



WESTMINSTER ACADEMY

Upper School Director of Academic Support

Purpose:

The **Upper School Director of Academic Support** is a full-time, 12-month administrative position with summer responsibilities. This position requires an understanding of classical Christian education (or the willingness to learn and undergo training), the discernment to identify issues in instruction and curriculum where improvement is needed, and the ability to determine steps needed to make those improvements. In addition, this position will coordinate all details for the required standardized tests for Upper School students, including 7th grade achievement tests, PSAT, SAT, ACT, AP exams, and the National Latin Exam. He/she works for the Head of Upper School and works closely with the Upper School faculty. He/she will write Personal Education Plans (PEPs), provide support for classroom teachers, students, and families and support new students/families in their transition to Westminster Academy. The Upper School Director of Academic Support monitors the academic progress of all students and assists classroom teachers to support and encourage any student struggling with academics and/or other challenges impacting academic performance. The Upper School Director of Academic Support must demonstrate an appreciation for the uniqueness of each student and family, a desire to see the glory of God lived out in each child, and an ability to hold to the academic and relational standards of Westminster Academy without seeming legalistic or uncaring. He/she helps to shape and guard school culture and seeks to train the whole child in habits of mind and work that shape the character and affections, seeking to develop wisdom and virtue in the heart of the child.

All employees of Westminster Academy must strive to “love the Lord in front of our students” and make the Christian faith observable in all aspects of the school day and community. This position is a minister of the Gospel in all facets of life at Westminster Academy. He/she is a role model for students and faculty and his/her walk with the Lord should be evident. The Christian mission, vision, and statement of faith of the school must guide the Upper School Director of Academic Support as he/she interacts with parents, students, faculty, and all those within and outside the Westminster Academy community.

Reports to:

The Head of Upper School

Works closely with:

- Upper School Faculty
- Upper School Students
- Parents of Upper School Students
- Upper School Cornerstone Teachers
- Upper School Student Support Counselor
- Grammar School Director of Academic Support

Specific Responsibilities:

The US Director of Academic Support will give priority to students with Personal Education Plans (PEPs), new upper school students, and students with issues negatively impacting academic success, including significant health and family issues as follows:

- Read psychoeducational evaluations, write and revise PEPs, meet with parents and the head of upper school to establish/revise PEPs.
- Ensure psychoeducational evaluations for PEP students are regularly updated IAW school policy (every 3 years).
- Brief teachers on their PEP students' needs before the start of the school year and monitor the implementation and application of accommodations in the classrooms throughout the year. Coach and assist teachers to be effective in supporting students with a PEP.
- Assist PEP students with executive functioning support, planning support, some study skills, grade tracking, and communication with parents.
- Help new students start well by tracking their grades and assisting them as needed with executive functioning support. Communicate both successes and concerns with parents.
- Struggling students – monitor grades, missing work, and adjudicate makeup work plans. Provide counseling, both academic and personal, liaison with teachers to assist/support students, and communication with parents.
- As appropriate, counsel and advise students in both academic and emotional/social needs.
- Coordinate work for students with medical issues – chronic illness, prolonged illness, inpatient treatment, sports injuries, planned absence, etc. Should an extended absence be required, coordinate with teachers and parents, and coordinate reentry back to school.
- Coordinate work for students with absences due to family issues – divorce, death of a family member, family medical issues, etc.
- Monitor gradebooks to ensure timely grade entry and to identify potential student issues, and review report cards and keep the head of upper school informed of struggling students.
- Build relationships with and meet with parents, especially parents of PEP students, regularly.
- Act as point person and liaison for all onsite tutoring by outside tutors of US PEP students, including scheduling and location.
- Mentor and assist teachers to develop strategies for struggling students who are not PEP students.
- Schedule and monitor any necessary summer remediation for students.
- Coordinate all details for upper school standardized testing including proctors, testing locations, testing supplies, technology needs, student information, and parent communications.
- Apply for accommodations for standardized testing for PEP students.
- Regularly review standardized testing results to assess trends, strengths, and weaknesses.