



POSITION OVERVIEW

Job Title: Educational Support Services (ESS) Specialist

Campus: Upper School

Reports to: ESS Director, Coordinator, and Campus Director

Job Summary

The goal of Educational Support Services at Norfolk Christian is to serve students with exceptional learning needs by providing differentiated education supports and academic opportunities.

The ESS Specialists assigned to the Upper School (6th -12th grades) will serve students with diagnosed learning disabilities and learning differences, as well as students who are at risk for academic failure.

Responsibilities

- Provide multi-tiered academic, social and behavioral supports within the context of a college-preparatory curriculum and a general education classroom
- Document student progress
- Plan for and implement lessons in Learning Labs and Structured Study Halls
(Upper School Only)
- Facilitate a school wide referral process and participate with Student Success Teams
- Collaborate with classroom teachers concerning students who are not flourishing in the learning environment
- Create student learning profiles through the evaluation of skills, analysis of neurodevelopmental and social and emotional learning patterns, and understanding of specific disabilities
- Provide students with direct instruction for academic, social and emotional lagging skills according to student learning profiles and needs
- Coordinate the work of paraeducators in pull-out and push-in learning environments
- Communicate and collaborate with parents and students regarding student learning profiles and progress

- Promote understanding and use of student specific accommodations in the school community
- Articulate a vision of belonging and intentionally support all staff to create a community in which each student experiences full membership in the school setting

Qualifications

- A Virginia State teaching license in Special Education
- Knowledge of and experience working with students with Specific Learning Disabilities, ADHD, Autism Spectrum Disorder, and other Learning Differences
- Excellent written and verbal communication skills
- Excellent collaboration and problem-solving skills
- Proficient in data taking and record keeping
- Knowledge of inclusive practices

Principal Tasks

- Collaborate and consult with general education teachers, administrators, parents, and students concerning students receiving direct and indirect support from the Educational Support Services team, including supports for academic skill development, social and emotional learning skill development, classroom community skills, and physical/medical needs
- Meet regularly with Student Success Teams to discuss student progress and to make decisions about support
- Maintain records of student support, including student learning profiles and progress
- Be involved, as needed, with the MTSS benchmarking and progress monitoring protocol
- Facilitate the educational evaluation process for newly referred and re-evaluated students
- Share all student profiles/evaluation results with parents/guardians as well as all relevant school staff
- Develop and coordinate individualized student learning profiles/person-guided plans, including accommodations and goals, updating them annually and as needed
- Teach students about their own learning profiles and empower them to use and advocate for strategies that work well for them in the school setting
- Design and support the delivery of instruction appropriate to the neurodevelopmental, social and emotional, and academic needs of students who have disabilities (including vocational and living skills as needed)
- Integrate a variety of materials into the learning environment appropriate to the unique learning profile of those receiving Educational Support Services
- Maintain communication with parents of students receiving Educational Support Services
- Plan and participate in parent meetings during scheduled school conferences and as needed
- Supervise training of paraeducators

Other Expectations

- Develop a plan to maintain and advance professional skills and dispositions
- Be included in all aspects of school life—meeting the expectations set for all staff members
- Maintain a valid state level teacher certification in Special Education