

## **Marin Primary & Middle School Job Description**

**Title:** Learning Resource Program (LRP) **Learning Specialist**  
**Reports to:** Director of Learning Resources  
**Status:** .8 to Full time, Exempt Employee

The Learning Resource Program (LRP) learning specialist is an integral member of the LRP team and participates in all aspects of being an MP&MS faculty member. The LRP learning specialist demonstrates a deep understanding of how children learn according to their developmental age and has the passion and skills to team effectively with students, teachers, and parents in support of student academic and learning success. The learning specialist has specific training, skills and experience related to the assessment and treatment of language-based learning disorders and/or Dyscalculia and has a background working with students with executive functioning, attention, memory and pace-of-learning challenges.

The LRP learning specialist effectively communicates and collaborates with students, teachers, advisors, parents and division directors to identify and support students with learning challenges. The role of the learning specialist involves working directly with students in small groups, typically 3-6 students per group, and provides occasional one-to-one support as necessary and available. The position also involves developing and implementing learning support plans, consulting regularly with teachers, pushing into classrooms and communicating regularly with parents. The learning specialist has expertise using a variety of learning and teaching tools, techniques, technologies and programs to provide both curriculum support and remediation to specific aspects of the learning process. The learning specialist also plays an important role in the school's overall assessment program.

### **Areas of Responsibilities Include:**

- Provide for the safety and well-being of students at all times through the creation of safe and secure environments
- Work effectively with an assigned caseload of students, providing direct support through small group, one-to-one, and/or push-in support as appropriate to students' needs
- Collaborate with teachers regarding students' accommodations and support needs
- Design and implement learning plans and programs to actively engage students to meet their learning goals, including the use of assistive technology
- Maintain updated the school's electronic learning profile system and learning support plans for each assigned student regularly with new information on effective strategies, testing and reports received, notes on meetings with parents, and classroom and testing accommodations.
- Share information with all members of a student's learning team (student, parent, advisor, teachers, outside professionals) as necessary to ensure learning team cohesion and support the student's progress.
- Communicate regularly with parents about their child's progress and invite their participation and questions
- Attend student-parent-teacher/advisor conferences and team meetings as needed (conferences may be scheduled before-, during- and after-school as well as during the school day)
- Complete narrative reports of student progress on report cards or more frequently when deemed necessary by a child's learning team
- Assist parents in understanding their child's unique learning profile, participation in a learning support program, and how the program connects to classroom learning and content/curriculum

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- Maintain accurate documentation of sessions, meetings and other communications appropriate to ethical and professional standards; distribute notes to team when requested
- Maintain appropriate confidentiality concerning each student within and outside the school community
- Work as a member of the faculty to further develop the school's learning support program
- Keep relevant credentials and training up-to-date. Set professional development goals with supervisor to enhance effectiveness in the field and continue ongoing growth
- The learning specialist is expected to attend school events and faculty meetings and participate in regular faculty school duties.

### **Experience and Qualifications**

- Masters degree or equivalent training and experience in the identification, assessment, treatment and support of students with learning disabilities and learning differences
- Experience as a school-based learning specialist and/or classroom teacher (preferred)
- Knowledge of and appreciation of child development in young children and adolescents
- Knowledge of, skills, and experience around underlying attention, memory, language, and executive functioning challenges and how they impact on learning and academic success
- Knowledge of, skills, and experience to provide individualized, multi-sensory approaches to remediation of language-based learning challenges. such as Orton-Gillingham, Wilson, Lindamood-Bell and/or Slingerland programs (preferred)
- Knowledge of, skills and experience to provide individualized approaches to math remediation such as Making Math Real (preferred)
- Ability to establish effective and collaborative working relationships with students, faculty, staff, and parents
- Ability to work effectively with colleagues and assigned supervisor
- Appropriate technology skills (including assistive technology resources) to accomplish job responsibilities
- Strong organizational and time management skills
- Excellent written and oral communication skills

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