

**Job Title:                   READING AND WRITING SPECIALIST**

**Qualifications:**

- Must be NH Certified or Certifiable as a Reading/Writing Specialist, and HQT
- Demonstrates a commitment to ongoing education/continuing professional development.

**Reports to:**               Principal

**Job Goal:**               To provide leadership, coordination, collaboration, and innovation in reading/writing curriculum and instruction; and to support students and all elementary teachers with the goal of insuring that all students are reading and writing at or above grade level

**Type of Position:**      188 days                                      **Wage:** Contract

**Hours per week:**     exempt

**Specific Responsibilities:**

- Provides leadership in the development and implementation of the K-5 core reading curriculum, with particular emphasis on K-3, providing supplemental and intensive intervention as needed
- Promotes, supports, and reinforces best instructional practices in reading including the five components: phonemic awareness, phonics, vocabulary, fluency and comprehension, and leads Professional Learning Community (PLC) teams in action research or other professional development activities, as directed or requested
- Model classroom lessons using *Gradual Release of Responsibility* as requested or directed
- Trains professional faculty in diagnostic testing, and with them administers this testing for all students in Kindergarten through grade 3 (and possibly beyond grade 3) for the purpose of benchmarking, assessing student needs, monitoring progress, and adapting instruction
- Assists in the selection of appropriate materials utilized by the classroom teacher for corrective measures
- Supports teachers new to the profession/building to promote and develop their understanding of the ELA curricula, as well as related policies and procedures
- When assigned, directs the work of pre-service student teachers, volunteers, and instructional assistants (paraprofessionals and tutors) in the classroom to meet the needs of students
- Provides support to teachers regarding student intervention plans, and collaborates in planning the instructional strategies as requested; also provides direct support as needed as students' schedule(s) permits. (This direct service may be at a time different from students' intervention time, but should not happen during any core instructional time)

- Observes readers/writers in the classroom, upon teacher's request or supervisor direction
- Attend grade level PLC meetings when possible.
- Assists administration in the selection of English Language Arts (ELA) materials, and the budget planning related to these materials
- Collaborate with instructional staff, school personnel, parents and/or community members for the purpose of improving the quality of student learning
- Establish and maintain collegial and cooperative relationships with school personnel, parents and community members
- Respond to inquiries from a variety of sources (e.g., other teachers, parents, administrators)
- Serves as a resource to the board and administration in areas of reading instruction and curriculum
- Act with integrity, fairness and in an ethical manner to maintain functional relationships with students and colleagues
- Know and follow Hinsdale School District policies and procedures, and applicable state and federal law to ensure compliance with regulatory requirements and guidelines
- Perform other related duties, as assigned, to insure the efficient and effective functioning of the school.
- Assists classroom teachers in the diagnosis of students

**EVALUATION: Performance of this job will be evaluated in accordance the Hinsdale Federation of Teachers contract**

**PHYSICAL ACTIVITY REQUIREMENTS (Frequently, Occasionally, Rarely):**

**PRIMARY PHYSICAL REQUIREMENTS CONSIDERATIONS**

Lift up to 10 lbs: Frequently required  
 Lift up to 25 lbs: Occasionally  
 Lift 26 to 50 lbs: Rarely  
 Lift over 50 lbs: Rarely

CARRY up to 10 lbs: Frequently required  
 CARRY 11 to 25 lbs: Occasionally  
 CARRY 26 to 50 lbs: Rarely  
 CARRY over 50 lbs: Rarely

REACH above shoulder height: Occasionally  
 REACH at shoulder height: Frequently required  
 REACH below shoulder height: Frequently required  
PUSH/PULL: Occasionally

**DURING AN EIGHT HOUR DAY, EMPLOYEE IS REQUIRED TO:**

Consecutive hours                      Total Hours

**OTHER PHYSICAL**

Twisting: Occasionally  
 Bending: Occasionally  
 Crawling: Rarely  
 Squatting: Rarely  
 Kneeling: Rarely  
 Crouching: Rarely  
 Climbing: Rarely  
 Balancing: Rarely

**WORK SURFACES:** (describe)

Composite desk  
 Carpet/tile floors  
 Computer keyboard/screen

**HAND MANIPULATION**

Grasping: Occasionally

Sit: 2	5	Handing: Frequently required
Stand: 1	2	Torqueing: Occasionally
Walk: 1	1	Fingering: Frequently required

**Environment: Inside: 98% Outside: 2%**

Short Description: (Example: Work is performed inside and out of doors in an environment which includes exposure to physical elements or a number of disagreeable working conditions.)

The physical demands of the duties described here are representative of those that must be met by an employee to successfully perform the essential functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**COGNITIVE AND SENSORY REQUIREMENTS:**

Talking:	Necessary for communicating with others.
Hearing:	Necessary for receiving information and instructions.
Sight:	Necessary to do job effectively and correctly.
Tasting & Smelling:	Smelling required to detect noxious fumes and odors.

**SUMMARY OF OCCUPATIONAL EXPOSURES:**

Bacterial and viral infections carried by children  
 Cleaning product

**Special Conditions of Employment**

All employees must pass a criminal history background check

Employee signature \_\_\_\_\_ Date \_\_\_\_\_

District representative signature \_\_\_\_\_ Date \_\_\_\_\_