



Learning Resource Center Coordinator

Grades PK-12

St. Andrew's is an independent, college preparatory school located in Savannah, GA. Serving grades PreK3 – Grade 12, the school operates in a divisional model. The Lower School at St. Andrew's serves students in grades PreK3 – Grade 4; the Middle School serves grades 5-8; and the Upper School serves grades 9-12. Routed in a student centered model, St. Andrew's teachers are dedicated to a 21st Century pedagogy and are comfortable integrating a purposeful level of technology and project based learning in their classrooms to support instruction. Striving to create an engaging and meaningful learning environment, St. Andrew's is committed to small class sizes, applied learning, and an individualized approach to instruction.

Essential Duties and Responsibilities

Organization of Tutoring Services:

- Interview and hire qualified tutors
- Maintain tutor agreements
- Process tutor timesheets
- Create and manage a master schedule for tutoring services
- Serve as the point of contact for all aspects of tutoring services, including scheduling

Management of Learning Resource Support:

- Serve as the point of contact for all aspects of Learning Resource Support to students, families, faculty, and related community resources and agencies.
- Maintain a secure, confidential, centralized filing system for all psychoeducational documentation for students in Lower, Middle, and Upper School.
- Demonstrate and maintain a high level working knowledge and skill in the areas of:
 - the reading and interpreting of psychoeducational reporting, IEP, and 504 plans
 - the development of learning plans as a support to students with identified learning differences
 - effective, developmentally appropriate, classroom-based supports for students with learning differences
 - collaboration with area professionals and community resources
 - collaboration with faculty, parents, and administration in a team-based approach to learning support
- Create and manage a master schedule and facilitate the proctoring of testing and appropriate assignments for students who qualify for extended time and/or small group accommodations.
- Schedule and facilitate annual learning plan review meetings for each student on file with the LRC to include parents, administration, teachers, and students (when developmentally appropriate)
- Develop and implement a process for annual faculty notification and ongoing communication related to students with approved accommodations, with particular emphasis placed on confidentiality and support in implementing classroom-based supports.
- Monitor the progress of students being served by the LRC, including periodic conferencing with classroom teachers, parents, and tutors.

- Provide support and/or facilitation to families in need of outside resources including psychoeducational testing or review and learning support. Coordinate with outside resource agencies contacted by families for outside support in these areas.
- Provide professional development for faculty related to learning differences and best-practice support for all learning styles.

Desired Qualities

- **Adaptability** - Illustrates flexibility in the shifting priorities required to meet the needs of a student-centered classroom.
- **Communication and Customer Service Skills** – Understands the unique balance of an Independent School community and the variety of stakeholders. Communicates clearly and compellingly with the diverse balance of daily interactions in both oral and written forms. Anticipates and responds to stakeholder needs in a high-quality and courteous manner.
- **Innovative Problem Solving** – Approaches work with a sense of possibility and sees challenges as opportunities for creative problem solving. Takes initiative to explore situations and find potential innovative solutions.
- **Dependability** – Consistently delivers instruction with high quality reflective of the values and pedagogy of a St. Andrew’s School education. Meets the needs of students and parents with a combination of organization, detailed planning, and regular communication.
- **Use of Data and Technology** – Exhibits a familiarity and comfort with the use of school-related data and classroom technology and regularly integrates both to the benefit of classroom instruction.

Qualifications

- A bachelor degree (masters preferred) in the field of special education, school psychology, or school counseling.
- Experience working with students with learning differences and a familiarity with the creation and implementation of learning support plans.
- A preference for candidates with knowledge of, and/or experience working in, an independent school environment.
- Demonstrated involvement in professional development and school community engagement beyond the daily expectations of the position.

Interested candidates should contact Jesse Lazzuri, Head of Middle School, at lazzurij@saslions.com and include a cover letter, resume, and a minimum of three references.