



# WESTMINSTER ACADEMY

## Grammar School Director of Academic Support Job Description

### **Purpose:**

The **Grammar School Director of Academic Support** is a full-time, 12-month position. The Grammar School Director of Academic Support requires an understanding of classical Christian education and its implementation. He/she must have the discernment to identify gaps in teaching where student learning needs support and determine the steps necessary to make those improvements. He/she reports to the Head of Grammar School and works closely with other academic support staff, tutors, and reading specialists. The GS Director of Academic Support writes PEP plans, provides support for classroom teachers, students, and families, and assists new students/families in their transition to Westminster Academy. He/she must possess an appreciation for the uniqueness of each student and family, a desire to see the glory of God lived out in each child, and an ability to hold to the academic and relational standards of Westminster Academy without seeming legalistic or uncaring. He/she helps to shape and guard school culture and seeks to train the whole child in habits of mind and work that shape the character and affections, developing wisdom and virtue in the heart of the child.

All employees of Westminster Academy must strive to love the Lord in front of students and make the Christian faith observable in all aspects of the school community. As someone whose work is public to various constituencies, the GS Director of Academic Support must be a model servant and not above the most menial tasks while adhering to the highest standards of professional excellence. He/she should approach his/her responsibilities with a redemptive perspective guided by faith in Christ. The school's mission, vision, and statement of faith must guide all interactions with parents, students, faculty, administration, and all those within and outside our faith community.

### **Reports to:**

Head of Grammar School

### **Works closely with:**

Faculty  
Students  
Parents  
Literacy Specialist  
Upper School Director of Academic Support

### **Direct reports:**

Early Childhood Reading Specialist (ECRS)  
Intermediate Level Reading Specialist (ILRS)

### **Specific responsibilities:**

*Support Students and Families*

1. Oversee and maintain Personal Education Plans (PEPs) for students with qualified testing and diagnosis of a learning disability.
2. Conduct PEP meetings yearly with families and teachers, communicating needs and accommodations possible for the given school year.
3. Meet with the Upper School Director of Academic Support to transition students from 6th to 7th grade.

#### *Oversee Therapy/Tutoring*

4. Coordinate outside tutoring/therapy schedules and available rooms.
5. Meet regularly with the Literacy Specialist (LC and ILRS) and ECRS, and collaborate on needed interventions and work together to plan instruction, integrating curriculum and multi-sensory training.
6. Oversee the tutoring contact process and submit signed contracts to the business office.

#### *Support Teachers*

7. Conduct classroom observations and act as the first point of contact for any referrals concerning students with academic, behavioral, and social/emotional concerns.
8. Provide support for classroom teachers regarding PEP students, new students, and students identified as needing observations.

#### *Collaborate with Admissions*

9. Review admissions files as requested by the Director of Admissions and offer feedback to the Head of Grammar School.
10. In conjunction with Admissions and Junior Kindergarten/Kindergarten, attend Jump into JK and/or Come to K and respond with observations regarding the development of students.

#### *Administrative Responsibilities*

11. Review and interpret confidential psycho-educational testing from licensed professionals submitted by the parents, noting suggested accommodations for students.
12. Attend weekly meetings with direct reports, various directors, and the Head of Grammar School.
13. Update and maintain a list of practitioners as a resource for parents seeking services and act as a liaison for families seeking public school services.
14. Maintain a watchlist, by grade, concerning DIBELS, teacher concerns, and observations.
15. Review and give any necessary feedback to teachers on gradebooks, progress reports, and/or report cards concerning students receiving services.
16. Schedule all students receiving services (deciding time for pull out and location), communicate with teachers and parents for approval prior to services beginning.
17. Schedule time, rooms, and proctors for students in grades 2-6 taking the CTP-5 each spring and communicate with parents of students qualifying for time-and-a-half accommodations.
18. Observe in classrooms as assigned by the Head of Grammar School to offer feedback.

### **Skills and Qualifications:**

#### *Required*

1. College degree in an area of psychology, counseling, education, or child development; or extensive experience in any of these areas.
2. Display an understanding of various developmental expectations of students ages 4-12.
3. Training or experience working with students with various learning needs.
4. Excellent communication and interpersonal skills to collaborate with families and teachers.
5. Understanding of classical Christian education philosophy and pedagogy.

#### *Preferred*

1. Ability to interpret data to identify trends and make informed decisions regarding standardized testing.
2. Three to five years of experience as an educator.
3. A master's degree in psychology, counseling, education, or child development.