

Stuart Hall School

Director of Learning Support and Well-Being

Stuart Hall School, an independent Episcopal day and boarding school in Staunton, VA that serves students in grades 6-12, seeks its next **Director of Learning Support and Well-Being**.

This is an opportunity to build a comprehensive learning support and well-being program that serves every student's individual needs in a holistic way. The successful candidate will demonstrate a passion for **working closely with students and faculty to further learning** and for being fully involved in the life of the school, while being motivated by the opportunity to take on new challenges and further their career trajectory.

About the School

Stuart Hall School is an Episcopal boarding and day school in the Shenandoah Valley of Virginia that provides a college preparatory education for area day students in grades 6-12 and boarding students from around the world in grades 8-12. Founded in 1844, the school is a member of the Episcopal Church Schools in the Diocese of Virginia, is fully accredited by the Virginia Association of Independent Schools, and is a member of the National Association of Independent Schools and the National Association of Episcopal Schools.

With roughly 130 students, a loyal alumni base, a commitment to mastery-based education, a vibrant community, and dedicated faculty and staff, Stuart Hall is committed to its mission to "prepare students of all faiths for success in universities worldwide and for engaged lives of intellectual curiosity, creativity, and contribution."

The school is located in Staunton, Virginia, a town that often ranks among the best small towns in the United States. In addition to being a great place to live, Staunton is a great place to learn. There are abundant opportunities for students to extend their learning and engage with the community through the school's Staunton Is Our Campus initiative.

About the Position

Learning support and well-being play a prominent role in the School's strategic plan, and the Director of Learning Support and Well-Being has a key role in developing the program envisioned as the School transitions to mastery-based learning.

The Director of Learning Support and Well-Being supports all students, with a focus on students with learning needs which could include ADHD, specific learning disabilities, dysgraphia, dyslexia and other language-based disorders, executive functioning disorders, deficits that involve memory and the ability to process information as well as help for students who are experiencing anxiety or other emotional concerns that affect learning. Support involves helping students

develop strategies that work best with individual learning needs and learning styles, and assisting with the implementation of accommodations.

Recognizing that well-being is fundamental to learning, the Director takes primary day-to-day responsibility for programs focused on student wellness and well-being. Collaborating with academic and student life administrators, the Director oversees existing programs and develops new programs that address wellness, supports faculty and staff in their work with students on wellness topics, and maintains resources to support these programs.

The Director of Learning Support and Well-Being reports to the Dean of Faculty and works with other members of Stuart Hall's academic leadership team to implement the School's academic program. The Director's responsibilities include:

Learning Support

- Work with the Dean of Faculty, Dean of Students & Campus Life, other administrators, and teachers on the academic support of students
- Manage a caseload of students with learning support needs, creating individualized action and accommodation plans that target specific learning and curricular needs
- Create a welcoming, inclusive, legally sound, and interactive process for families seeking accommodations for students
- Use formative and summative practices to assess and analyze student strengths and needs; document student progress and achievement; and design and implement appropriate instruction to facilitate learning and growth
- Coach teachers on differentiation techniques to support student learning that are consistent with mastery learning
- Support classroom teachers in the implementation of personalized learning plans
- Plan, prepare, and lead professional development opportunities, in collaboration with academic and student life administrators, for individuals, small groups, and the full faculty
- Visit and observe classes to collect evidence of work that is aligned with learning support and well-being, and to gain a first-hand understanding of the work of each teacher
- Coordinate and make recommendations for additional support, such as tutors or psychoeducational evaluators, as needed and appropriate
- Collaborate with the Testing Coordinator to ensure standardized test (SAT, ACT, AP) accommodations are approved
- Conduct educational screening/assessment services and make referrals for outside evaluation, as needed and appropriate
- Remain current with accepted and appropriate instructional theory, practice, and research
- Develop solid knowledge of the curriculum including the essential information, concepts and skills, to better support students and assist classroom teachers.
- Develop and maintain frequent communication with parents/guardians about student's academic, social, and emotional achievements, progress, and needs

- Collaborate and coach teachers on best pedagogical practices, skillful classroom management (routines and procedures), and differentiation to ensure a safe, orderly, positive, enjoyable, and productive learning environment accessible to all students
- Collaborate with advisors, dorm parents, and co-curricular program leaders to ensure students needs are understood and supported in all areas of school life
- Attend weekly meetings with the Student Support Team

Well-Being

- Evaluate existing well-being programs and develop new programs to support well-being that are consistent with the School's Mission and Vision
- Lead the work to fully develop, implement, and track school programs that support the Well-Being STU Grad Goal
- Contribute activities or offer input on advisory plans that pertain to well-being
- Oversee the school's social-emotional learning curriculum in partnership with The Social Institute.
- Use available tools and techniques, such as the Nurture platform in Orah, to understand student well-being
- Partner with the School Counselor and School Nurse on well-being needs and programs

Additional Responsibilities

- Assist the Enrollment Management Office in marketing and recruiting for the learning support program, including speaking with prospective families, educational consultants, and other partners
- Assist the Dean of Enrollment Management in the review of application materials for students applying to Stuart Hall, including students who show identified learning needs or who may require additional emotional well-being support
- Collaborate with the appropriate offices and individuals to develop and implement an on-boarding and orientation program for students who enroll and begin school mid-year.
- Ability to work a flexible schedule to allow for work with students after school day hours
- Support the School's mission and culture
- Proactively provide parent and student communication
- Be involved in co-curricular and residential life programs, serve in the school-keeping functions expected of all school employees, as determined in collaboration with the Dean of Faculty, Dean of Students & Campus Life, and Head of School.

This is an Administrative Faculty position, which is a designation for faculty who also have administrative responsibilities that need to be performed outside of the school year.

Administrative Faculty generally enjoy the same days off during the school year as other faculty members, and they generally have their summers free in the same way that other faculty members do, while also having a limited number of projects and tasks that must be completed during the summer.

About the Candidates

Stuart Hall is committed to attracting an applicant pool with diverse backgrounds, experiences, and interests. Being aware that some individuals will not apply for a position unless they have all of the qualifications, this qualifications list has been written to encourage people with a range of experiences and backgrounds to apply.

- Required background and experience: you must have everything on this list
 - Bachelor's Degree Education, Special Education, Education Administration, Psychology, or related field
 - At least 4 years of experience teaching students with diagnosed learning differences or working as a learning specialist focused on students in grades 9-12
 - Demonstrated ability to work confidentially and collaboratively with students, faculty, and families
 - A strong commitment to diversity, equity, and inclusion
 - Strong written and oral communication skills
- Additional background and experience: if you have any of the following skills or experiences, you are encouraged to highlight them in your application materials, but please know an absence of any of these will not negatively affect your candidacy
 - Master's or terminal degree in Education, Special Education, Education Administration, Psychology, or related field
 - Demonstrated experience taking initiative and working independently
 - Demonstrated experience designing, implementing, and managing a program or initiative that involved leading others (this experience does not have to be **learning support**-related)
 - Critical listening skills
 - Interest and enthusiasm for working with people and advancing the mission of an organization
 - An interest in being involved in other areas of school life, such as coaching, chaperoning weekend activities, or working with student groups

Interested candidates should email a cover letter, resume, and list of three references to the attention of **Adam Siler, Dean of Faculty**, at humanresources@stuart-hall.org. All applications will be confidential. References will not be checked without first notifying the candidate.

Stuart Hall welcomes candidates who have demonstrated a commitment to diversity, equity, and inclusion in their work and their lives, and who will add to the diversity of our community.

Stuart Hall does not discriminate on the basis of race, gender, sexual orientation, or national and ethnic origin in the administration of its hiring practices. The School is committed to providing an inclusive educational environment. We actively engage students, families, faculty, and staff from diverse backgrounds and experiences. Our school community respects the differences in ethnicity, race, religion, sexual orientation, and socioeconomic status.