and teaching staff to implement agreed literacy and writing approaches; • supports the consistent use of evidence-based literacy and writing strategies across the curriculum; • models effective literacy and writing instruction and supports teachers to embed these practices within their learning areas; • leads professional learning that strengthens teachers' capacity to explicitly teach subject-specific literacy, vocabulary, and writing; • supports the development and use of high-quality exemplars, success criteria, and assessment practices; • uses student learning data and other evidence to identify literacy priorities, establish improvement goals and monitor progress; and • evaluates the impact of literacy initiatives on student learning and achievement.
Curriculum development, documentation, and implementation	The Instructional Coach leads a whole-College approach to the development, documentation, implementation, and ongoing improvement of curriculum. The Instructional Coach:

	• collaborates with the Director of Educational Initiatives, Learning and Pedagogy Leaders, Learning Leaders and teaching staff to implement the College's Learning and Teaching Framework, Padua's Instructional Model, and the MACS Vision for Instruction; • establishes and promotes consistent expectations for curriculum design and documentation across the College; • supports the development and ongoing improvement of course outlines, curriculum plans, units of work, lesson plans, and assessment documentation; • ensures curriculum documentation demonstrates appropriate alignment, sequencing, learning intentions, success criteria, and evidence-based instructional practices; • supports Learning Leaders and teaching teams to review the quality, consistency, and accessibility of curriculum documentation; • promotes cross-curricular planning and collaboration where this strengthens student learning; • supports curriculum design that develops students' critical and creative thinking, collaboration, ethical understanding, and readiness for further learning; and • ensures curriculum evaluation and review processes align with College priorities and relevant curriculum requirements.
Leading professional learning and change	In collaboration with the Director of Educational Initiatives and Learning and Pedagogy Leaders, the Instructional Coach leads formal and informal professional learning aligned with identified College and staff needs. The Instructional Coach: • designs and facilitates professional learning aligned with the Australian Professional Standards for Teachers, MACS Vision for Instruction, College priorities and the Learning and Teaching Framework; • supports teachers to identify, implement and embed evidence-based, high-impact instructional practices; • models effective teaching practices and provides opportunities for observation, practice, feedback, and reflection; • supports Learning Teams and individual teachers to establish clear improvement goals and monitor their progress; • leads staff in trialling new practices, examining evidence of student learning and evaluating impact; • works with Learning Diversity staff to strengthen professional learning related to diverse learning needs; • identifies and recommends relevant professional learning, professional reading, associations, conferences, and workshops; • promotes appropriate practitioner inquiry and action research; and • maintains current knowledge of educational research, curriculum developments, and evidence-based instructional practices.
Annual review and professional goal setting	The Instructional Coach leads annual review meetings, professional goal-setting and related review processes with teaching staff. The Instructional Coach:

	• establishes a supportive and productive environment for annual review meetings, goal setting, coaching conversations, and formal performance reviews; • supports staff to develop appropriate professional goals aligned with the Australian Professional Standards for Teachers, College frameworks, MACS Vision for Instruction (or its equivalent), student learning needs and identified priorities; • assists teachers to identify actions, evidence and professional learning that will support the achievement of their goals; • monitors progress and provides ongoing coaching and feedback; • supports the implementation of the College's leadership-development frameworks, including IPPEaK and GEL, where applicable; and • maintains accurate and appropriate documentation relating to review and goal-setting processes.
Supporting graduate and early career teachers	The Instructional Coach supports graduate and early career teachers through a consistent and comprehensive induction, mentoring, and development program. The Instructional Coach: • supports provisionally registered teachers to progress from provisional to full VIT registration; • guides graduate teachers in demonstrating the Australian Professional Standards for Teachers at the Proficient career stage through the VIT inquiry process; • coordinates and supports mentors/buddies working with graduate and early career teachers; • ensures required classroom observations, evidence collection, feedback, and professional conversations are completed in accordance with VIT requirements; • provides professional learning that develops instructional practice, professional knowledge and effective relationships with students, colleagues, and guardians; • supports graduate teachers to understand the professional, ethical, child safety and regulatory responsibilities of teaching, including appropriate professional boundaries and mandatory reporting obligations; • monitors progress and provides timely guidance throughout the registration process; and • supports the ongoing professional growth and retention of early career teachers.
Expectations	The Instructional Coach is expected to: • demonstrate a commitment to the broader life and educational priorities of the College, including availability to support College events, critical incidents, emergencies, student and staff wellbeing matters, operational requirements, and emerging College needs as they arise; • exercise flexibility, responsiveness, and a willingness to contribute beyond defined areas of responsibility, including acting on behalf of colleagues, supporting College-wide priorities and operations, and undertaking additional leadership responsibilities where these are

consistent with the seniority, complexity, and accountabilities of the role;

- be available outside of normal campus hours to assist with College events, the Daily Organiser (as and when required), and emergencies, and is expected to have the flexibility required of a senior Position of Leadership Level 4;
- work towards attaining Lead Teacher Certification and/or HALT Assessor Certification during the tenure;
- attend planning days prior to the start of school each year and up to the gazetted date for the end of the school year if required;
- be familiar with and comply with Padua College's Child-Safety and Wellbeing Policy and Code of Conduct, and any other policies or procedures relating to child safety;
- be familiar with and comply with legislated Occupational Health and Safety practices and participate in consultative processes to ensure workplace safety for staff and students;
- maintain currency of all relevant legislated and required College Occupational Health and Safety modules, and all First Aid and CPR Qualifications;
- undertake regular professional learning to maintain a high level of awareness of current and best practice in the major areas of responsibility associated with the role;
- attend College and Campus Staff Meetings as requested by the Principal or his/her nominee; and
- perform any other day-to-day duties as requested by the Principal or his/her nominee.

This statement of duties is not intended to be an exhaustive or exclusive list of duties assigned to the position. They are intended as a guide to the responsibilities of the role. The position is subject to review and modification by the Principal (or nominee), in negotiation with the appointee, in response to the evolving needs of the College and the experience and expertise of the appointee. Any significant additions to the responsibilities may be requested by the Principal (or nominee) through consultation and mutual agreement with the appointee.

Child Safety

Padua College is committed to the safety, wellbeing, and inclusion of all our students. The College has zero tolerance for child abuse and is committed to the protection of all children from all forms of child abuse. Particular attention is paid to the most vulnerable children (Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds and children with a disability). In this context, Padua College implements a regular and comprehensive Child Safety and Protection program across the entire community.

All staff at Padua College take an active role and are well informed of their obligations in relation to Child Safety under Ministerial Order No. 1359 "Implementing the Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premises". Employment at Padua College is subject to College policies, including the Child Safety Policy, Child Safety Code of Conduct and Child Protection – Reporting Obligations Policy, being read, understood, and adhered to by being proactive in reporting any concerns or identified risks. Where students are under staff care, there is an obligation to take all practical steps to protect students where a risk to students' safety has been identified.

All staff are also required to understand and meet their obligations under mandatory reporting requirements, the Reportable Conduct Scheme, and the failure to disclose and failure to protect offences under the *Crimes Act 1958 (Vic)*.

Key Organisational Relationships

INTERNAL	EXTERNAL	COMMITTEES
Principal College Improvement Team Vice Principal – Staff, Strategy & Development Vice Principal – Learning and Teaching Director of Educational Initiatives AHOC – Learning & Pedagogy Learning Leaders Learning Diversity Team Teachers Students	Parents/Guardians MACS VCAA Learning Support Agencies	Instructional Coaches Learning and Teaching Executive Literacy Team

Criteria for Effective Leadership

The effective performance of the Instructional Coach will be due to their capabilities across a comprehensive range of the following:

Attributes & Dispositions

- commitment to the Mission, Vision, and Catholic identity of Padua College
- passion for teaching and learning
- a vision for exemplary practice and student engagement informed by Padua's Teaching and Learning Framework
- openness to change and commitment to improvement
- optimism, confidence, and enthusiasm when leading staff and students and managing change
- approachability as an active listener, negotiator, and advocate
- behaves in ways that respect and advance the profession (VIT Code of Ethics, 2021)
- positive role model in education settings, in the community and online (VIT Code of Conduct, 2021, P.2.1)
- acts with discretion and maintains confidentiality in all communications (VIT Code of Conduct, 2021, P. 2.1)

Knowledge & Understandings

- thorough knowledge of contemporary best practice approaches to teaching and learning
- excellent knowledge of innovations in pedagogy, technologies influencing the learning landscape and learning environments
- up-to-date knowledge of learning and assessment policy and procedures as interpreted and implemented by the VCAA, ACARA, MACS, and the VCEA

- knowledge of the appropriate avenues and resources for seeking information, support, and clarification in relation to the responsibilities of the role
- knowledge of the College's policies and procedures that impact on learning and teaching
- understanding the need for accountability as a member of the Campus Administration Team
- demonstrated commitment to ongoing learning through postgraduate studies

Skills & Capabilities

- demonstrated record as a Lead Teacher in reference to the Australian Professional Standards for Teachers
- the ability to analyse data and trends to monitor developments in learning and teaching, provide feedback and plan for continuous improvement
- demonstrated success in developing, implementing, and evaluating educational policy and practice
- ability to form teams and sustain teamwork
- track record of skilfully fostering positive relationships between teachers
- versatility to communicate clearly, personably, and effectively in a variety of settings
- capacity to multitask and pay close attention to detail
- ability to keep to timelines and manage multiple deadlines
- ability to implement the College Improvement Team's long-term plans for continuous improvement in learning and teaching
- excellent capabilities in the application of learning management systems
- capacity to reflect on one's own leadership performance and style

Tenure, Conditions and Requirements

Classification	POL 4 14 of 39 periods 3 positions
Tenure	27 January 2027 – 26 January 2030
Appraisals	Annual Review Meeting Formal Appraisal in Semester 2 of the second year of appointment
Entitlements	Entitlements under the Victorian <i>Catholic Education Multi Enterprise Agreement 2022</i> (or its successors)
Requirements	Victorian Institute of Teaching – Full Registration Have or be working towards Accreditation to Teach Religious Education in a Catholic School, or have or be working towards VCEA Accreditation to Teach in a Catholic School Completion of OHS Modules

Authorised by: _____
(Principal)

Date: _____

Signed by: _____

Date: _____

Name: _____

Date of Document: September 2026

Date for Review: September 2029

