



Literacy Coach

Reports to:	Director of Learning and Growth: Pedagogy
POL Level	2
Time Allowance:	10 periods, per cycle (0.21)
Tenure:	2025 - 2027

Thomas Carr College is a dynamic Catholic learning community guided by our Gospel values. Our Catholic faith has a vital role to fulfil in the education of our students; it is at the very core of our purpose and identity. Each Thomas Carr College staff member bears witness to these values in their interactions with staff, students, families and the community.

This role description is written in light of the Mission and Vision Statements of the College. Our community is characterised by a strong set of values that underpin the way we live. We enact those values by respecting and honouring our collective heritage while looking with imagination to the future. All dimensions of life at the College, including the work of the Literacy Coach, are aimed at supporting the growing, learning person: the young people whom the College serves.

All leaders at the College accept responsibility for working with staff teams, through collaborative leadership for growth, in the development of a positive school climate supporting high expectations and high levels of success for all students.

COMMITMENT TO FAITH

All positions at Thomas Carr College are based on the Christian model of servant leadership exemplified by Jesus Christ and given witness to by our founder Archbishop Thomas Carr. It is expected of all employed at Thomas Carr College that they:

- Accept and model the Catholic educational philosophy of the school.
- Develop and maintain an adequate understanding of those aspects of Catholic teaching that touch upon their subject areas and other aspects of their work by their teaching and other work and by personal example, striving to help students to understand, accept and appreciate Catholic teaching and values.
- Comply with the accreditation policy of the CECV to teach in a Catholic school.

THOMAS CARR IS A CHILD SAFE SCHOOL

Thomas Carr College holds the care, safety and wellbeing of its students to be at the core of all we do. The College is resolutely committed to ensuring that all staff of the College act in a manner that promotes the inherent dignity of each of our young people and their fundamental right to be respected and nurtured in a safe school environment. This commitment includes regular and appropriate learning opportunities in relation to child safety and young people's protection and wellbeing.

We also commit to listening to, and taking seriously, all concerns voiced by students, staff, parents and caregivers, volunteers, contractors and clergy. We commit to continuously reviewing and improving our systems to protect children from abuse.

Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the Gospel.



OVERVIEW

The Literacy Coach supports colleagues in the strategic implementation of Literacy improvement. They collaborate with teachers to enhance literacy instruction. They provide coaching and classroom observation in literacy improvement. Additionally, they analyse data to inform instructional decisions and empower both students and teachers.

The Literacy Coach, upon appointment, agrees to discharging the duties as outlined below. Reporting to the Director of Learning and Growth: Pedagogy, they are responsible for ensuring that Literacy development is a part of all learning and teaching at the College.

KEY RESPONSIBILITIES

- Actively support the College's Mission and Vision Statement.
- Work with the Director of Learning and Growth: Pedagogy to participate in classroom observation programs to develop a common language for teaching literacy explicitly and supporting teachers in teaching subject specific literacy skills.
- Work with the Director of Learning and Growth: Pedagogy to create and implement a coaching program to support the Professional Learning of classroom teachers.
- Collaborate with members of the Classroom Improvement Team to foster a strategic approach to coaching and observation for improving student reading and writing skills in alignment with the Model of Instructional Practice.
- Maintain a sound understanding of educational trends and draw upon education research and best practice to maintain a high degree of learning and teaching across the College.
- Foster a culture of professional collaboration which draws on expertise and research from the wider educational community to improve student outcomes.
- Work collaboratively with Director of Learning and Growth: Pedagogy to establish a common approach to Literacy across the College.
- Set high expectations for both staff and students in relation to Literacy learning outcomes.
- Work collaboratively with Director of Learning and Growth: Pedagogy to establish a common language for learning and teaching via the College's Model of Instructional Practice.
- Work with teachers to provide differentiated teaching and learning for all students in the area of Literacy, including:
 - students with disability
 - gifted and talented students
 - students who are learning English as an additional language or dialect (EAL/D).
- Work with the Classroom Improvement Team to facilitate the review of assessment practices and processes including the use of data to inform teaching and assessment practices in the delivery of all learning programs.
- Participate in the College's coaching and observation programs.
- Be an active and visible presence in the learning environment in support of teachers and educational support staff.
- Provide evidence-based feedback to teaching staff formally through the Coaching program and informally as part of mentoring.
- Provide coaching support for teaching staff in the areas of teacher development and classroom improvement.



- Model the approaches to performance and development for teachers and leaders through commitment to ongoing professional learning.
- Actively promote Literacy at College events such as College Open Days and Expo, as required.
- Contribute to a performance and development culture by supporting senior leadership in the Professional Learning Communities (PLC) structure, with a focus on developing collective teacher efficacy and action research into College-wide pedagogical practice.
- Model collaborative and empathic leadership.
- Manage the budgets within the allocated portfolio responsibilities of this role.

TEAM ENGAGEMENT:

- Member of the Classroom Improvement Team

Through mutual agreement some variation in the specified responsibilities may take place during the term of appointment as a part of a normal process of ongoing evaluation of the College's operations.

All employees at Thomas Carr College are to follow College policies and procedures, including the Occupational Health and Safety Act 2004, the Equal Opportunity Act and CECV Commitment Statement to Child Safety.

ATTRIBUTES

1. A firm belief in and commitment to the Mission and Vision of the College and an ability to articulate and promote these.
2. Demonstrated ability to work in a collaborative environment skilled at developing sustained relationships with staff, students and parents.
3. A clear vision for learning and teaching based on contemporary educational thought and practice.
4. Demonstrated ability to develop and lead within a learning environment that enables the pursuit of excellence, including planning, implementation and evaluation.
5. Proven commitment to ongoing growth as a leader and teacher.
6. Demonstrated excellence in the use of digital technologies in an educational setting.
7. Excellent communication, administrative and organisational skills.

QUALIFICATIONS

- Appropriate tertiary qualifications
- VIT Registration
- CECV Accreditation to Teach in a Catholic School (or working towards)

Thomas Carr College is an equal opportunity employer that promotes the safety, wellbeing and inclusion of all children.