



Title: Full-Time Reading Specialist

FLSA Status:

Department: Special Education

Reports to: Director of Special Education

Direct Reports:

Position Summary:

The Reading Specialist position has been established for the purpose(s) of working with an individual and/or a small group of students on strengthening their literacy skills. The Reading Specialist would use a diverse set of strategies and methods to provide individualized or group lessons along with academic support in the classroom to help students learn to read and comprehend meaning from the printed word.

Essential Functions:

- Assists teachers, Intervention Specialists, and/or the Dyslexia Interventionist in conducting assessments to determine student reading levels.
- Observations of struggling readers in the classroom, upon a teacher's request.
- Reviews the reading referrals of parents/guardians, teachers, and support staff.
- Creates reading lessons/plans to match student ability level and learning styles.
- Guides students through reading and writing activities to help them overcome obstacles to literacy.
- Provides strategic reading and writing intervention to struggling students through individual or small group instruction as they work on RTI or IEP goals/objectives.
- Consult with teachers and parents to recommend at-home strategies to improve reading skills.

Position Qualifications:

- A Bachelor's Degree or higher degree with major in assigned area.
- A valid OH Reading Specialist Endorsement.
- Training in Orton-Gillingham or related multi-sensory teaching methods
- A minimum of two years' teaching experience preferred.
- Strong communication skills

Physical Requirements:

- Ability to move about the building and property site including climbing stairs.

- Ability to lift and move objects such as boxes of paper, books, and related materials.
- Being able to physically respond to emergency situations (fire, tornado, student protection from intruder, etc.)
- Ability to lift up to 25 pounds on a routine basis.

Mental Demands:

- Ability to communicate effectively with a student who may be experiencing frustration or heightened emotion.
- Ability to maintain emotional control under stress while maintaining a clear focus on a student and his/her needs.