



PEDAGOGY COACH

ROLE TENURE:	2027 – 2029 (3 -Years)
POSITION OF LEADERSHIP:	POL Level 3
TIME ALLOWANCE:	9ppc (74mins)
APPRAISALS:	Annual Growth Review Meeting Summative Leadership Growth Review (Year 2)
REPORTING RELATIONSHIPS:	Reports to: <ul style="list-style-type: none">❖ Director of Professional Growth & Practice❖ Assistant Principal: Learning & Teaching
LEADS:	Leading teachers in Coaching for Growth

OVERVIEW

All staff members of Marian College are expected to actively support Catholic education in the Brigidine tradition, as articulated in the College's [vision and mission statements](#). Staff are required to embody the values of Kildare Ministries in their professional conduct and in the relationships they foster within the College community. Each staff member's role is designed to contribute to the best possible educational outcomes for all students, enhance the community's strengths and ensure careful stewardship of the College's resources.

ROLE DESCRIPTION

The Pedagogy Coach supports the implementation of the College's whole-school coaching model by working with teachers to strengthen instructional practice, professional reflection and student learning outcomes.

This role works in partnership with the Director of Professional Growth & Practice to support coaching cycles, classroom observation, feedback conversations and professional learning. The role is developmental and growth-focused, supporting all teachers to engage in continuous improvement as part of the College's approach to staff growth and appraisal.

Pedagogy Coaches use evidence, student learning data, classroom observation and the Science of Learning to support teachers to refine practice, strengthen consistency and embed the Marian instructional model. Through relational coaching, professional dialogue and shared inquiry, the role contributes to a culture of trust, collective efficacy and ongoing teacher growth.

CHILD SAFETY

At Marian College, safeguarding students is a collective responsibility of all staff engaged in child-related work. Our dedication is reflected in the comprehensive policies and procedures on our Child Safety webpage. All staff must adhere to our [Child Safety Code of Conduct](#). Any violations of school policies or codes of conduct will result in appropriate actions by the College.

KEY RESPONSIBILITIES

Leading Student-Centred Learning

- ❖ Lead initiatives that contribute to the achievement of the College Strategic Plan and Annual Action Plan.
- ❖ Support teachers to embed the Marian instructional model, HARTS and the Science of Learning.
- ❖ Promote explicit, inclusive and high-impact teaching practices that respond to student learning needs.
- ❖ Use student voice, work samples and learning evidence to inform coaching conversations.
- ❖ Keep student growth, engagement and achievement at the centre of all coaching work..

Leading Teacher Growth

- ❖ Support teachers to reflect on, refine and strengthen their instructional practice.
- ❖ Engage teachers in coaching cycles that include goal setting, observation, feedback and reflection.
- ❖ Build teacher confidence and capability through professional dialogue and evidence-informed feedback.
- ❖ Promote coaching as a growth-focused approach to staff appraisal and continuous improvement.
- ❖ Foster professional inquiry, reflection and shared practice among teachers and teams.
- ❖ Support teachers to trial, evaluate and refine evidence-informed strategies.
- ❖ Share effective practice across teams to strengthen collective efficacy.
- ❖ Contribute to professional learning aligned with College teaching and learning priorities.
- ❖ Support staff to embed agreed instructional practices in their classroom context.
- ❖ Work collaboratively with Learning Leaders, Domain Leaders and College leaders to strengthen teaching practice.

Leading Coaching Practice

- ❖ Work with the Director of Teaching Practice and Coaching to implement consistent coaching processes across the College.
- ❖ Conduct classroom observations and provide clear, respectful and constructive feedback.
- ❖ Support teachers to identify practical strategies that improve engagement, learning and achievement.
- ❖ Maintain appropriate coaching records, timelines and follow-up actions.


Leading Data-Informed Practice

- ❖ Use learning data, classroom evidence and teacher reflection to guide coaching priorities.
- ❖ Support teachers to use evidence to refine practice and improve outcomes.
- ❖ Monitor the impact of coaching on teacher growth and student learning.
- ❖ Contribute to the evaluation of pedagogical initiatives and improvement strategies.

Other Duties

- ❖ Communicate key initiatives, achievements and priorities through College communication channels, including the Newsletter, Staff Connect and other publications.
- ❖ Contribute to the preparation of compliance, accreditation and reporting requirements for relevant educational and government authorities.
- ❖ Commit to ongoing professional development in your area of work.
- ❖ Undertake other duties related to the role as directed by the Principal.

WORKPLACE HEALTH & SAFETY

- ❖ Comply with legislated occupational health and safety practices.
 - ❖ Observe safe work practices in accordance with training and instruction given.
 - ❖ Identify, report and address risks and hazards to promote a safe working environment.
 - ❖ Implement and promote occupational health, safety and risk management practices.
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KEY SELECTION CRITERIA

1. A commitment to the Catholic Mission, Kildare Ministries values and the Mission and Vision of Marian College.
2. Demonstrated commitment to improving teaching practice and student learning outcomes.
3. Demonstrated ability to support colleagues through collaboration, professional dialogue and shared learning.
4. Ability to use evidence-informed practice, student voice and data to guide coaching conversations and enhance teaching effectiveness.
5. Ability to build strong relationships and lead high-performing teams.
6. Commitment to ongoing professional and leadership learning, reflective practice and continuous self-improvement.

QUALIFICATIONS & EXPERIENCE

- ❖ Victorian Institute of Teaching Registration.
- ❖ Relevant post-graduate studies an advantage (or working towards such qualification).
- ❖ Accreditation to Teach and to Teach Religious Education or Lead in Catholic School (or working towards)
- ❖ Educational Leadership Experience an advantage.

Marian College is committed to the creation and maintenance of a child safe school environment. The care, safety and welfare of students are embedded in policies and procedures which ensure a commitment to zero tolerance of child abuse.