

K-8 Reading Specialist Job Description

This is a full-time, salary position. The schedule is determined annually based upon program needs.

Position Purpose

The purpose of this position is to partner with parents and teachers in fostering a climate for elementary and middle special education students to achieve their God given potential through differentiation, curriculum development, and small group instruction, and intervention with competence and compassion.

While this description serves to outline many of the expectations for this position, BCCS strives to build a team of professionals who work beyond job descriptions, are enthusiastic to be part of the BCCS faculty and staff, and are ready to work together to develop, operate, and maintain a challenging, excellent educational program reflecting a Christian world and life view in an environment that stresses compassion and responsibility.

Authority

The Reading Specialist will report directly to the Director of Student Learning for delegated responsibilities. Beyond this, he/she is ultimately responsible to the K-8 Principal.

Educational Requirements

Ideal Candidates have:

- Certification in Orton-Gillingham or other recognized intervention program

All candidates must have:

- Current Reading Specialist certification
- Bachelor of Arts in Education
- Teacher certification
- Commitment to further education in the field
- Excellent communication skills

Responsibilities

- Coordinate school-wide literacy efforts
- Analyze data, along with the Learning Support Coordinators and Director or Student Learning, in order to develop and implement appropriate intervention strategies
- Provide reading intervention for all qualifying students
- Lead instructional reading groups (K-5) tailored to meet specific learning needs at a variety of levels
- Provide content area reading support (6-8) via guided study halls and/or push-in/pull-out support
- Administer *Aimsweb* Reading progressing monitoring with qualifying students
- Participate in meetings in which education service/assistance plans (ESPs and SSPs) are developed if requested
- Coordinate Reading emphasis week activities
- Assist with standardized test administration
- Provide training and support for teachers as necessary
- Develop an understanding of the general curriculum in assigned building grades to effectively assist students and teachers
- Handle all interactions with families with grace and professionalism

- Handle stressful situations with patience, understanding, and flexibility
- Continue intellectual and professional development
- Encourage all students as uniquely gifted by God
- Other responsibilities as assigned by K-8 Principal

Personal Characteristics

- Demonstration of Christian faith by being able to express specific knowledge of the Bible and its application to subject area(s); practice daily devotions of prayer, reading of God's Word and meditation; give Christian service to others both within and outside the school; model an exemplary Christian walk in speech and acts and submit to authority out of obedience to Christ.
- Agreement with Articles II and III of the Constitution and have a credible profession of faith and an active membership in a church that agrees with the school's statement of faith.
- Observe the Matthew 18 principle in dealing with conflict with students, parents, and administration
- Follows the conflict resolution process summarized in Peacemaker Ministries

Additional Personal Qualities

The teacher shall:

- Recognize the role of parents as primarily responsible before God for their children's education and be prepared to assist them in that task.
- Demonstrate the character qualities of enthusiasm, courtesy, flexibility, integrity, gratitude, kindness, self-control, perseverance and punctuality.
- Meet everyday stress with emotional stability, objectivity and optimism.
- Maintain a personal appearance that is a Christian role model of cleanliness, modesty and agreement with school policy.
- Use acceptable English in written and oral communication. Speak with clear articulation.
- Respectfully submit and be loyal to constituted authority.
- Notify the administration of any policy he/she is unable to support.
- Refuse to use or circulate confidential information.
- Place his/her teaching ministry ahead of other jobs or volunteer activities.
- Make an effort to appreciate and understand the uniqueness of the community.