

Ripon Christian School

Director of Learning

Job Description

Report to: Superintendent or Head of School

Collaborate with the Building Principals

Qualifications:

Interested individuals should have a passion for Christian education and a love of students. Applicants should promote *belonging* to students of all abilities in the classroom and school environment. Applicants should have a four-year degree from an accredited college or university, with a degree in Special Education as well as a minimum of 3 years of work experience in the area of Special Education. Significant work experience in the field of special education may satisfy this requirement. Confidentiality is essential to this position because of the nature of the information involved. Applicants must have a personal relationship with Jesus Christ.

Basic Responsibilities

1. Establish a school-wide referral process for services and participate with Student Success Teams
2. Collaborate with general education teachers concerning students who are at-risk in the learning environments (Consultation Role)
3. Evaluate and diagnose skills, learning styles, neurodevelopmental patterns, and disabilities (Diagnostic Role)
4. Strengthen learning deficits through directed instruction/interventions or training with students (Teacher role)
5. Coordinate the work of para educators (Supervisor roles)
6. Promote understanding and use of student-specific accommodations/modifications (Advocacy Role)
7. Maintain a valid state-level teacher certification in Special Education.

Principal Tasks

1. Collaborate and consult with general education teachers, administrators, and parents concerning students needing direct or indirect support services, including issues of:
 - a. Academic adjustment
 - b. Social development
 - c. Behavioral change
 - d. Providing materials as necessary
2. Meet regularly as needed with Student Success Teams to discuss student progress and to make decisions about their support.
3. Coordinate and facilitate formal teacher to teacher meetings as necessary.
4. Manage as necessary the flow of paper information and record keeping.
5. Build up the RTI or Multi-Tiered Support System with benchmarking and progress monitoring
6. Report all evaluation results to parent, administrator and pertinent staff while maintaining confidentiality.

7. Make suggestions concerning effective teaching strategies relative to assessment results.
8. Establish and coordinate student plans, including accommodations, updating them annually as needed.
9. Design and support the delivery of instruction appropriate to the neurodevelopmental and academic needs of students who have disabilities (including home and life skills as needed)
10. Integrate a variety of materials into the learning environment appropriate to the unique learning styles of those receiving support services
11. Plan and participate in parent meetings as needed.
12. Coordinate grade-level team meetings or building-specific faculty meetings for student-centered discussions.
13. Supervise and train Para educator staff members and Educational Support Specialists.

Other:

1. Develop a plan to maintain and advance professional skills and disposition of self and faculty members.
2. Other duties as assigned by the Superintendent.