



Job

Learning Specialist

Description:

Position Title	Department	Reports to
Learning Specialist	Administrative	Marja Brandon
Employment Status	FLSA Status	Effective Date
<input type="checkbox"/> Temporary <input checked="" type="checkbox"/> Full-Time <input type="checkbox"/> Part-Time	<input type="checkbox"/> Non-Exempt <input checked="" type="checkbox"/> Exempt	

OVERVIEW OF WOODLAND SCHOOL

Located just west of Stanford University, Woodland is an independent day school that offers a balanced approach to learning in a diverse and inclusive environment for approximately 275 students in early childhood through 8th-grade. We have two sections of each grade level K- 8 with class sizes that average from 14-18 per class.

We believe that students learn to their potential when they are inspired. With rich content and an emphasis on student-driven projects, students are empowered and encouraged to be active and engaged learners. Our teachers provide an education that is both challenging and supportive. They work to ensure that students become active and curious learners – and are both local and global citizens fully prepared for future endeavors and challenges.

Woodland School’s faculty embodies the values of academic excellence, a diverse and authentic community, and strong character building. We focus on character building because it takes both strength of mind and heart to live with integrity, to find one’s passions, and to create meaningful change in the world.

Our teachers are themselves learners, constantly searching for ways to improve their practice. A robust professional development program supports our faculty by introducing them to the latest knowledge and best practice in pedagogy, curriculum development, educational technology, and student assessment.

POSITION OVERVIEW

The central mission of the Learning Specialist is to ensure that Woodland School identifies and supports its students who learn differently during elementary grades and middle school and provide appropriate instruction and intervention based on educational best practices supported by neuroscience research. The Learning Specialist also holds responsibility for helping to manage ongoing screening processes for all students at intervals throughout the school year and works collaboratively with the faculty to ensure students are progressing in accordance with grade level benchmarks.

When a student demonstrates a concerning pattern of performance and/or behavior, the Learning Specialist will lead the process of assessing and making recommendations for appropriate actions to support the student and family with the grade level team. For some students, this work involves making referrals for diagnostic evaluations, assisting parents and faculty in interpreting evaluation results, making referrals for specialized services, and monitoring students' involvement with specialized instructors who are contracted to provide specialized services.

The Learning Specialist role also includes responsibility for working collaboratively with other faculty members to help ensure curricular offerings are fully differentiated to meet the student's needs, and includes helping write and design individualized learning plans for students and updating them as needed.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Leads the process for identifying, monitoring, and remediating students who learn differently. This involves interfacing with faculty, parents, and private contractors on behalf of students who require specialized academic instruction (including advanced learners).
- Additional responsibilities include helping to educate faculty and parents on topics relevant to learning differences and cultivating a network of community professionals to support Woodland students and families.
- Meets regularly with and organizes Students Support Teams at Lower School and Middle School levels for students who have Individualized Learning Plans and/or students for whom faculty have growing concerns.
- Helps define appropriate general and specialized instruction, collaborating with the faculty to help ensure instruction is of high quality.
- This includes assisting with implementation of models of differentiated instruction which provide specialized, small-group instruction in reading, writing, and math and working to identify, introduce, and maintain blended learning models to enhance opportunities for personalized, 24/7 learning
- Supports Admissions by occasionally reading incoming student evaluations when asked.
- Offers occasional Faculty and parent educational programs or trainings.

MINIMUM QUALIFICATIONS (KNOWLEDGE, SKILLS, AND ABILITIES)

- Bachelor's degree, Master's preferred.
- Applicants must have a strong knowledge base in the area of learning differences, especially dyslexia, dysgraphia, and dyscalculia, as well as a deep knowledge base regarding ADHD and Executive Functioning issues.
- Desirable candidates will also know about early intervention, assessments, acquisition of reading, and be current on the general teaching of reading, writing, and mathematics.
- An understanding of independent school culture
- Excellent interpersonal, written and verbal communication skills as well as a proven ability to work with a diversity of colleagues and stakeholders at all levels.
- Outstanding judgment and maturity.
- A very high level of energy, creativity and flexibility

PHYSICAL DEMANDS AND WORK ENVIRONMENT

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this position. Reasonable accommodations may be made.

- Specific vision abilities required by this job include close vision, color vision, and ability to adjust focus.
- Frequently required to sit; occasionally required to stand and walk
- Occasionally required to reach with hands and arms
- Frequently required to talk or hear
- Occasionally required to bend, twist, or climb.
- Moderate concentration/intensity, which includes prolonged mental effort with limited opportunity for breaks.
- Average memory, taking into consideration the amount and type of information.
- Moderate level of complexity for decision making. Average time pressure of decision making.
- The noise level in the work environment is usually moderate

HOW TO APPLY

Candidates for this position should submit a cover letter, resume, and contact information for three to five references. Please combine all documents into a single PDF and send to HR@woodland-school.org.

NOTE

This job description in no way states or implies that these are the only duties to be performed by the employee(s) incumbent in this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by any person authorized to give instructions or assignments. All duties and responsibilities are essential functions and requirements and are subject to possible modification to reasonably accommodate individuals with disabilities. To perform this job successfully, the incumbents will possess the skills, aptitudes, and abilities to perform each duty proficiently. Some requirements may exclude individuals who pose a direct threat or significant risk to the health or safety of themselves or others. The requirements listed in this document are the minimum levels of knowledge, skills, or abilities. This document does not create an employment contract, implied or otherwise, other than an "at will" relationship.

Woodland School does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity or national origin in the administration of its educational or admission policies, financial aid distribution, or other school programs. Woodland School is dedicated to the goal of building a culturally diverse and pluralistic faculty committed to teaching and working in a multicultural environment and strongly encourages applications from candidates who reflect such diversity.

www.woodland-school.org