



Ministry of Education

VACANCY

Applications are invited from suitably qualified persons to function as

INSTRUCTIONAL COACH

Minimum Qualifications, Experience and Competences

- An Associate degree in Primary Education is required.
- A Bachelor's degree in an area of Language, Literacy or Language and Literacy is preferred.
- Minimum of five (5) years of teaching experience would be an asset

Required Knowledge, Skills and Competencies

- Ability to exercise sound judgment and to adopt appropriate solutions.
- Must be very familiar with the curriculum for Primary Schools
- Good oral and written communication skills
- Interact/build relationships with stakeholders
- Good motivational and communication skills
- Articulates an educational philosophy and uses it to influence the school's ethos and moral purpose
- Demonstrates sound ability to collect data, analyze and use results to inform decisions.
- Must be computer literate and versed in Microsoft Word and MS Teams and able to use technology as an instructional tool
- Have strong pedagogical knowledge and skills
- Foster interpersonal relationships with teachers
- Able to use specific tools/strategies with teachers, such as debriefing walk-throughs, providing opportunities to practise specific teaching skills, lesson plan analysis.
- Capable of inspiring teachers to try new learning strategies and/or tools
- Ensure confidentiality and honest communication
- Empathetic to the coachee's concerns
- Able to organise and engage in goal setting
- Able to model and demonstrate best practices.
- Able to offer non-evaluative feedback on a regular basis.
- Able to create an environment where student needs drive professional development.
- Able to offer guidance, feedback and support the professional development of the coachees at the exact time teachers need it most.

Scope of Work

The qualities being sought of an Instructional Coach are those of an individual with the required vision, knowledge, competences and drive to form part of a dynamic team. The candidate should be committed to improving the Federation of St. Kitts and Nevis' educational system within the context of the Education Act 2005. The duties of an Instructional Coach shall be generally those assigned by the Chief Education Officer and they aim towards ensuring improvement of teachers' delivery of language and literacy instruction at the primary level, in assigned schools. The Instructional Coach performs the

critical role of supporting teachers' professional growth and thereby improve teachers' delivery so that there can be improved outcomes for students in the areas of language and literacy in primary schools. The officer is expected to use data to inform instructional decisions and work with teachers to develop targeted interventions to support struggling students. The Instructional Coach contributes to creating a culture of continuous improvement in reading instruction. Candidates must have the required knowledge, skills, competences, and years of professional experience in language acquisition and the teaching of literacy in order to qualify for the position.

THE DUTIES OF AN INSTRUCTIONAL COACH shall be generally those of one who provides coaching and mentoring to teachers to support them in implementing evidence-based practices in language and literacy instruction to improve students' reading competences.

The duties are assigned by the Chief Education Officer and shall include but are not limited to:

GENERAL RESPONSIBILITIES

- General Planning, Coaching and Mentoring: working in collaboration with school leaders and teachers to determine areas of improvement in instruction with the aim of improving teacher performance and students' literacy competences
- Planning and Preparation: demonstrate an understanding of the current research, theories, knowledge, skills, and most effective practices in the teaching of literacy and improving students' reading competences
- Demonstrate a commitment to ongoing learning and professional development in the field

KEY ROLES AND RESPONSIBILITIES

These are presented according to key domains of performance of the Instructional Coach.

1. Planning and Preparation

- identifies the instructional improvement needs of the teachers within the schools assigned and design appropriate interventions for improving the instructional competences of teachers, and monitor and evaluate the implementation of those interventions for the teachers
- identifies clear, specific, and appropriate goals for the instructional improvement of teachers ensuring their alignment with the current focus of the ministry of education
- guiding teachers being coached to possible resources for the instructional interventions (strategies, techniques etc) that they are implementing for their students' benefit
- collaboratively working with school leadership and teachers to determine a coherent programme for instructional improvement of teachers within the schools served
- develops a plan and process for the ongoing assessment and improvement of the instructional performance of teachers

2. Environment

- creates a respectful and emotionally safe culture that promotes collaboration with classroom teachers
- advocates for, and fosters a culture of continuous instructional improvement with teachers and school administrators
- develops and makes clear to teachers the processes and procedures for them to participate in support activities
- establishes, outlines and promotes the clearly defined norms for professional conduct
- provides guidance for the organization of physical space and other resources for professional learning

3. The delivery of services

- collaborates with teachers to design rigorous, standards-based classroom instruction that is rigorous, standards-based and aligned with the national curriculum
- addresses, through comprehensive and collaborative planning, the instructional improvement needs of the teachers they serve
- systematically engages teachers in developing competence in new instructional strategies and practices
- provides relevant and timely feedback to teachers
- provides professional support responsive to the changing needs of teachers

4. Professional responsibilities

- through scheduled sessions with teachers and school administrators, review and reflect on practices to inform improvements for teachers and within schools
- ensuring that accurate, adequate, and timely records and reports are completed and in compliance with established procedures for the respective documents
- coordinates and collaborates with other professionals/specialists to improve their efforts
- engages with the larger school community and other stakeholders as advocates and to garner support
- enhances professional capacity through ongoing professional learning in their field of functioning
- shows professionalism through adherence to the highest standards of integrity and confidentiality

5. General responsibilities

- ❖ Assist with the monitoring, supervision and assessment of teachers
- ❖ Support the training initiatives of the Department of Education Services
- ❖ Any other duties as assigned by any senior education official

Personal Attributes

- Detail oriented, goal-oriented, committed, and motivated
- Reliable, accurate, systematic and accountable
- Good interpersonal skills
- Ability to demonstrate a high level of professionalism and confidentiality
- Ability to work on one's own initiative and as a part of a team
- Meticulous, proactive and very organized

Remuneration

Salary will be commensurate with qualification and experience in accordance with the Civil Service Salary Structures.

Applicants must submit the following documents:

1. A cover letter that
 - outlines your perspective of the post and how you perceive that you are a suitable candidate
 - includes the names and contact information of two references,
2. Resume or Curriculum vitae
3. Certified copies of relevant certificates

Application package must be addressed to:

The Permanent Secretary, Ministry of Education
P.O. Box 333, The Cable Building, Cayon Street, Basseterre, St. Kitts

The **closing date** for receipt of application is **Friday, 18th July, 2025**.

All applications will be acknowledged. However, only short-listed candidates will be contacted for further consideration.