

Pacific Academy

Learning Support Coordinator Job Description

Designation	Learning Support Coordinator
Division	Primary, Intermediate, Middle or High, as designated
Reports to	Head of Student Support & Well-being and Divisional Principal
Works collaboratively with	SWELL team members, Teachers, EAs, divisional administrators

OVERVIEW

The Learning Support Coordinator (LSC) plays an active role in the assessment, identification and instruction of students requiring targeted and intensive support and intervention. Grounded in the belief that all children, regardless of abilities or limitations, are created in the image of God and should be given every opportunity to grow and develop their God given abilities, the Learning Support Coordinator's role is to help all children flourish.

REQUIRED QUALIFICATIONS

- Teacher Certification
- Minimum 3 years' experience as a classroom teacher

PREFERRED QUALIFICATIONS

- Minimum 5 years classroom teaching experience
- Masters in Inclusive Education or other Inclusive Education training
- Leadership training

CORE RESPONSIBILITIES

- Know, understand and support the school's statement of belief, mission, vision, and core values
- Excellent oral and written communication and collaboration skills

ROLE RESPONSIBILITIES

- Responsible for developing, writing, implementing, and tracking IEPs (Individual Education Plans), including maintaining accurate and organized files for students with ministry designations A-G, K, P, Q. This includes facilitating and leading IEP meetings, meeting with parents/guardians, prescribing interventions, providing targeted interventions as outlined in the IEP and discussing goals and desired outcomes for students.
- Provide coaching and research on effective adaptations. Support teachers in planning for effective universally designed lessons and interventions.
- Provide specific expert knowledge about learning needs and interventions when and where required. Suggest interventions to classroom teachers based on assessments of learning.

- Provide instructional coaching and/or co-teaching where necessary for all students with IEPs on caseload.
- Create and run targeted small group instruction in groups that include IEP students (2-5x a week). Model techniques and common language.
- Provide resources and direction to EAs for student support and interventions as needed.
- Create simple, goal focused, short term intervention plans for students requiring learning support. Regularly review lists at School Based Team (SBT) meetings to move students in and out of Student Support services.
- Provide frameworks and lead the process of collaboratively creating safety plans and behaviour plans for students on your caseload. Coordinate wrap-around meetings and inform all staff as necessary.
- Read, research and attend conferences, develop professional expertise in effective inclusive instruction and leadership
- Conduct self-assessments on job performance, collect evidence of personal growth.
- Provide observational and performance feedback for administrative evaluations of EAs
- Co-facilitate SBT meetings with admin. Establish and maintain effective practices for referral, follow-up and documentation.
- Create social groups and other social-emotional/self-regulation supports for unstructured times. Run these groups as needed.
- Provide a plan for targeted supervision for vulnerable students on your caseload during unstructured times.
- Administer appropriate educational diagnostic assessments (including Level B), write reports summarizing results, interpreting results, providing suggestions for appropriate, targeted interventions, and sharing results with appropriate staff and parent(s)/guardians.
- Work collaboratively and cooperatively with teachers, members of the Student Support and Well-being (SWELL) Team, SBT, and ICMs (Integrated Case Management) to improve student learning
- Supervision duties as assigned
- Comply with school and ministry policies and procedures
- Other duties as assigned

Duties will be divided approximately into 60% direct support (student-facing in either small group, 1:1 or class push-in support) and 40% indirect support (emailing, coordinating, collaborating).