

## Position Information Document

# Literacy Coach

## Champagnat Campus

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### Context

Sacred Heart College is a Catholic secondary school in the Marist tradition, comprising two campuses: Champagnat (Years 7–9) and Marcellin (Years 10–12). Marist education values presence, practicality, and purpose, recognising that formation happens through relationships, example, and meaningful work. Our mission is “to awaken in young people the desire to grow, to contribute, and to find their place in the world” (*In the Footsteps of Marcellin Champagnat*, 2023, [112]).

Sacred Heart College is pursuing a targeted literacy improvement agenda, with a focus on building teacher capacity and improving student outcomes across Years 7–9. The Literacy Coach plays a pivotal role in leading whole-school literacy initiatives, supporting all teachers as teachers of literacy, and ensuring evidence-based strategies are embedded in every learning area. Through strategic use of data and alignment with College priorities, this role drives measurable improvement in literacy achievement.

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### Broad purpose

The Literacy Coach leads Sacred Heart College’s targeted literacy improvement agenda at Champagnat Campus, building teacher capacity and improving student literacy outcomes across all learning areas. This role ensures literacy is embedded as a whole-school priority, supported by data-informed practice and alignment with the Australian Curriculum Literacy Progressions.

The work of the Literacy Coach is underpinned by the following four principles:

- Literacy skills are fundamental for all students
- All teachers are teachers of literacy
- Systems and processes must be aligned to support consistent literacy practice.
- Teachers should be supported to become confident and data-literate practitioners.

### Key areas of work

The Literacy Coach works to implement literacy initiatives to improve student outcomes, as measured by Year 9 NAPLAN. The Literacy Coach collaborates with Champagnat Leadership Team (CLT) to develop and review annual literacy targets.

### Building student literacy

Guided by the belief that *literacy skills are fundamental for all students*, the Literacy Coach will:

- analyse PAT, NAPLAN, and internal data to identify literacy needs for each year level and class;
- develop and implement cross-curricular reading and writing programs for Years 7–9 informed by the Australian Curriculum Literacy Progressions;
- identify students who may require targeted support or extension and liaise with the Director of Learning Enrichment for referral or intervention;
- promote a culture of literacy through fostering productive dispositions towards literacy learning to improve student outcomes; and
- responsible for improving literacy outcomes, as measured by NAPLAN, across Champagnat Campus.

## Building teacher capacity

Guided by the belief that *all teachers are teachers of literacy* the Literacy Coach will:

- lead professional learning to develop effective literacy teaching across all learning areas;
- support teachers in using the Literacy Progressions to plan, implement, and assess literacy learning;
- provide in-class modelling and coaching to embed evidence-based literacy practices;
- collaborate with the Champagnat Leadership Team, Heads of Learning Area, and CESA system coaches to ensure professional learning is targeted and impactful;
- contribute to teaching and learning at Sacred Heart College in line with the College's evidence-based pedagogical approaches.

## Aligning systems and processes

Guided by the belief that *systems and processes must be aligned to support consistent literacy practice*, the Literacy Coach will:

- work closely with the Director of Teaching and Learning, Champagnat Leadership Team, and Heads of Learning Area to align literacy practices across all learning areas;
- lead regular curriculum mapping reviews to ensure literacy outcomes are embedded in faculty programs;
- establish consistent language, strategies, and expectations for literacy across the campus;
- collaborate with colleagues and CESA personnel to ensure school initiatives align with system priorities and resources;
- maintain currency with ACARA developments, Literacy Progressions, and research-informed pedagogy to guide whole-school literacy strategy.

## Supporting teachers to become data-literate practitioners

Understanding their role in *supporting teachers to become confident, data-literate practitioners*, the Literacy Coach will:

- use PAT, NAPLAN, and internal assessment data to inform decision-making and teaching practice;
- develop internal assessment instruments aligned to the Literacy Progressions;
- build teacher capacity to analyse data and use it to plan and evaluate literacy improvement strategies;
- track the impact of literacy initiatives, reporting regularly to the Director of Teaching and Learning and the Champagnat Leadership Team on student progress and program effectiveness.

## Membership of the following committees:

- Champagnat Teaching and Learning Committee; and
- Combined Teaching and Learning Committee.

## General

The Literacy Coach reports to the Head of Campus through the Director of Teaching and Learning and will ensure their work remains aligned with College priorities and current state and national educational requirements.

The Literacy Coach may also undertake other duties as directed by the Principal or Deputy Principal following appropriate consultation.

## Role Attributes

The Literacy Coach is expected to:

- actively contribute to the Catholic identity and values of Sacred Heart College;

- model a collaborative and consultative leadership style;
- demonstrate empathy and promote conditions that allow students to reach their potential.

## Qualifications

### Essential qualifications and experience

- Demonstrated experience in leading curriculum change and improving literacy outcomes.
- Strong knowledge of the Australian Curriculum, including the Literacy Progressions.
- Proven capacity to analyse data and translate it into teaching and learning strategies.
- Experience in designing and delivering professional learning to build teacher capacity.

### Desirable qualifications

- Postgraduate study in literacy education, educational leadership, or a related field.
- Experience in coaching or mentoring teachers in evidence-based practice.
- Familiarity with explicit instruction principles and CESA literacy initiatives.

## Screening and Compliance Requirements

The employee must hold and maintain the following certifications and clearances throughout their employment:

- current registration with the Teachers Registration Board of South Australia;
- accreditation to teach in Catholic Education South Australia (“**CESA**”);
- a current Working with Children Check, in accordance with CESA requirements;
- approved Mandatory Notification training (Responding to Risks of Harm, Abuse and Neglect – Education and Care);
- a current First Aid certificate or qualification (as applicable to the role); and
- any additional certifications, registrations, or qualifications necessary for the safe and effective performance of the role.

## Workplace health and safety (WHS)

**Workers** have a responsibility to:

- take reasonable care for their own health and safety
- take reasonable care to not adversely affect another person at work through acts or omissions
- follow reasonable instructions given to ensure health and safety; and
- cooperate with reasonable policies and procedures made available to staff, which are designed to protect people at work.

In practical terms this means to:

- use appropriate equipment and safe work procedures designed to ensure health and safety;
- participate in training programmes as requested;
- report unsafe/unhealthy conditions (hazards) in their work environment;
- report incidents or near misses which have or could have caused injury; and
- become familiar with and follow the policies, procedures and information about WHS available to staff on Complispace.

PORs (Positions of Responsibility) and Managers are required to:

- ensure staff are aware of and follow WHS policy and procedures described on CompliSpace;
- participate in training designed to support their responsibilities;
- ensure staff in their faculty/department attend training and induction designed to inform and protect them about risks associated with their work;
- encourage the formal reporting of hazards and incidents arising in the workplace;
- inform school leadership about hazards or issues which do or could affect health and safety and over which they cannot exercise control;
- respond appropriately to staff reporting work related psychosocial issues which have the potential to affect health (e.g., conflict between staff, bullying, harassment, and violence); and
- participate in workplace inspections, incident investigations and other WHS activities on request.

### Behavioural expectations and fair treatment in the workplace

Employees of Sacred Heart College are expected to:

- comply with the Code of Conduct for Staff Employed in Catholic Education SA;
- comply with legislation, policies, procedures and protocols regarding the non-acceptance of any unfair workplace treatment – discrimination, harassment and/or bullying; and
- report any concerns and/or ask questions or seek assistance regarding anything you are unsure about.

### Performance review

All employees are required to proactively participate in the College's Performance Development Program including periodic review.

### Conditions of employment

The salary and conditions entitlement is consistent with that of the current South Australian Catholic Schools Enterprise Agreement. Literacy Coach is a Position of Responsibility (POR 2) and includes a minimum release of the equivalent of 0.17FTE or approximately 3.75 hours, depending on the composition of the timetable. The term of appointment for the position is three (3) years.

The College Principal is responsible for general employment conditions.

### Reporting/working relationship

Immediately responsible to: Director of Teaching and Learning

Line management from: Head of Campus

The College Principal is responsible for general employment conditions.

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### References

Institute of the Marist Brothers of the Schools. (2023). *In the footsteps of Marcellin Champagnat: Marist educational mission* (2nd ed.). Rome: Marist Brothers – Secretariat for Education and Evangelisation.