

Catholic College Sale

Instructional Literacy Coach



Position:	Instructional Literacy Coach/Generalist Teacher
Time Fraction:	0.5 Literacy Coach and 0.3 Classroom Teacher
Reporting to:	Deputy Principal – Learning and Teaching
Appointment Period:	12 months (Commencing Semester 2 2026, with review June 2027)
Scope:	Instructional Literacy Coaches will initially work with teachers' (in specific subject areas), supporting them to embed evidence-informed literacy practices within their subjects through coaching, modelling and collaborative reflection.

About this role:

The Instructional Literacy Coach supports the implementation of Catholic College Sale's Whole-School Literacy Instructional Model, grounded in the pillars of *Engaged, Empowered and Inclusive Learning*.

This role focuses on strengthening classroom practice by working *alongside* teachers to embed high-impact, evidence-informed literacy strategies that engage students deeply, empower them as learners, and ensure that every student feels included and capable of success.

In 2026, the position will begin with focusing on supporting teachers through in-class coaching, modelling and collaborative planning. The role is grounded in partnership, reflection and shared learning, helping teachers to build confidence and expertise in the explicit teaching of reading, writing, vocabulary and structured classroom talk.

Reporting Relationships:

Position reports to:	Deputy Principal – Learning and Teaching
Leads: (N/A)	This is a non- hierarchical position, but rather <i>leading by example</i> through effective collaboration, trust and expertise-sharing. Instructional Literacy Coaches are <i>partners in practice</i> .
Key relationships:	Learning Area Leaders, Professional Learning Teams (PLTs), Directors of Engagement, Leader of Professional Practice, classroom teachers across the school, and the Deputy Principal (Learning and Teaching).

Key Duties & Responsibilities:

1. Instructional Coaching and Modelling

- Work in partnership with teachers to enhance literacy instruction through co-planning, modelling, observation and reflective feedback.
- Coaching is collaborative, practical and non-evaluative, focused on growth rather than appraisal.
- Demonstrate practical literacy strategies, including:
 - Explicit teaching: clearly communicating learning goals, modelling thinking, and guiding practice.
 - Reading comprehension: teaching students how to summarise, question, infer and make meaning from complex texts.
 - Academic vocabulary: helping students learn and apply discipline-specific language in authentic contexts.
 - Writing for learning: supporting students to plan, draft and refine writing that develops reasoning and explanation.

- Structured classroom talk: facilitating purposeful discussion and oral rehearsal to build confidence and understanding.
- Feedback and reflection: using formative assessment and metacognitive prompts to guide next steps.
- Collaborate with teachers to adapt literacy strategies for varied learner needs, ensuring lessons remain engaging, empowering and inclusive.

2. Professional Learning and Collaboration

- Co-design and facilitate professional learning sessions that connect literacy research to classroom application.
- Work with PLTs and Learning Area Leaders to support goal setting, lesson planning and collaborative analysis of student work.
- Share teaching resources, exemplars and reflection tools that assist teachers to apply literacy strategies in their subjects.
- Encourage a collegial environment of trust, curiosity and shared inquiry.
- Model the College's coaching norms: confidentiality, respect, evidence-informed dialogue and a shared commitment to reflection.

3. Implementation and Reflection

- Support teachers to plan, trial and evaluate literacy practice in classrooms.
- Collect and review classroom evidence, including student work and teacher reflections, to inform ongoing improvement.
- Collaborate with Learning Area Leaders and the Deputy Principal (Learning and Teaching) to evaluate progress and inform next steps.

4. Professional Culture and Values

- Instructional Literacy Coaches demonstrate the College's coaching culture grounded in trust, respect and shared responsibility.
- Model reflective practice and a commitment to continuous learning.
- Encourage teachers to use clear learning intentions and success criteria that make literacy expectations visible to students.
- Support teachers to align feedback with success criteria, helping students understand what quality work looks like and how to progress towards it.
- Acknowledge progress and share examples of effective practice to promote collective growth.
- Uphold Catholic College Sale's vision: Create Belonging, Strive for Excellence, and Share Success. Embody the principles of Engaged, Empowered and Inclusive Learning through everyday coaching practice.

Key Selection Criteria:

This role is open to teachers from **any learning area** who are committed to strengthening instructional practice and supporting colleagues to embed effective literacy strategies across the curriculum.

Qualifications and Experience

- Tertiary qualification in Education, with demonstrated understanding of literacy and evidence-informed pedagogy.
- Experience in leading school wide literacy intervention programs in schools.
- Demonstrated ability to work collaboratively with colleagues to enhance classroom practice.
- Understanding of how reading, writing, talking, and vocabulary support learning in all subjects.
- Proven ability to use student work and feedback to guide planning and reflection.

- Commitment to equitable and engaging learning for every student.

Knowledge, Skills and Dispositions

- Deep understanding of effective instruction, including explicit teaching, guided practice, feedback, and formative assessment, that enables all learners to make progress.
- Capacity to design and support learning that is purposeful, scaffolded, and responsive to student needs and feedback.
- Skilled at translating evidence into practical classroom strategies that promote engagement, metacognition and clarity of learning.
- Collaborative and approachable, building trust through professional dialogue and shared reflection.
- Commitment to creating inclusive, high expectation learning environments consistent with Catholic College Sale's values and the wellbeing of every learner.
- Capacity to coach through relational trust, reflective dialogue and shared inquiry consistent with the College's professional norms.

Our Commitment to Child Safety

Catholic College Sale is committed to providing a child-safe environment where children and young people feel safe and have their voices heard in decisions that affect their lives.

Each member of the College community has a responsibility to understand the important and specific role that they play individually and collectively to ensure that the wellbeing and safety of all students is at the forefront of all that they do and every decision that they make.

All staff are required to be conversant with, and comply with, the College's Code of Conduct and Child Safeguarding Policies, and to hold a current Working with Children Check or current unrestricted VIT Registration (WWCC).