

BEDFORD COUNTY BOARD OF EDUCATION
JOB DESCRIPTION

Job Title:	COACH – INSTRUCTIONAL	Revision Date: Revised By: Neil Watson	01/03/2022
Job Code:		FLSA:	EXEMPT
Salary Plan:	As per current state and local salary schedules.	Sick Leave	1 day per month of service
Pay Grade:	Certificated, BA	Personal/Professional Vacation	3 days per year
Funding Source:	Federal	Duration: # of days	210

Job Summary (2-3 sentences describing job purpose): At the direction of the principal and in collaboration with the Department of Curriculum and Instruction, the Instructional Coach builds teachers' capacity facilitating job-embedded teacher development and conducting coaching cycles. In collaboration with administrators, teachers and central office staff, the Instructional Coach supports the goal of building teacher capacity to meet system-wide and local school initiatives to increase student learning.

Reports to: School Principal and Department of Curriculum and Instruction

Department Name: Curriculum and Instruction

Primary Job Duties/Responsibilities: List, in the order of importance or time spent, the essential duties/tasks performed by the position. This is not an exhaustive list and employees may be assigned additional duties by management as required.

Job Duty/Resp. 1:	In collaboration with the district and school leadership teams, the instructional coach utilizes multiple sources of data to set school-wide pedagogical goals and develop, implement, and monitor the effectiveness of a school-wide professional development plan to support instruction. Provides professional development for teachers in research-based best practices, the adopted curriculums within Bedford County and information shared at appropriate Bedford County Curriculum and Instruction meetings.
Job Duty/Resp. 2:	Utilizes group-level data to make programmatic decisions and monitor student growth and achievement. Engages with teachers and administrators in ongoing analysis and interpretation of classroom- and student-level data to inform instruction.
Job Duty/Resp. 3:	Builds the capacity of teams of teachers by developing a culture that fosters collective teacher efficacy and recognizes all teachers as learners capable of acquiring a repertoire of pedagogical skills to meet the needs of every student. Supports teachers and their work with students through professional learning sessions focused on deepening teacher content knowledge, collaboratively planning units and lessons of study, analyzing student work for evidence of student thinking, rehearsing high leverage teaching practices, and analyzing classroom video to improve pedagogical practice.
Job Duty/Resp. 4:	Builds the capacity of individual teachers by engaging in one-on-one consultation and coaching cycles with teachers that consist of a collaborative planning/pre-conference, modeling/co-teaching/observations, and a collaborative reflection and debrief.
Job Duty/Resp. 5:	Exhibits professionalism; <ul style="list-style-type: none"> Engages in continued professional growth and strengthens professional teaching knowledge, skills, and strategies; Participates in and promotes district-level professional development and assists in the facilitation of district level professional development offerings;

	<ul style="list-style-type: none"> • Attends and participates in all required meetings; • Maintains a collection of professional materials related to effective instruction in multiple content areas and reflect current research; • Maintains a coaching log and documentation of coaching and instructional support provided at the school site; • Works to promote productive relationships with and among school staff.
Job Duty/Resp. 6:	Supports the development of individual students in a variety of ways which may include: modeling best practices with whole and small groups, providing skills-based interventions or standards-based remediation, and administering diagnostic assessments to determine student needs.

Education and Experience Requirements

Education (training/degree): Required minimum: Bachelor's degree in education, a specific subject, curriculum development or a related field.

REQUIRED QUALIFICATIONS

1. Strong content background.
2. Successful experience facilitating adult learning.
3. 5 years highly qualified classroom teaching experience
4. Valid Tennessee teacher's license

DESIRED QUALIFICATIONS

1. Master's degree preferred
2. Successful K-12 classroom teaching experiences.
3. Successful experience as a teacher mentor.

Experience Requirements: Required: Minimum: Five (5) years successful teaching experience. Meets highly effective rating (4 or 5) on the most recent evaluation. Experience presenting and modeling exemplary teaching practices to adult learners in a variety of settings such as workshops, seminars and college courses. Evidence of instructional leadership (e.g., team leader, resource teacher, interdisciplinary resource teacher, department chair, system-wide committees, etc.). More specific degree, certification, and experience requirements will be included in the position announcement as vacancies occur.

Additional Requirements:

- Demonstrates appropriate use of tools, especially instructional technology, to enhance and extend instruction; Maintains proficiency in instructional technologies.

Licenses, Certifications or Registrations Required: Licenses, Certifications, and Registrations refers to professional, state, or federal licenses, certifications, or registrations required to enter the position.

General Skills, Responsibilities, Requirements, and Impacts

QUALIFICATIONS:

The requirements listed below are representative of the knowledge, skill, and/or ability required.

- Strong content background;
- Strong interpersonal and leadership skills. Relates and interacts positively with teachers, other staff, students, administrators, central office personnel, parents, and the general public;
- Communicates effectively in written and oral form; possesses excellent public speaking abilities;
- Demonstrated proficiency in a teacher leadership role (i.e., departmental/grade level chairperson, school leadership team member, etc.); Evidence of effective leadership skills;
- Demonstrated competency in adult learning theory and developing and leading professional learning opportunities for instructional staff and parents.

Data Responsibility:

Synthesizes or integrates analysis of data or information to discover facts or develop knowledge or interpretations; modifies policies, procedures, or methodologies based on findings.

People Responsibility:

Mentors others by advising, counseling, or guiding them regarding problems that may be resolved by scientific or other professional principles.

Assets Responsibility:

Requires responsibility and opportunity for achieving widespread economies and/or preventing losses through the development and administration of organization-wide programs and policies that impact major departments.

Mathematical Requirements:

Uses addition, subtraction, multiplication, and division; may compute ratios, rates, and percentages.

Communications Requirements:

Reads professional publications; composes complex reports and manuals; speaks formally to small groups within and outside the organization.

Complexity of Work:

Performs coordinating work involving guidelines and rules with constant problem solving; requires continuous, close attention for accurate results or frequent exposure to unusual pressure.

Impact of Decisions:

Makes decisions with moderately serious impact - affects work unit and may affect other units or citizens.

Equipment Usage (if applicable):

Safety of Others:

Requires responsibility for the safety and health of others and for occasional enforcement of the laws and standards of public health and safety.

ADA Requirements/Compliance

Physical Demands:

Requires light work involving standing or walking some of the time, exerting up to 20 pounds of force on a regular basis, and moderate dexterity in operating machinery, tools, or office equipment.

Unavoidable Hazards:

The position is exposed to no unusual environmental hazards

Sensory Requirements:

The position requires normal visual acuity and field of vision, hearing, speaking, color perception, sense of smell, depth perception, and texture perception.

Bedford County Schools is an Equal Opportunity Employer. ADA requires BCS to provide adequate accommodations to qualified persons with disabilities. Prospective and current employees are encouraged to discuss ADA accommodations with management.