



POSITION AVAILABLE

INSTRUCTIONAL COACH

ABOUT OUR ORGANISATION

Common Good is a faith-based, not-for-profit organisation working in a range of communities. We're passionate about addressing issues of social justice that challenge our city. We seek to make a positive and lasting impact in the areas of early life, education and employment, so that individuals and communities across Cape Town can build brighter futures for themselves.

In June 2016, Common Good was appointed as a School Operating Partner (SOP) in the Collaboration Schools Initiative, a pilot project of the WCED.

JOB OVERVIEW

We are looking for a dynamic individual who will be responsible for providing coaching and mentoring to Foundation Phase teachers in our Collaboration Schools. A pioneering and resilient spirit that is open to working with various personalities within potentially challenging school contexts.

KEY RESPONSIBILITIES

- Observe, mentor, and provide guidance to identified educators, leaders and instructional coaches, Heads of Department and subject mentors across a range of subjects, age groups, and schools as our portfolio grows.
- Develop capabilities in teacher coaching and development of school-based instructional coaches as identified within schools and grown in SOP.
- Contribute to leadership of teaching and learning to ensure alignment to Common Good's goals of academic excellence.
- Embed a culture growth and support in the teachers at our schools.
- Provide regular feedback to school leadership based on observations of classroom instruction, content teams, and school-based professional development.
- Contribute to the strategic direction of professional development for teachers based on best practices in effective instruction.
- Create and deliver professional development programs for schools as required and support/supplement WCED and PD training to ensure realisation of teacher development goals.
- Be accountable for the progress and development of teachers as aligned with SOP targets for school improvement.
- Contribute to the coaching and monitoring of the planning, design and delivery of curriculum for enhanced learner outcomes.

MINIMUM REQUIREMENTS

- A recognized Foundation Phase teaching qualification which includes professional teacher education.
- At least 3 years' experience teaching in a FP classroom.
- Specific experience using proven strategies to improve learner attainment in literacy and numeracy.

SKILLS AND KNOWLEDGE

- Knowledge of the CAPS FP Curriculum.
- Expert knowledge of foundational literacy skills development including knowledge on FP literacy resources and teaching techniques.
- Knowledge of developing FP learners' number concept and corresponding teaching techniques.
- Excellent personal teaching and learning practices.
- Ability to create instructional support plans to foster teacher development.
- Advanced computer skills especially in Microsoft Office.
- Preferred: Ability to speak, read and write Afrikaans.

COMPETENCIES AND ABILITIES:

- Highly proactive with good self-leadership.
- Advanced problem-solving and decision-making skills.
- A pioneering and resilient spirit that is open to working with various personalities within potentially challenging school contexts.
- Competent and skilled communicator with high levels of emotional intelligence.
- Approachable and trustworthy.
- Excellent interpersonal skills & the ability to develop positive working relationships with individuals & teams.
- Mature and responsible attitude towards work with the ability to take ownership of outcomes.
- Highly adaptable to the ever-changing education landscape.
- Excellent attention to detail.
- Excellent time management & organisational skills.
- Your own transport is essential, as you will be traveling between locations regularly.

APPLICATIONS

To apply, please send a motivational cover letter, your CV and two recent work references to:
Stacey Calvert (stacey.calvert@commongood.org.za) by **18 January 2018**.

NB: Indicate the position title in the subject line

NOTE: An application will not in itself entitle the applicant to an interview or appointment. Applicants who fail to meet the minimum requirements will be automatically disqualified from consideration. Applicants who do not receive a reply within two weeks of submission should deem their application to have been unsuccessful. We reserve the right not to fill the position.