

POSITION DESCRIPTION

NORTHFIELD PUBLIC SCHOOLS

June 2026

SECTION I: GENERAL INFORMATION

Position Title: Instructional Services Systems Specialist	Department: Instructional Services
Immediate Supervisor's Position Title: Director of Instructional Services	FLSA Status: Exempt
Band/Grade/Subgrade: D – 6 - 2	Bargaining Unit: NEA
Job Summary: The PreK-12 Systems and Instructional Coach provides teacher leadership and support for the purpose of enhancing student outcomes through continuous improvement in teaching, assessment and implementation of effective pedagogical practices and the Northfield Public Schools PreK-12 instructional programs. This position is a fixed-term position of up to four consecutive years.	

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

Duty/Responsibility No:	1	Statement of duty/responsibility: Facilitate and support PreK-12 curriculum implementation and review with a focus on vertical and state standards alignment.
Percent of Time: 40%		
Tasks involved in fulfilling above duty/responsibility: - Under the direction of the Director of Instructional Services, monitor and facilitate curriculum selection process, use and alignment to state standards and the district PreK-12 grade level pathway - Work with and coach individual and teams of teachers and administrators to understand and effectively implement curriculum with alignment to standards - Support program review and needs assessment to develop an understanding of the critical areas for development within the district and create a generalized monthly schedule for the administration of coaching activities - Identify areas of need for future growth and curriculum support		

Duty/Responsibility No:	2	Statement of duty/responsibility: Build knowledge of best instructional practices and facilitate training of staff in differentiated instructional approaches to meet learner needs in all curricular areas.
Percent of Time: 40%		
Tasks involved in fulfilling above duty/responsibility: Develop and maintain knowledge of best practices in curricular areas and instructional techniques		

- Effectively learn and utilize online and other curricular resources and technology tools to support student learning, share knowledge of online and technology supports with teachers and understand how district resources support student learning
- Work with staff to understand and use student data to facilitate instructional change at the classroom, building and district level

Duty/Responsibility No:	3	Statement of duty/responsibility:
Percent of Time: 15%		Collaborate with other district services and building staff to ensure consistency of program implementation and standardized testing.
Tasks involved in fulfilling above duty/responsibility: • Plan and facilitate New Teacher Workshop • Support the standardized testing process in buildings • Encourage collaborative, reflective practice to allow teachers to apply their learning more deeply, frequently, and consistently • Assist principals with building staff development needs • Support district PLC teams as needed in goal setting, common assessment development and monitoring of student outcomes		
Duty/Responsibility No:	4	Statement of duty/responsibility:
Percent of Time: 5%		Participate in district and community committees and other duties as assigned
Tasks involved in fulfilling above duty/responsibility: • Serves on District committees, work groups and community organizations, as requested • Completes special projects as assigned		

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:			
REQUIRED EDUCATION/TRAINING (choose one)		DEGREE INFORMATION:	
less than high school diploma		Type of degree: (B.S., M.A., etc.)	
		BA or BS	
		MA preferred	
High school diploma or GED.		Major field of study or degree emphasis:	
1 year college		Education major or emphasis	
2 years college			
3 years college	X	4 years college	

	1st year graduate level	Essential knowledge and specialized subject knowledge required to perform the essential functions of the job: Desire to build educational leadership skills and capacity
	2nd year graduate level	
	Doctorate level	
Required Work Experience in Addition to Formal Education/Training: N/A		
Required Supervisory Experience: N/A		
LICENSE/ CERTIFICATION	Identify licenses/certification required upon hiring: MN teaching license	

ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK	Skilled in: • Group and peer coaching • Knowledge of high impact teaching strategies and differentiation • Listening and communication skills • Use of student data to inform instruction and school district progress
--	--

RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS		
	Titles of Positions Directly Supervised	# of Employees
	NA	0
TOTAL		

INDIRECT SUPERVISION:	
Number of employees indirectly supervised: NA	Total: 0

HAZARDOUS WORKING CONDITIONS: <i>The essential duties of the work are performed under various physical hazards or environmental conditions noted.</i>	Duties are generally performed in a typical school setting where there are minimal environmental hazards and risks associated with performing the requirements of the work. Duties of the job may involve some disagreeable human contact or interactions.
--	--

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities				
<u>Employee is required to:</u>	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously
Stand			X	
Walk			X	
Sit			X	
Use hands dexterously (use fingers to handle, feel)				X
Reach with hands and arms				X
Climb or balance	X			
Stoop/kneel/crouch or crawl		X		
Talk or hear				X
Taste or smell	X			
Physical (Lift & carry): up to 10 pounds		X		
up to 25 pounds	X			
up to 50 pounds	X			
up to 75 pounds	X			
up to 100 pounds	X			
more than 100 pounds	X			

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities
Physical requirements associated with the position can be best summarized as follows: Sedentary Work: Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body.

SECTION IV: CLASSIFICATION HISTORY AND APPROVAL

This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.

Signature – Department Head

Date

Signature – Human Resources

Date

Classification History:

- Created as Response to Intervention (RtI) Coach – March 2012
- Revised and renamed Multi-Tiered Systems of Support (MTSS) Instructional Coach – September 2015
- Reviewed and updated – May 2018
- Revised and renamed PreK-12 Systems and Instructional Coach
- Revised and renamed Instructional Services Systems Specialist - June 2026