



NORTHEASTERN YORK SCHOOL DISTRICT JOB DESCRIPTION

Job Title: Instructional Coach	Location: Districtwide
Salary Grade: As determined by CBA	Classification:
Date: September 8, 2025	Direct Supervisor: Principal

Job Summary:

The Instructional Coach will work collaboratively with classroom teachers to strengthen Tier 1 instruction, analyze student data, and support the implementation of high-impact instructional strategies. The primary goal is to improve student outcomes by enhancing teacher capacity and fostering a school-wide culture of data-informed, student-centered instruction.

Essential Functions and Responsibilities:

- **Instructional Support & Coaching:**
 - Provide job-embedded, one-on-one and small-group coaching to teachers, focusing on the delivery of effective **Tier 1 (core) instruction**.
 - Co-plan, co-teach, and model lessons to demonstrate best practices in curriculum delivery, student engagement, and classroom management.
 - Provide constructive feedback to teachers through observation and reflective conversations.
- **Data Analysis and Action Planning:**
 - Collaborate with grade-level teams and individual teachers to analyze student performance data (formative, summative, and common assessments).
 - Help teachers use data to identify student learning needs, differentiate instruction, and adjust teaching strategies.
 - Facilitate data meetings to promote a collective understanding of student progress and to develop targeted instructional plans.
- **Professional Development & Collaboration:**
 - Design and lead professional development sessions and workshops based on school-wide instructional priorities and teacher needs.
 - Promote a culture of continuous improvement by encouraging teachers to share effective strategies and resources.
 - Collaborate with the school administration and other instructional leaders to align coaching efforts with school-wide goals.

Competencies:

- Strong verbal, interpersonal, and written expression skills.
- Effective colleague, parent and student communication skills.
- Problem-solving skills and technology proficiency.
- Expert knowledge of foundational literacy skills, reading and writing workshop models, and differentiated instruction.
- Strong communication and interpersonal skills to build trusting relationships with teachers and administrators.
- Proficiency in analyzing and interpreting student literacy data to drive instructional improvement.

Education and Experience:

- Current PA teaching certification; coaching endorsement preferred
- Minimum of 3 years of successful classroom teaching experience
- Other education/experience as accepted by the school board and administration

Additional Requirements:

- Demonstrated experience in analyzing student data and using it to inform instruction.
- Strong understanding of Tier 1 instructional strategies and effective pedagogy, including differentiated instruction.
- Effective communication, collaboration, and interpersonal skills for building an environment with a common instructional focus, promoting initiatives, and conveying expectations
- Ability to design and deliver quality professional development for administrators and teachers
- Demonstrated interest and engagement in professional learning and reflection
- Experience in a teacher leadership role or as an instructional coach is preferred.
- Must demonstrate extreme flexibility, provide excellent communication, and follow directives issued by supervisors.
- Ability to obtain clearances necessary for employment in a school district.

Physical Demands:

- Often sitting at desk for extended periods
- Standing for limited periods of time
- Frequent bending, stooping, twisting, reaching, grasping
- Moderate lifting from 15 to 30 pounds
- Some carrying - up to 30 pounds
- Manual dexterity to use office equipment
- Repetitive movement of fingers and hands for keyboarding

Sensory Abilities:

- Visual acuity to read correspondence, computer screen
- Auditory acuity to be able to use telephone, interview job candidates, conduct staff meetings

- Ability to speak clearly and distinctly

Work Environment

- General, office setting year-round.
- The noise level in the work environment is usually moderate to loud.
- Frequent short and long periods of standing and walking are typical.

Temperament

- Ability to work as a member of a team
- Must be courteous and able to effectively manage students
- Must be cooperative, congenial and service-oriented, and promote these qualities in the department.
- Ability to work in an environment with frequent interruptions

Cognitive Ability

- Ability to follow written and verbal directions and give direction to others
- Ability to create and delegate assignments
- Ability to complete assigned tasks with minimal supervision
- Ability to read, write and do complex computations
- Ability to use correct grammar, sentence structure and spelling
- Ability to compose clear, concise sentences and paragraphs
- Ability to organize office setting to efficiently accomplish tasks
- Ability to work independently and make work-related decisions
- Ability to exercise good judgment in prioritizing tasks, and directing staff
- Ability to communicate effectively at all organizational levels

Specific Skills

- Ability to operate office equipment
- Ability to use computer technology efficiently
- Must appropriately handle confidential information
- Ability to manage a complex department with varied changing, service demand
- Ability to use AV equipment for group meetings, presentations (overheads, projectors, video equipment)
- Knowledge of differentiated instruction based upon student learning styles.
- Knowledge of applicable federal and state laws and regulations regarding education and students
- Ability to use computer network systems and software applications as needed.
- Ability to organize and coordinate work.
- Ability to communicate effectively with students and parents.
- Ability to engage in self-evaluation with regard to performance and professional growth.
- Ability to establish and maintain cooperative working relationships with others contacted in the course of work.

Approvals / Additional Supervisors: Assistant Superintendent and Superintendent of Schools

(Reasonable accommodations may be made to enable a qualified individual with a disability or disabilities to perform the primary duties and responsibilities of the job.)

