



Student Support Coordinator

The School:

The Girls' School of Austin is a private, independent K-8 school (150 girls) in Central Austin. The school brings together a diverse student body with a strong emphasis on creativity, community building, collaboration, and problem solving. Our strong academic program includes Language Arts, Math, Science, Social Studies, and Spanish, and is supported and enhanced by SEL, Diversity, Service Learning, and Visual and Performing Arts programming. Significant use is made of the artistic and natural resources in Austin and the surrounding area.

The Mission:

The Girls' School of Austin provides an academically challenging education for girls in a community that fosters creative learning and personal excellence. Our mission is to develop confident young women who lead intellectually vibrant and fulfilling lives.

The position:

The Student Support Coordinator works closely with the Head of School, classroom teachers, parents, High School contacts, and outside professionals. They must have strong interpersonal skills, be interested in working in a highly collaborative environment, and place a priority on professional learning and research-based practices. We want a professional educator who will bring specialized knowledge and insight to our team and help lift the level of all teachers and all students in our lower and middle school programs.

Location: Austin, Texas

Type: Full Time

Salary: Dependent upon experience

Responsibilities: As a key resource person on our staff and member of the GSA School leadership team, the Student Support coordinator's main duties and responsibilities are to:

- Work collaboratively with teachers and other support staff to understand the individual needs of students with learning differences, and ensure all students are progressing.
- Assist with progress monitoring of struggling students using school data and outside data provided by parents.
- Collaborate with teachers and other staff members to develop strategies to best support at-risk students within the classroom.
- Develop school specific learning profiles/plans based on diagnostic testing reports.
- Help facilitate Student Support Plan meetings with the school counselor, teachers, parents, and other staff members to identify accommodations, modifications, and supports to address individual student needs.
- Maintain confidentiality and keep accurate records/documentation of sessions and meetings.
- Make referrals for diagnostic evaluations, and review and interpret psycho-educational testing results.

- Identify and support students with executive function, organizational, and other academic needs, including referrals to outside tutors and homework coaches.
- Coordinate meetings with families and teachers to discuss accommodations, recommendations, and other necessary supports/referrals.
- Serve as liaison between the school and families of students with learning differences and/or difficulties.
- Help students and parents understand students' individual strengths and relative weaknesses.
- Serve as a member of the Student Support team and prepare for/co-lead regular Student Talk and Data meetings with grade level teams.
- Design professional development for faculty regarding learning differences, differentiation, and techniques for improving the learning of all students, and especially those with learning differences.
- Provide regular small group instruction and other student remediation as needed.
- Consult with Admission staff in the onboarding of new students.
- Provide 8th grade students with High School placement resources.
- Guide 8th grade students and parents with High School choices and transition.
- Develop and maintain relationships with area High Schools.

Qualifications:

- A bachelor's degree from an accredited school is required; a master's degree is preferred.
- At least 3 years teaching experience is required.
- Strong knowledge base in learning differences; knowledge in dyslexia, dysgraphia, and dyscalculia, and ADHD is ideal.
- The ability to interpret test results of IQ, achievement, and learning disability diagnostic tests.
- Desirable candidates will also know about early intervention, RTI, and acquisition of reading.
- Have a deep understanding of diverse teaching across the curriculum.
- Be current in general educational best practices especially in the teaching of reading, writing, and math.
- Have an excellent understanding of how technological resources can be used to support learning.
- Be familiar with the challenges and opportunities of the transition from Middle School to High School.
- Have strong communication skills required (verbal, written).
- Have direct experience with girls' schools is a plus; an understanding of the benefits of a single-gender education is essential.
- Understanding of adolescent development and ability to apply knowledge to effective classroom management and student engagement.
- Ability to work as a member of a highly collaborative faculty.
- Must be flexible.
- Previous personal work on diversity, equity, anti-racist, and social justice issues required; professional training preferred.

OTHER DUTIES AS ASSIGNED:

Perform other related duties as assigned; however, all employees are expected to comply with lawful directives in rare situations driven by need where a team effort is required.

PHYSICAL EFFORT AND WORK ENVIRONMENT:

Services are performed in a standard office or classroom environment. Computer use is required, and prolonged use may result in repetitive hand motion.

This individual should be willing to contribute directly or indirectly to the development of children both inside and outside school, which may include working hours in addition to the regular school day.

Regular attendance is required for this position.

This position may involve rare exposure to blood or body fluids.

PERSONAL WORK RELATIONSHIPS:

This position reports directly to the Head of School.

This individual will independently make decisions for his/her area of support. Supervisor periodically reviews final work.

Work relationships are with students, parents, school staff, and a variety of community representatives to help students identify opportunities and solve problems.

Please submit a resume and cover letter to:

Dr. Rosa Peña

Interim Head of School

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