
Title: Lower School Learning Specialist | CALT
Classification: Salary; Exempt

Status: Full-time; 10 months
Reports to: Head of Lower School

JOB SUMMARY

The Lower School Learning Specialist position is a full-time 10-month position and reports directly to the Head of Lower School. Major responsibilities of the position are to identify and support Parish Episcopal School students with learning differences and provide appropriate interventions based on educational best practices. The Learning Specialist makes referrals for diagnostic evaluations, assists parents and faculty in interpreting evaluation results, creates individual accommodation plans for students, and helps faculty to implement the accommodation plans effectively. The Learning Specialist role also includes responsibility to partner with the Director of Parish Lab to support students in the Parish Lab program, specifically with Language Support and Foundations class.

ESSENTIAL DUTIES AND RESPONSIBILITIES

This job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities and activities may change at any time with or without notice.

Learning Specialist Duties and Responsibilities

- Collaborate with the other Parish Episcopal School Learning Specialists to develop and to maintain a learning assistance program for the LS Division that can be integrated as a sequential learning assistance program across divisions (Lower, Middle, and Upper Divisions).
- Create a listing of community resources/services/agencies/ and outside specialists/professionals and develop and maintain a strong networking relationship with these resources.
- Communicate effectively and on a timely basis with the Division Head regarding learning assistance related issues involving students, parents, and teachers and meet monthly with the Division Head, to keep the Division Head updated and informed.
- Review and interpret all psychoeducational testing, other medical reports, and create for each student with a DSM diagnosis an Individual Accommodation Plan (IAP) for the Lower School; also update accommodation plans yearly.
- Coordinate with faculty for extended time testing as appropriate and necessary.
- Select and demonstrate appropriate learning assistance models and techniques to provide individual and group assistance to students relative to academic related issues, organizational issues, and extended time, where indicated.
- Assist teachers in understanding the academic, organizational, and accommodation needs of students.
- Assist teachers in individualizing instructional techniques, programs, and/or activities for students with academic, organizational, and accommodation needs.
- Provide staff with a variety of resources to meet the individual needs of students.
- Attend and participate in grade-level meetings to gather information on student progress and needs.
- Provide staff development training on pertinent topics on staff development days, in designated division meetings, and during grade level planning meetings.
- Communicate effectively and on a timely basis with parents regarding student issues and concerns.
- Initiate all necessary correspondence to parents regarding Psychoeducational testing, accommodation plans, and inform parents as to when an update to Psychoeducational testing is needed

ParishLab Duties and Responsibilities

- Teach sections of ParishLab Language Support and Foundations class.
- Instruct students in language therapy in small groups of up to 3-4 students and 1:1.
- Implement instructional strategies that utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components.
- Uses a variety of instructional strategies to meet the needs of dyslexic students.
- Create lesson plans based on the analysis of instructional data/ testing to accelerate student learning.

- Record student attendance and participation regularly.
- Maintain a weekly progress log for students.
- Communicate in a timely manner with Director of ParishLab regarding the progress of students that are participating in ParishLab Language Support and Foundations class.
- Partner with the Director of ParishLab to support the needs of the ParishLab students.
- Collaborate with teachers, advisors, learning specialists and administrators.
- Acts as an on-going and effective advocate for ParishLab students' learning and academic growth.
- Adheres to the laws, policies, procedures, and ethical standards of the learning assistance profession.

General Duties and Responsibilities

- Assist with extra-curricular activities as assigned.
- Promote the school's statement of mission and philosophy.
- Maintain professional credentials as required by Independent Schools Association of the Southwest (ISAS) or other accrediting agencies.
- Perform assigned duties such as carpool and lunch duties.
- The use of technology in instruction is an expectation as well as being able to provide a basic level of support to students using classroom devices including iPads and Chromebooks. Additionally, candidates should be proficient in utilizing technology for administrative functions including, but not limited to, grading, attendance, resource sharing, and communications.

MARGINAL DUTIES AND RESPONSIBILITIES

Marginal duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.

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| <ul style="list-style-type: none"> • Attends Staff Development Meetings • Attends Chapel • Attends Division Meetings • Attends Department & Team Meetings | <ul style="list-style-type: none"> • Attends school events such as Lower School Night, Admission Open House, Field Trips/Class Trips • Attend Student Support Meetings |
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QUALIFICATIONS

Education and Experience:

- Master's Degree or post graduate work preferred
- 3-5 years' experience teaching
- Experience with diagnostic evaluations and working with students with learning differences

Job Knowledge, Skills, and Abilities:

Candidate must have knowledge and experience in teaching students with learning differences. Involvement in student life is an expectation of all teachers. We are especially interested in candidates who have a strong interest and/or background in interdisciplinary work, differentiated instruction, and collaboration with colleagues. We seek candidates who have the interest in and ability to contribute to our extracurricular programs, including athletic coaching.

Candidate must have excellent communication skills and command of subject matter with tact in dealing with parents, other instructors, and children in school setting. Must have experience working with children and demonstrate desire to do the same. Maintaining classroom structure, exercising good judgment, and setting good examples for students, and complying with school standards as they relate to faculty conduct are essential. Involvement in student life is an expectation of all teachers including, but not limited to, lunchroom and carpool duties and field trip/class trip participation.

WORKING ENVIRONMENT | PHYSICAL AND MENTAL REQUIREMENTS

These are the physical and mental requirements of the position as it is typically performed. Inability to meet one or more of these requirements will not automatically disqualify a candidate or employees from the position. Upon request for reasonable accommodation, the School may be able to adjust or excuse one or more of these requirements, depending upon the requirement, the essential function to which it relates, and the proposed accommodation.

Working Environment:

- Office Environment
- Classroom Environment
- Works Primarily with Students
- Works Primarily with Adults; Some Exposure to Students
- Travel - Light
- Travel - Heavy
- Evening and/or Weekend Commitment - Light
- Evening and/or Weekend Commitment - Heavy
- Inside
- Outside
- Works with Others
- Works Alone
- Extreme Heat
- Extreme Cold
- Noise

Physical Requirements:

- Seeing
- Color Perception

- Hearing
- Clear Speech
- Touching (Hand and Finger Dexterity)
- Sitting
- Fine Finger Manipulation in Use of Computer
- Standing
- Ability to Move Distances
- Hillcrest Campus includes 5 buildings, 10 acres
- Midway Campus is 350,000 square feet, 50 acres
- Driving
- Climbing
- Balancing
- Kneeling
- Crawling
- Reaching
- Twisting or Bending at Waist
- Pushing or Pulling
- Lifting 0 - 20 pounds
- Lifting 0 – 40 pounds

- Lifting 0 – 75 pounds
- Carrying 0 - 20 pounds
- Carrying 0 – 40 pounds
- Carrying 0 – 75 pounds

Mental Requirements:

- Reading - Simple
- Reading - Complex
- Writing - Simple
- Writing - Complex
- Clerical
- Basic Math Skills
- Analysis and Comprehension - Simple
- Analysis and Comprehension - Complex
- Decision Making - Simple
- Decision Making – Complex
- Exercise Discretion - Simple
- Exercise Discretion - Complex

The School believes that each individual is entitled to equal employment opportunity without regard to race, color, religion, gender, sexual orientation, national origin, age, disability, genetic information, veteran status or any other characteristic protected under federal, state, or local anti-discrimination laws. The School's equal employment opportunity practices extend to recruitment, hiring, selection, compensation, benefits, transfer, promotion, training, discipline, and all other terms, conditions, and privileges of employment. All Employees are responsible for complying with the School's equal employment opportunity policy.

February 2024