



## POSITION DESCRIPTION INSTRUCTIONAL COACH (CURRICULUM DESIGN)

### CONTEXT

Padua College provides a contemporary Catholic secondary co-education for young people within the regions of the Mornington Peninsula and Western Port Bay. Our College was founded by the Sisters of Mercy and is named after St Anthony of Padua. In partnership with our students, staff, parents, parishes and the wider community, Padua College gives witness to the Christian faith in our Catholic tradition. We aim to be a positive, creative, hope-filled learning community where Catholic values and spirit are shared and the sacred dignity of each person is nurtured.

The **North Star** is our guiding direction. It encompasses our “why” at Padua College as we align our vision and action. It inspires, challenges, and provides direction.

We want every person to:

- recognise and utilise their God-given talents;
- be the best they can be; and
- make a positive impact on their world.

### Our Core Values:

- a) We welcome and affirm
- b) We inspire growth of the whole person
- c) We create a love of learning
- d) We build positive relationships
- e) We embrace diversity
- f) We show compassion for those in need
- g) We reconcile and forgive
- h) 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 (Curriculum Design) is at the forefront of the implementation of the College’s Learning and Teaching Framework, Padua’s Instructional Model, and the execution of Padua’s Educational Strategic Plan. They focus on identifying and enhancing effective curriculum, pedagogy and practices that will increase student learning. The Instructional Coach (Curriculum Design) is responsible for providing targeted coaching to teachers and leaders to ensure consistency in curriculum design and documentation and pedagogical practices across the College. The Instructional Coach works with the Director of Innovation, Learning and Pedagogy Leaders, Learning Leaders, and teaching staff to build a focus on improving curriculum documentation - course outlines and lesson plans that increase student engagement, learning and wellbeing.

Effective leadership of learning and teaching explicitly connects high quality teaching to student engagement, successful learning, and positive student outcomes. At Padua, the Instructional Coach conducts classroom observations, provides effective feedback, leads professional learning, models the principles of Padua’s Learning and Teaching Framework and coaches staff in an effort to build the capacity of teachers in the area of effective classroom practice.

The Instructional Coach works closely with the Director of Innovation, LaP Leaders, Learning Leaders, and teachers to ensure Padua’s Learning and Teaching Framework, and identified key areas of improvement in

pedagogy, professional practice, curriculum design and implementation are evident in classrooms and curriculum documentation.

The Instructional Coach is a key member of the Learning and Teaching Team/Executive guided by the Vice Principal – Learning & Teaching and reports directly to the Vice Principal - Staff, Strategy & 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
- 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
- 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:

- i. in partnership with a Learning and Pedagogy Leader, the Instructional Coach assumes a lead role in building capacity and cultivating the learning culture of the College by modelling and embedding the principles of the College's Learning and Teaching Framework;
- ii. leading a whole college approach to the development, documentation and implementation of curriculum including unit plans and lesson outlines;
- iii. leading professional learning and change that connects each teacher to professional improvement within the AITSL Standards, Padua's Learning and Teaching Framework and in accordance with the College Key Priorities;
- iv. leading performance review, goal setting and ARMs with teaching staff; and
- v. performing 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:

<b>i. Capacity building and the learning culture</b>	<p>In partnership with the Learning and Pedagogy Leader, the Instructional Coach assumes a lead role in cultivating the learning culture of the College. Modelling the principles of the College's Learning and Teaching Framework and Padua's Instructional Model they will:</p> <ul style="list-style-type: none"> <li>• set professional standards for teaching and learning and develop the capabilities of teaching staff to achieve those standards;</li> <li>• utilise coaching and coaching approaches to enhance the quality and efficacy of professional conversations;</li> <li>• lead a supportive and productive environment for classroom observation, effective feedback, and coaching;</li> <li>• lead and work with staff to discuss and modify their professional practice according to the effectiveness of their practices on student engagement, learning, wellbeing, and outcomes;</li> </ul>
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	<ul style="list-style-type: none"> <li>● monitor instructional effectiveness and provide feedback to teachers as they put these strategies / approaches into practice;</li> <li>● 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;</li> <li>● assist staff with the analysis and utilisation of student achievement data to inform teaching practice, develop plans for differentiated instruction, and develop effective pedagogy with an aim to improve student engagement and learning outcomes;</li> <li>● reflect with colleagues on the successes of a culture that connects high levels of engagement and high expectations with student responsibility for their learning;</li> <li>● coach and mentor leaders and staff members using processes that develop knowledge, practice and professional engagement and promote a professional growth culture;</li> <li>● develop collegiality and encourage professional development with staff, including building and enhancing professional conversations;</li> <li>● ensure student performance data is appropriately analysed and used to inform the teaching and learning program with the aim to improve student engagement and learning outcomes;</li> <li>● demonstrate exemplary practice and high expectations, leading colleagues to encourage students to pursue challenging learning goals and take responsibility for their learning;</li> <li>● explore and evaluate emerging technologies to enhance classroom practice, student engagement and learning opportunities;</li> <li>● work with leaders and staff to ensure that technology used supports innovative and growth capabilities;</li> <li>● collaborate with the Learning Enhancement staff to ensure capacity building of staff in the area of inclusive education and differentiation;</li> <li>● drive the development and improvement in teaching and learning through collaboration, mentoring, and coaching;</li> <li>● support teachers in moving toward Highly Accomplished or Lead Teacher Certification;</li> <li>● collaborate with the Learning Enhancement staff to ensure particular student needs are met; and</li> <li>● in collaboration with the Director of Innovation and Learning and Pedagogy Leaders take a lead role in cultivating the learning culture of the College.</li> </ul>
<b>ii. Leading a whole college approach to the development, documentation and implementation of curriculum including unit plans and lesson outlines</b>	<p>The Instructional Coach takes a lead role in leading a whole college approach to the development, documentation and implementation of curriculum including unit plans and lesson outlines across the college. They will:</p> <ul style="list-style-type: none"> <li>● collaborate with the Learning Leaders, LaPs, and Instructional Coaches to lead and strategically implement the College's Learning and Teaching Framework and Instructional Model;</li> <li>● lead staff in the development, documentation, and implementation of a 'whole of College' approach, to curriculum design - unit plans and lesson outlines;</li> <li>● model and embed the principles of the College's Learning and Teaching Framework and Instructional Model across the College;</li> <li>● model and deploy innovative curriculum design in line with current educational trends;</li> </ul>

	<ul style="list-style-type: none"> <li>● actively collaborate with leaders and teaching staff to seek out and achieve cross curricular opportunities;</li> <li>● facilitate regular and well-structured professional learning/meetings that ensure professional dialogue around learning and professional practice, exploring the learning and teaching needs of the Campus and the College;</li> <li>● ensure that curriculum design addresses the need to adapt to changed learning strategies that better prepare students for post-school (innovation, creative and critical thinking, ethical judgements, collaboration, and teamwork); and</li> <li>● in collaboration with the Director of Innovation and Learning and Pedagogy Leaders ensure the development and direction of the curriculum, evaluation and review processes are aligned to Padua's Learning and Teaching Framework.</li> </ul>
<b>iii. Leading professional learning and change</b>	<p>The Instructional Coach in collaboration with the Director of Innovation and Learning and Pedagogy Leaders take a lead role in leading professional learning of teachers with an emphasis on Curriculum Design including consistent documentation and implementation. They will:</p> <ul style="list-style-type: none"> <li>● plan and lead the development of professional learning programs aligning to the professional learning needs of teaching staff using the AITSL Standards and Padua's Learning and Teaching Framework with an emphasis on Curriculum Design including consistent documentation and implementation;</li> <li>● expose and develop teaching staff in a range of pedagogical approaches including Padua's Instructional Model;</li> <li>● lead professional learning and support Learning Teams and individual teachers to identify, develop, implement, and embed the use of a broad range of evidence-based high impact teaching strategies in their everyday practice to ensure a learning centred school;</li> <li>● work with the Learning Enhancement Department to ensure staff receive professional learning in supporting students with diverse learning needs;</li> <li>● lead staff to trial new practices, monitor student learning and seek feedback to gauge the impact of changed practices;</li> <li>● explore and recommend professional development opportunities that enable teaching staff to keep pace with the direction of the College;</li> <li>● conduct, promote and facilitate action research at the College;</li> <li>● lead high quality professional learning opportunities for colleagues that focus on improved professional practice and student learning;</li> <li>● generate further professional learning opportunities for staff by: <ul style="list-style-type: none"> <li>– circulating professional reading;</li> <li>– promoting involvement with appropriate educational associations; and</li> <li>– encouraging attendance at applicable conferences, seminars, and workshops;</li> </ul> </li> <li>and</li> <li>● maintain their teaching competencies and currency of knowledge of relevant research and evidence-based practices, and actively attend and participate in appropriate professional learning.</li> </ul>
<b>iv. Leading and conducting Performance Review</b>	<p>The Instructional Coach leads performance reviews, planning, professional learning and change that connects each teacher to professional improvement within the AITSL Standards, Padua's Learning and Teaching Framework and Instructional Model. They will:</p>

	<ul style="list-style-type: none"> <li>● lead a supportive and productive environment for Goal Setting, Annual Review Meetings, coaching conversations, and formal performance appraisals;</li> <li>● assist and support teaching staff with the setting of annual goals that connect to Padua's Learning and Teaching Framework and Instructional Model, within the IPPEaK/GEL Framework and expand their repertoire of skills and strategies;</li> <li>● explore and recommend professional development opportunities that enable teaching staff to achieve goals set aligned to the College's Key Priorities and Learning and Teaching Framework; and</li> <li>● advocate for, participate in, and lead high quality professional learning opportunities for colleagues that focus on improved professional practice and student learning.</li> </ul>
<b>v. Expectations</b>	<p>The Instructional Coach is expected to:</p> <ul style="list-style-type: none"> <li>● work towards attaining Lead Teacher Certification and/or HALT Assessor Certification during the tenure;</li> <li>● undertake other duties related to the role as directed by the Principal or Vice Principals;</li> <li>● attend planning days prior to the start of school each year;</li> <li>● 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;</li> <li>● 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;</li> <li>● maintain currency of all relevant legislated and required College Occupational Health and Safety modules, and all First Aid and CPR Qualifications;</li> <li>● 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;</li> <li>● attend College and Campus Staff Meetings as requested by the Principal or his/her nominee; and</li> <li>● perform any other day to day duties as requested by the Principal or his/her nominee.</li> </ul>

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 as 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 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 school 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, 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 Padua College 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 school 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 risk. 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.

## KEY ORGANISATIONAL RELATIONSHIPS

INTERNAL	EXTERNAL	COMMITTEES
Principal College Improvement Team Vice Principal – Learning and Teaching Vice Principal - Staff, Strategy & Development Director of Innovation AHOC - Learning & Pedagogy Learning Leaders Learning Enhancement Team Teachers Students	Parents MACS VCAA Learning Support Agencies	Learning and Teaching Executive

## 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, CEM and the CECV
- 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 post graduate 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 so as 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

<b>CLASSIFICATION:</b>	POL 4 19 of 39 periods
<b>OBSERVATION SCHEDULE:</b>	Intended schedule for observation is: 6 observations per team member per year, subject to number of Instructional Coaches and Graduates in a given year
<b>TENURE</b>	1 year appointment - 2026
<b>APPRAISALS</b>	Annual Review Meeting
<b>ENTITLEMENTS</b>	Entitlements under the <i>Catholic Education Multi Enterprise Agreement 2022</i> (or its successors)
<b>REQUIREMENTS</b>	Victorian Institute of Teaching – Full Registration Have or be working towards Accreditation to Teach Religious Education in a Catholic School, or have or working toward CECV Accreditation to Teach in a Catholic School Completion of OHS Modules

Authorised by: \_\_\_\_\_ Date: \_\_\_\_\_  
(Principal)

Signed by: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_

Date of Document: August 2025

Date for Review: August 2026