



Position Description

OVERVIEW

Job Title:	Director of Learning Support
Classification:	Non-Faculty
FLSA Status:	Exempt
Supervisor:	Head of School
Supervises:	Testing Office and The Center for Neurodiversity

The **Director of Learning Support** serves as a member of the senior leadership team furthering the learning support framework for the school. The director is responsible for overseeing the learning support framework of the school as well as the case management of student services, ensuring students receive the tools, support, and enrichment necessary to succeed. This position also manages The Center for Neurodiversity student services enrollment and support recommendations, oversees The Center's staffing, including learning support staff and part-time tutors and coaches, and participates in outreach and marketing of The Center. An ideal candidate will be familiar with recent research on best practices in educating students with learning differences, support the mission of the school, and believe that all children can meet high academic expectations.

ESSENTIAL DUTIES & RESPONSIBILITIES

Administrative Duties

- Provide leadership to, collaborate with, and act as a resource to the community, faculty, and administrative team on all matters pertaining to learning support in all three divisions.

- Serve as an advisor to the admissions committee for students with learning differences and/or psycho-educational evaluations.
- Facilitate student support meetings with parents and/or faculty.
- Oversee and guide a process of systematic, intentional, and developmentally appropriate learning support as students transition from the Lower to the Middle and then to the Upper School.
- Articulate and execute a process for managing students' individual academic plans and ensuring that the school's academic standards.
- Coordinate K-12 professional development in the areas of learning differences and learning support for teachers and staff, as needed.
- Serve as a resource for current and incoming families and facilitate conversations around the school's learning support program, accommodations, and students' individual academic plans.
- Remain current in the research and act as a resource to faculty and administration in the areas of assessment practices and instruction, including their implications for the school's programs.
- Collaborate with the Dean of Faculty and Testing & Evaluation Team, to ensure a K-12 scope and sequence for learning support, philosophies, and practices.
- Supervise and oversee The Center for Neurodiversity including responding to inquiries, scheduling services, conducting consultations, and reporting services for invoicing, and payment of services and contractors.
- Assume other responsibilities as assigned by the school.

Student Services

- Provide case management of students as determined.
- Assist incoming students and families to ensure a smooth academic transition by developing a learning profile and coordinating supports/enrichments as needed.
- Collaboratively create and update individual academic plans based on psychoeducational testing and facilitate and assist in developing and implementing interventions related to learning differences.
- Monitor individual students' progress through classroom observations and assessments and initiate necessary changes.
- Collaborate with and support teachers in differentiating instruction for students based on their unique learning profiles so that all students are engaged, challenged, and have the opportunity for success.
- Collaborate with the faculty to ensure appropriate services are being offered and that support is integrated with classroom work.
- Assist and advise teachers and the Dean of Faculty in determining the effectiveness of interventions and accommodations.

Data

- Manage the student data in a comprehensive, fluid platform.
- Ensure that data is gathered, analyzed, and used to make decisions to improve learning and teaching.
 - Oversee school-wide standardized testing (e.g. MAP Growth).
 - Oversee the development of common assessment practices and pacing.

- Report to the community on assessment results.

Outreach:

- Attend and/or present at relevant professional development seminars or workshops.
- Serve as Educational, Medical, Scientific Advisory Committee (EMSAC) Member.
- Special Projects as assigned by the Head of School.

RESPONSIBILITIES OF EVERY WINSTON EMPLOYEE

- Provide students with positive reinforcement and positive redirection in accordance with Winston's Employee Handbook.
- Agree to uphold the mission of The Winston School San Antonio
- Maintain strict confidentiality of all student and family information and documents in accordance with HIPAA and FERPA.
- Abide by all requirements, policies, and standards of conduct as stated in the Winston Employee Handbook, Winston Family Handbook, and job offer letter.
- Maintain appropriate accreditation data for current accrediting agencies, including but not limited to ISAS.
- Participate in team meetings, professional development, and in-service training.
- Maintain certification credentials and licensing as appropriate.
- Take all necessary precautions to protect the safety of staff, students, and families; equipment; materials, and the facility.
- Perform other duties as assigned, including chaperoning, participation on field trips, assisting with and/or participation in school special events (such as Field Day, Athletic Banquet, Annual Alumni event, school dances, etc.) and other activities or tasks, that may include evenings and weekends, not listed in this job description but requested by Supervisor, Director, or Head of School.

QUALIFICATIONS & REQUIREMENTS

- Master's degree or higher in Educational Administration or related field.
- Teacher certification or licensure in Special Education; LSSP license preferred.
- At least five years prior experience in the field of learning support and/or special education with a record of high achievement.
- Training in Orton Gillingham (certification preferred) and use of multi-sensory math instructional methods, ability to implement remediation of writing skills and knowledge of Responsive Classroom.
- Familiarity with psychoeducational testing, curriculum-based measurement, functional behavior assessments, individual academic plan processes, and reporting.
- Effective communication skills that promote positive relationships with students, families, and colleagues.
- Strong work ethic, high level of integrity, professionalism, and confidence, and independently motivated to meet the needs of students and faculty.
- Proven excellent leadership and organizational skills and demonstrated ability to motivate people.
- Knowledge of special education and current trends/research in the field for accelerated achievement of students with learning differences.

- Able to communicate and work effectively with diverse populations and develop outreach strategies to encourage parental involvement in student learning.
- Able to effectively engage diverse parents/guardians with varied communication styles, levels of skill and experience to support their child's education experience.
- Familiar or experienced with web-based grade reporting and attendance tracking, electronic teacher/parent communication tools, and instructional technology hardware, such as document cameras, presenters, and SMART Boards, etc.
- Able to work effectively as a member of an interdisciplinary team.