

Hamlin Robinson School

WHERE LEARNING HAS NO LIMITS

WHO WE ARE

Hamlin Robinson School (HRS) ignites the academic and creative potential of students with **dyslexia** and other language-based learning differences. Since 1983, we have been Washington's only non-profit school dedicated exclusively to these students' unique academic and social-emotional needs.

We believe every child deserves a learning environment where they feel **safe, understood, and empowered**. With small class sizes (1:15 teacher-student ratio) and a structured, multisensory approach, students gain confidence and a sense of ownership over their learning through meaningful moments of **authentic success**. In traditional school settings, students with dyslexia often internalize their challenges as a personal failure—we exist to change that.

Our faculty receive specialized training in **structured literacy** and multisensory instruction, ensuring students not only learn but thrive. More than just academics, HRS is often the first place where students feel **truly understood and capable**. For families, seeing their child engage joyfully in learning – sometimes for the first time – is transformational.

Hamlin Robinson School values diversity and welcomes the **unique contributions** of people from all backgrounds and identities. Please view our **Equity Statement** and full Non-Discrimination Policy on the [HRS Website](#).

WHY HAMLIN ROBINSON SCHOOL

At HRS, we know that just as students need the right environment to thrive, so do teachers. We foster a collaborative, mission-driven workplace where faculty are supported, valued, and equipped with the training they need to succeed.

- **Purpose-Driven Work** – Every teacher at HRS changes the trajectory of a student's learning journey, helping them build confidence and success.
- **Training & Support** – Comprehensive professional development includes a month-long structured literacy training for new faculty, and ongoing coaching throughout the year.
- **Collaborative & Mission-Aligned Community** – With a shared purpose anchoring the work of all faculty and staff, clarity and collective progress are enhanced.
- **Commitment to Professional Growth** – Continual growth is deeply valued, supporting the deepening of practice and intellectual curiosity within a community.

THE JOB

Position: Lower School Teacher (Intermediate – Grades 4 and 5)
Department: Faculty
Reports to: Head of Lower School
Job Classification: Full time, 10-month exempt

WHO YOU ARE

- You are a collaborative and adaptable educator who values teamwork, open communication, and a supportive culture where colleagues and students feel seen, supported, and encouraged.
- You are reflective, allow space for yourself and others to grow.
- You believe in the power of humor and perspective in your work.
- You have a bachelor's degree or higher with a WA State certification.
- You are organized, motivated, and have excellent interpersonal skills.
- You have knowledge of the processes for reading, writing, and math.
- You have experience in curriculum development and collaborative planning.
- You have the desire and ability to work with students with learning differences and the sensitivity to meet their intellectual, physical, and emotional needs.
- You practice and model respect for individual differences, identities, and rates of learning.
- You seek to build relationships within a community.
- You maintain confidentiality.

RESPONSIBILITIES AND EXPECTATIONS

Planning and Preparation

- Develop and implement meaningful lessons in core subject areas.
- Prepare and submit student progress reports in November, March, and June.
- Schedule and conduct parent/guardian-teacher conferences at least three times annually.
- Maintain record and familiarity of student performance, including notes, anecdotal records, observations, work samples, and assessments.

Instruction

- Employ explicit, structured, and sequential instructional methods that build progressively from foundational to broader learning objectives by integrating Structured Literacy and Explicit Instruction principles across subjects.
- Stay current with dyslexia-based research and educational best practices.
- Engage in ongoing professional development to remain informed about supporting students with language-based learning differences.

Classroom Environment and School Life

- Foster student confidence and self-esteem in both academic and personal development.
- Maintain an orderly and organized classroom environment, promoting student success by having clear expectations, routines, and navigable resources for students.

- Actively participate in school events and support advancement initiatives.
- Collaborate with grade-level teams, engaging in weekly planning meetings.
- Attend faculty, partner, team, or committee meetings as required.
- Support the admissions process by welcoming parent tours and hosting student visitors.

Professional Responsibilities

- Maintain consistent communication with families through conferences, calls, and emails.
- Review and document professional correspondence, including reports, student action plans, and student health updates.
- Engage in self-evaluation and strive for ongoing growth, participating in continuous professional development.
- Demonstrate belief in the school's mission, contributing to the collective work of the community in achieving it.

COMPENSATION & BENEFITS

Salary: \$59,000 - \$100,000

Position Classification: Exempt

Benefits: Medical, Dental, Vision, 403b (up to 7% employer match), Life insurance, Pet insurance, and long-term disability.

HOW TO APPLY

1. Please submit a **Resume and Cover Letter**.
Resumes and Cover Letters should be sent to:
Jessica Ruger, Head of Lower School, She/Her
Email: jobs@hamlinrobinson.org with "Intermediate Classroom Teacher" in the subject line.
2. Please complete [this brief questionnaire](#) to lend insight into your unique perspectives and experiences.