ELEMENTARY LEARNING SPECIALIST

JOB SUMMARY
The Learning Specialist is an integral part of the student services team school-wide. The Learning Specialist serves as a resource to support teachers in creating learning environments that are inclusive of the inherent variability within and across learners. The Learning Specialist will collaborate with the school psychologist and elementary principal to plan and execute professional development for teachers as well as being available to provide “just-in-time” support for teachers by answering specific questions and concerns and providing appropriate resources. The Learning Specialist is also responsible for helping parents, teachers, counselors, and students (when appropriate) to understand the specific challenges for individuals with identified LDs. The Specialist also assists in interpreting educational testing into usable knowledge for teachers. The LS works collaboratively with members of a students’ “team” (teachers, parents, counselors, outside service providers, etc.) to create a cohesive support plan that leverages student strengths and supports student needs.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

Candidates must have a specific training and/or expertise in learning disabilities, adolescent development, speech and language development, and brain-based education—with a specific emphasis on executive functioning processes and skills. Duties, in addition to the development and implementation of learning support plans, include consultation with academic coaches, tutors, and professionals in the community and collaboration with students, parents, and teachers to provide academic support services.

QUALIFICATIONS AND EXPERIENCE
Bachelor’s degree or higher from an accredited university or college. Professional Teacher Certification (including special education/reading specialty). Course work and experience in special education or reading specialist. Knowledge of relevant technology. Excellent verbal and written communication skills. Ability to implement formal and informal assessment programs (GMRT, SAT, Brigance, Wilson, others). Passion for teaching and learning.

PHYSICAL DEMANDS
Our campus consists of multiple buildings on 44 hilly acres that requires frequent walking including uphill and stairs. The individual is required to talk and hear, often required to sit and use their hands and fingers, to handle or feel and to manipulate keys on a keyboard. The employee may be required to stand, walk, lift and carry approximately 10-15 pounds, reach with arms and hands, climb or balance, and to stoop, bend, kneel, crouch or crawl. Requires close vision.
MENTAL DEMANDS
On a daily basis employee must frequently problem solve, make decisions, supervise students, interpret data, grade, organize, write, plan, and clearly communicate.

EQUIPMENT USE
Telephone – frequently, Copier – occasionally, Computer – frequently, Projector – occasionally

WORKING CONDITIONS

WORK ENVIRONMENT
Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.