



## **POSITION TITLE: Learning Coach, Grades 1-8 (August 2023)**

St. John's Episcopal School is distinguished by 70 years of demonstrated success in preparing children for lives of learning and service in our ever-changing society. Renowned for its Episcopal identity, a core belief in the potential of our children and the sanctity of childhood, the school delivers an unparalleled, values-driven preparatory education. Hard work, faith, honesty, and a commitment to excellence allow our graduates to thrive in high school, college, and beyond.

Located in the heart of thriving Tampa, St. John's Episcopal School provides an exceptional education for 570 students in pre-kindergarten through eighth grade. The School's Core Values and Episcopal identity focus on inclusivity, support, respect, and the shared values reflected in the school's mission statement. Our students are *Empowered to Lead, Inspired to Serve*. A feeling of positive energy, optimism, respect, and kindness permeates our campuses.

### **POSITION DESCRIPTION:**

St. John's Episcopal School is seeking a Learning Coach, Grades 1-8. This is a full-time, benefits-eligible position with an **August 2023 start date**. The Learning Coach is an educational specialist whose primary responsibility is to identify and support students who are learning differently (including advanced learners). This is a new position at St. John's Episcopal School, so the Learning Coach will need to collaborate with the Leadership Team in developing an effective learning support framework for the school. He or She will be expected to successfully meet the following responsibilities:

#### **Key Responsibilities**

- Conduct screening and assessment at intervals throughout the school year, lead and manage small groups and 1-1 sessions, and work collaboratively with faculty and families to ensure students are progressing successfully.
- Overtly support and act in accordance with the school's mission and values.
- Member of Student Success Team.
- Bring a positive attitude and a sense of professionalism to the school community.
- Observe classes to get to know all children.
- In collaboration with the classroom teachers, make regular assessments of student achievement and progress.
- Lead process for identifying, monitoring, and remediating students who learn differently (including advanced learners). As part of this, develop a school-wide system for benchmark assessments, especially in reading. For example, it may be helpful to use a version of curriculum-based measure (CBM) that can

quickly assess student progress and be conducted throughout the school year (beginning, middle, and end of the school year).

- Develop and implement a Student Support Plan. This plan will allow the Learning Coach, Classroom Teacher(s), Student Support Team, and families to work in collaboration to identify a student's needs at school, outline responsibilities of the parents, classroom teachers, and learning coach. Documentation will be maintained by the Student Support Team.
- Attend Student Support Meetings with faculty, as well as Parent-Teacher Conferences to discuss student progress with parents, if required.
- Work collaboratively with homeroom teachers to observe, assess, and work with students who have learning needs.
- Work with families on at-home recommendations and in collaboration with outside agencies for professional evaluation and ongoing support.
- Define and deliver general and specialized instruction for students (including, but not limited to 1:1 sessions and small group instruction).
- Support admissions by occasionally reading candidate evaluations.
- Support teaching faculty by offering resources, assistance, advice, and training to enable faculty to best meet the needs of all students.
- Help to identify, coordinate, and document the use of tutors and outside student support services (such as speech, OT, counseling, academic testing, etc.) outside of school.
- Uphold professional standards of personal presentation, punctuality, professional courtesy, and discretion.
- Honor the confidentiality of school and student information.
- Communicate effectively with faculty, students, families, and colleagues.
- Engage in self-reflection and professional development through goal setting, Professional Development opportunities, and ongoing dialog with Lower and Middle Division Directors.
- Perform other duties as determined by the Head of School.

### **Skills and Competencies**

- Ability to empower classroom teachers to feel capable of meeting the needs of all students in their class.
- A commitment to collaborate in a dynamic community of teachers.
- An openness to professional development and continuous learning.
- Excellent interpersonal and communication skills.
- A pleasant and collegial approach to work and, ideally, a sense of humor.
- Excellent written and oral communication skills.
- Orton-Gillingham certification.
- Lindamood-Bell training and certification.

### **Required Qualifications & Experience**

- Bachelor's Degree.
- Understanding of and experience in early intervention, assessments, and language acquisition.
- Experience teaching in lower or middle school or working with students of those ages.
- Strong knowledge of learning differences and reading comprehension skills.

**Preferred Qualifications & Experience**

- Master's Degree, especially in educational support.
- Experience working in a school, ideally as a classroom teacher.
- Experience using assessment tools to gather information.
- 3-5 years teaching experience or experience working as a learning resource specialist.

Qualified candidates are invited to submit a current resume, cover letter, and list of not fewer than three references to: Diane Scott, Executive Assistant to the Head of School, at [dscott@stjohnseagles.org](mailto:dscott@stjohnseagles.org).

St. John's Episcopal School provides equal opportunity for all qualified applicants. This position will remain open until filled.