**Post**

ICT Instructional Coach

**Reports to**

Principal IBDP/IGSE, Professional and Curriculum Development

**Works closely with**

Director

Principal CBSE

Principal PYP/MYP

**Line Manages**

**ICT Provision and relevant colleagues**

**Job Purpose**

The ICT Instructional Coach is a combined teaching and IT department position. The Coach works closely with the SLT to provide leadership and mentoring in the integration of technology in the classroom.

 The Coach will spend considerable time working in classrooms, directly

with teachers providing in-class coaching, situated and “just in time” training and guidance,

observing, modeling of instructional strategies, and developing instructional plans with teams of teachers or as individuals. The coach will be called upon to support the IT department in initiatives related to teaching.

The coach will lead across the school on technology initiatives including contributing to the School Improvement Plan.

**Key Responsibilities**

● Contribute to the development, communication, and implementation of a shared vision for the comprehensive use of technology to support a digital-age education for all students.

● Contribute to the planning, development, communication, implementation, and evaluation of technology-infused strategic plans at school and ES

● Advocate for policies, procedures, programs, and funding strategies to support implementation of the shared vision represented in the school technology plans and guidelines

● Help implement strategies for initiating and sustaining technology innovations and manage the change process in school and classrooms

 ● Help implement strategies and approaches for evaluation of learning technology

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 ● Coach teachers to plan, design, and model effective learning environments and multiple experiences supported by technology using research based, learner centred instructional strategies and addressing the diverse needs and interest of students and meeting the requirements of the IB and CBSE programmes

● Coach teachers in and model engagement of students in local and global interdisciplinary units in which technology helps students assume professional roles, research real-world problems, collaborate with others, and produce products that are meaningful and useful to a wide audience

● Coach teachers in and model design and implementation of technology-enhanced learning experiences emphasizing creativity, higher-order thinking skills and processes, and mental habits of mind (e.g., critical thinking, meta-cognition, and self-regulation)

● Coach teachers in and model design and implementation of technology-enhanced learning experiences using differentiation, including adjusting content, process, product, and learning environment based upon student readiness levels, learning styles, interests, and personal goals

 ● Coach teachers in and model incorporation of research-based best practices in instructional design when planning technology-enhanced learning experiences

 ● Coach teachers in and model effective use of technology tools and resources to continuously assess student learning and technology literacy.

● Model effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources and access to technology-rich learning environments

● Coach teachers in and model use of online and blended learning, digital content, and collaborative learning networks to support and extend student learning as well as expand opportunities and choices for online professional development for teachers and administrators

 ● Collaborate with teachers and Leaders to seek out, select and evaluate digital tools and resources that enhance teaching and learning and are compatible with the school technology infrastructure

● Use digital communication and collaboration tools to communicate locally and globally with students, parents, peers, and the larger community

 ● Coach teachers for the management of technology resources within the context of learning activities.

● Conduct needs assessments to inform the content and delivery of technology-related professional learning programs that result in a positive impact on student learning

● Design, develop, and implement technology-rich professional learning programs that model principles of adult learning and promote digital-age best practices in teaching, learning, and assessment

 ● Evaluate results of professional learning programs to determine the effectiveness on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning

● Model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers

● Model and facilitate safe, healthy, legal, and ethical uses of digital information and technologies

● Model and promote diversity, cultural understanding, and global awareness by using digital-age communication and collaboration tools to interact locally and globally with students, peers, parents, and the larger community

 ● Engage in continual learning to deepen content and pedagogical knowledge in technology integration and current and emerging technologies

● Engage in continuous learning to deepen professional knowledge, skills, and dispositions in organizational change and leadership, project management, and adult learning to improve professional practice

 ● Regularly evaluate and reflect on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology enhanced learning experiences

**Person Specification**

* Bachelor of Arts, Science or Education in a relevant subject – essential

Recognised Qualifed Teacher Status - essential

Masters of Arts or Science or higher - desirable

* 2 plus years teaching experience – essential

Coaching/mentoring experience that can be evidenced – essential

* Experience of teaching overseas – desirable
* Sense of humour and adventure - essential
* 3 checkable references including most recent employer - essential