



JOB DESCRIPTION

Math Coach - Elementary Schools

DEPARTMENT: Schools	SCHEDULE: Teacher
REPORTS TO: Principal	WORKDAYS: 190
CLASSIFICATION: Certified	FLSA STATUS: Exempt
PCS CODE: 97	DATE: November 2025

Our Mission: In partnership with our community, we empower students to discover their potential and prepare for a successful future.

Our Core Values: Belonging, Learning, Continuous Improvement and Joy

Our Vision: Richland Two is a dynamic school district committed to creating an environment where students feel connected, engaged, and supported so that they can experience academic and personal achievement.

POSITION SUMMARY

Under general supervision, develops and implements effective math literacy strategies to support elementary teachers; provides assistance and resources as needed. Designs professional development and coaches teachers in effective instructional practices to facilitate increased student achievement and improvement in math literacy outcomes. Collaborates with teachers to analyze student assessment data and tailor instruction through the provision of differentiated instruction and intensive interventions.

MINIMUM REQUIREMENTS

Education:

Bachelor's Degree required.

Master's degree in education preferred.

Certification/License:

Must possess a valid South Carolina Teacher's certificate in Early Childhood, Elementary Education, or an area of Special Education appropriate to the position.

Must possess a valid South Carolina driver's license or government issued picture ID.

Work Experience:

Three (3) to five (5) years of experience at the Professional certificate level in the elementary classroom or special education classroom. Prior experience as a math coach or serving in a school leadership role preferred; or an equivalent combination of education, training, and experience that provides the required knowledge, skills, and abilities.

KNOWLEDGE, SKILLS, AND ABILITIES

- Proficient knowledge of best practices in the science of mathematical concepts, math literacy development, instructional program design, and assessment strategies.

- Proficient knowledge of instructional programs and practices designed to meet educational objectives and requirements. Detailed knowledge of curriculum design, lesson planning, differentiated instructions, and math accommodations/interventions for struggling students.
- Proficient knowledge of techniques used in motivating students and maintaining appropriate behavior. Ability to coach educators in motivating students and maintaining order in various classroom instructional activities and situations.
- Proficient knowledge and use of District approved computer applications, including data analysis tools and instructional software.
- Effective oral and written communication skills for working with a diverse range of teachers, administrators, and students. Ability to provide clear, constructive feedback and peer coaching.
- Collaborative problem-solving and conflict management skills, including the ability to build trust and professional relationships with staff.
- Demonstrated ability to collaboratively design, organize, and facilitate professional development activities and peer coaching for elementary teachers.
- Ability to analyze and interpret multiple forms of data to guide instructional decision-making and monitor progress in math literacy.
- Ability to anticipate work to be completed and initiate proper and acceptable direction for the completion of work with little to no supervision and instruction.
- Ability to maintain high standards of organization, accuracy, and timeliness in exercising duties.
- Ability to manage frequent interruptions in a flexible manner and difficult, stressful situations in a professional and appropriate fashion.
- Ability to work independently and as a productive member of a team.
- Ability to thrive in a fast-paced, continually changing work environment.

ESSENTIAL DUTIES

- Effectively coaches and mentors elementary teachers in evidence-based instructional best practices, student feedback, student assessment, and teacher reflection to ensure successful strategies are implemented with fidelity.
- Reviews lesson designs, planning, and pacing. Assists with long-range, short-range, and daily lesson plans.
- Guides teachers in collecting and analyzing student math data; uses data to develop action plans to improve math achievement through differentiated instruction.
- Models effective instructional strategies for teachers including co-teaching; demonstrates effective teaching with students in whole groups, small groups, or individually.
- Assists teachers in establishing effective classroom management procedures and creating a positive classroom environment to enhance instruction in the math content area. Confers with teachers prior to parent conferences as needed.
- Conducts regularly scheduled and unscheduled informal observations and provides feedback to teachers. Conducts regularly scheduled coaching cycles with teachers to provide opportunities for reflection and problem-solving. Assesses professional growth on a regular basis to ensure that teachers are experiencing success.
- Maintains accurate, up-to-date records to validate improvement in student achievement.
- Serves as a math content resource for teachers; ensures that the content is accurate and appropriate. Assists with materials and resources as needed.
- Facilitates study groups and Professional Learning Communities; leads and supports curriculum leadership teams at assigned school location(s).
- Researches, recommends, develops, delivers, and facilitates ongoing professional learning opportunities in best practices and District initiatives to meet the needs of teachers in improving math achievement.

- Attends faculty meetings, staff development activities, etc., to maintain and improve professional competence. Attends various meetings as required.
- Establishes a professional rapport with students, parents, and staff that fosters their respect. Displays the highest standards for ethical and professional behavior while working with students, parents, school personnel, District staff, community members, and other parties.
- Adheres to the highest standards of confidentiality concerning sensitive matters, students, and staff.
- Serves as a role model for others; dresses professionally; willingly accepts responsibility; and demonstrates pride in the public education profession.
- Demonstrates prompt, regular attendance and is available to work in-person during normal business hours.
- Willingly performs other duties as assigned by the supervisor.

PHYSICAL ABILITIES AND WORKING CONDITIONS

Vision: Ability to read small print and view a computer screen for prolonged periods of time.

Hearing: Ability to tolerate exposure to noisy conditions.

Speech: Ability to be understood in face-to-face communications, to speak with a level of proficiency and volume to be understood over a telephone, computer, or virtual setting.

Upper Body Mobility: Ability to use hands to grasp and manipulate small objects; manipulate fingers; twist and bend at wrist and elbows; extend arms to reach outward and upward; use hands and arms to lift objects; turn, raise, and lower head.

Strength: Ability to lift, push, pull and/or carry objects which weigh fifteen (15) or more pounds on a frequent basis.

Environmental Requirements: Ability to encounter constant work interruptions; work cooperatively with others; work independently; work indoors.

Mental Requirements: Ability to read, write, understand, interpret, and apply information on a moderately complex level essential for successful job performance; math skills at a proficiency level appropriate to the position; sound judgment; the ability to process information quickly; learn quickly and follow verbal procedures and standards; give verbal instruction; rank tasks in order of importance; copy, compare, compile and coordinate information and records. Understands and adequately manages stressful situations.

Additional Work Conditions and Physical Abilities:

Routine local travel required; occasional overnight travel required.

Richland School District Two is committed to providing equal access to educational and employment opportunities regardless of race, color, religion, national origin, disability, pregnancy, age, sex, sexual orientation, gender identity status, spousal affiliation, or any other protected characteristic, as may be required by law. As required by Title IX and its implementing regulations, 34 C.F.R. Part 106, Richland School District Two does not discriminate on the basis of sex in its educational programs and activities. Reasonable accommodations may be made to enable individuals with disabilities to perform essential duties.

This job description is intended to accurately reflect the duties, responsibilities, and requirements of the position. It is not intended to be, nor construed to be, an all-inclusive list of the knowledge, skills, abilities, essential duties, physical abilities and/or working conditions associated with the position. District management/administration reserve the right to modify, add, or remove duties and assign other duties as necessary.

