



JOB DESCRIPTION

Position Title:	Literacy Specialist Substitute
Date Modified:	July, 2020
FLSA Classification:	Non-Exempt, Instructional Staff
Reports To:	Substitute Teacher Coordinator
Position Purpose:	Manages student learning in accordance with the goals and directives of the school and the division.

Position Purpose:

The Howard School's literacy program is designed to provide intervention for students who struggle in one or more of the following areas: phonological and phonemic awareness, phonics and word recognition, fluency, vocabulary, listening and reading comprehension, and/or written expression with a focus on encoding. These students receive instruction from the Literacy Specialist in small-group, in-class, or one-on-one support sessions. Depending on individual student needs, components of different Structured Literacy programs or methodologies are utilized including, but not exclusive to, Wilson, Open Court, Project Read, Lindamood Bell, Orton-Gillingham, and Hill RAP.

Specialist Characteristics:

- Committed to designing and adapting instruction to meet a range of student learning needs and interests
- Fully trained in at least one Structured Literacy teaching method
- Committed to and skilled in differentiation
- Highly collaborative and excited about generating curriculum and assessment ideas in a team setting
- Curious, creative, self-reflective, and willing to take initiative and run with new ideas

Essential Functions:

- Teaches Structured Literacy in small-group, in-class, or one-on-one support sessions through demonstration lessons, modeling, and direct explanation of teaching strategies based on lesson plans from the Literacy Specialist
- May conduct individual diagnostic assessments of students as needed under the direction of the Literacy Specialist
- Demonstrates understanding and application of reading comprehension techniques and principles including word structure, syntax and other linguistic features of reading comprehension
- Understands and can use assistive technology to support reading as needed
- Respects the individuality of each student
- Maintains and respects confidentiality of student and school personnel information
- Maintains a discipline and classroom control that fosters a safe and positive environment for all students and staff in accordance with the School policies
- Ensures adequate supervision to assure health, welfare, and safety of all students
- Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities



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- Reports to office upon arrival at school; requests clarification of school rules and procedures, if necessary
- Reports all student injuries, accidents, illnesses, and discipline problems to the appropriate authority immediately or as soon as is reasonably possible
- Implements lesson plans, while ensuring the integrity of academic time and in a manner which motivates students to learn and participate
- Organizes students for effective instruction
- Collects and places student work on Literacy Specialist's desk
- Returns instructional materials, equipment, and keys to proper place
- Determines if his/her services will be required for the next school day
- Complies with and supports school and division regulations and policies
- Models non-discriminatory practices in all activities
- Performs other related duties as assigned by Director of Language, Literacy & Assistive Technology and/or Principal(s) in accordance with school/division policies and practices

Qualifications/Skills:

- Bachelor's degree required
- Advanced degree and 3-5 years of school experience preferred
- Excellent verbal and written communication skills
- Demonstrated leadership and facilitative skills
- Desire to plan and work collaboratively on a team is essential
- Ability to differentiate instruction, including working with students with learning differences, and the skill and willingness to adjust to student understanding and misunderstanding
- Displays proficiency in all related computer applications, including; Mac OS, Apple iOS, Microsoft Office programs, email and Internet, and Google Apps for Education Suite, experience with assistive technology is a plus
- Ability to read and implement instructional plans
- Ability to correspond with parents and administration
- Ability to effectively present information and respond to questions from administration, parent, students, staff members, and the general public as requested
- Ability to solve practical problems
- Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form
- Ability to maintain effective relationships with students, parents, peers, and administration
- Skilled in oral and written communication

Physical Requirements and Work Environment:

- Must have the ability to sit and stand for extended periods of time; exhibit manual dexterity to enter data into a computer; to see and read a computer screen and printed material with or without vision aids; hear and understand speech at normal classroom levels, outdoors and on the telephone; speak in audible tones so that others may understand clearly in normal classrooms, outdoors and on the telephone; physical agility to lift up to 75 pounds; and to bend, stoop climb stairs and reach overhead



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- Work primarily in a traditional climate-controlled office environment
- Work intermittently in outside weather conditions, including extreme heat and cold

The School may revise this job description at any time. It is not a contract of employment. All employment at the School is at-will, such that employment may be terminated by either party at any time.

Application: If interested in applying for this position, submit a cover letter and resume to Claudia Ramos at hr@howardschool.org

The Howard School is an equal opportunity employer.