

Asian Hope Position Description Position Title: Learning Support Coordinator Revised: October 2026	1
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The position of **Learning Support Coordinator** is an exempt position of Asian Hope (AH) which must adhere to the Constitution/By Laws of Asian Hope. The Learning Support Coordinator must be willing to sign the AH Statement of Faith. The Learning Support Coordinator must also abide by all of AH as well as departmental-specific policies and procedures and the expectations of assigned position responsibilities.

Schedule: Monday through Friday with occasional evening duties for parent meetings, plan review meetings, and testing windows; 40 to 44 hours per week.

Location: Logos International School

Responsible To: Secondary Principal during the 2026-2027 interim phase. For 2027-2028, the reporting line follows the approved Logos org chart, as a school-wide role with a close working relationship with the Elementary Principal.

Purpose: To lead the planning, delivery, and quality of Logos's Learning Support (Academic Enrichment) and English Language Learner (ELL) programs, so that every student with identified learning needs or developing English can access the Logos curriculum, grow in confidence, and be known and valued as made in the image of God. The Coordinator owns specialist provision, support plans, teacher coaching on support techniques, and (from 2027-2028) the line management of Learning Support and ELL staff, and works alongside classroom teachers and curriculum leaders to strengthen the learning of every student.

Why this role exists: As learning needs, language needs, and student concerns grow, the Principal cannot also be the day-to-day leader of specialist provision. A dedicated coordinator of student learning needs gives the Learning Support and ELL programs clear ownership, consistent practice, and a leader teachers can turn to, and it relieves pressure on the Principal.

This role is separate from student wellbeing. The Guidance Counselor leads social, emotional, and mental health support. The Learning Support Coordinator leads academic and language support and does not provide counseling. The two roles refer students to one another and work as a team.

Phased launch and interim reporting (2026-2027)

Reporting does not change this year. During the 2026-2027 interim phase, all Secondary Learning Support staff(Academic Enrichment and ELL) continue to report to the Secondary Principal. The Coordinator leads and coordinates their work (service priorities, plans, schedules, and coaching) but does not formally supervise or evaluate them. Responsibilities marked (2027-2028) take effect when the role becomes a managerial role.

Secondary first. During quarter 2 of 2026-2027, the Coordinator works with Secondary (Grades 6 to 12) to build and document the program.

Elementary from January. In January 2027 the Coordinator begins folding in work with Elementary (PreK3 to Grade 5), mapping current services and aligning them with the Secondary model, to prepare for the full launch in August 2027.

August 2027. Full launch as a school-wide managerial role, with Learning Support and ELL staff reporting to the Coordinator, subject to the approved org chart.

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Primary Responsibilities:

1. **Spiritual Leadership:** Proactively cultivate and protect a spiritually and emotionally nurturing environment for all students, especially those who find school hard. Treat every student with dignity and hope as made in the image of God. Exhibit the fruit of the Spirit and spiritual maturity before students, parents, and colleagues, including within a culturally and religiously diverse student body. Participate in staff prayer and devotions. Attend and participate in school chapel programs.
2. **Program Leadership:** Own the vision, design, and quality of the Learning Support and ELL programs.
 - Maintain the Learning Support service continuum (classroom differentiation, push-in, small group, and Academic Enrichment pull-out) and the Intake to Exit Protocol, including clear entry and exit criteria.
 - Maintain a tiered framework of support (universal, targeted, and intensive) that classroom teachers, support staff, and administrators understand and use.
 - Set annual program goals, review outcome data each year, and recommend staffing, schedule, and budget needs to the Principal.
 - Keep program practice aligned with Logos policy, including the Readability and Language Access Policy and the Personal Education Plan policy.
3. **Referral, Screening, and Intake:** Receive and triage concerns raised through the Learning Support Concern Form and teacher referrals. Review screening and assessment data (such as MAP Growth, the WIDA Screener, WIDA ACCESS, and the Secondary entrance assessment and English proficiency rubric) to identify students who need support. Advise Admissions on whether Logos can meet a prospective student's learning or language needs. Refer students to qualified outside professionals when formal evaluation or diagnosis is needed; this role does not make clinical diagnoses.
4. **Support Plans:** Ensure that every student who needs one has a current Personal Education Plan (PEP) or EAL plan, and that each plan is useful in the classroom.
 - Lead the writing and review of plans: strengths, areas of need, measurable goals, accommodations or modifications, and a progress monitoring plan.
 - Convene plan meetings with parents, students, and teachers at the start of the year and at scheduled review points, and keep a tracker of plan status and review dates.
 - Manage students' entry into and exit from plans according to the school's procedures, and keep confidential records secure and audit-ready.
 - Make sure classroom teachers know what each plan requires and how to apply it.
- 5.

Specialist Provision and Scheduling: Design the support schedule and assign students to the right level of service (classroom support, push-in, small group, or Academic Enrichment pull-out). Work with the Academic Advisor and College Counselor to ensure support times align with the master

schedule and do not unnecessarily pull students from core instruction. Monitor that services are delivered as planned, review caseloads regularly, and adjust services when data shows that a student needs more or less support.

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6. Staff Management (2027-2028): Line-manage the Learning Support (Academic Enrichment) and ELL staff. In the 2026-2027 interim phase, these staff report to the Secondary Principal, and this responsibility is carried out through leadership, coordination, and coaching only.

- Set expectations, assign caseloads and schedules, and hold regular team meetings and one-to-one check-ins.
- Observe, coach, and provide written feedback; complete formal evaluations of direct reports once reporting changes take effect in 2027-2028.
- Recommend hires, onboard new staff, and plan professional development and coverage for absences.
- Interim: provide the Secondary Principal with timely written input on staff performance, but do not formally evaluate until the reporting change.

7. Teacher Support and Coaching: Help classroom teachers teach in ways that support every student's learning. Co-plan and model lessons, coach teachers on differentiation, accommodations versus modifications, and strategies for English language learners, and support teachers in applying the Readability and Language Access Policy to their resources. Lead short, practical professional development sessions for staff. This is a supportive coaching role; teacher evaluation remains the responsibility of the Principal and designated evaluators.

8. Curriculum and Assessment Partnership: Work closely with the Curriculum and Instruction Coordinator and classroom teachers so that Academic Enrichment and ELL instruction connect to course scope and sequence and give students access to rigorous courses, including Honors and AP, where appropriate. Coordinate testing accommodations for school assessments and, with the Academic Advisor and College Counselor and the College Board SSD Coordinator, for AP and other external exams. Support the administration and interpretation of MAP Growth and English proficiency assessments.

9. Communication: Meet with parents and students as scheduled, requested, or needed about support plans, progress, and next steps. Communicate clearly and kindly, mindful of families for whom English may not be a first language and of cultural views about learning differences. Provide regular written reports to the Principal on program data, caseloads, and concerns. Alert responsible personnel if a student needs counseling, safeguarding, or other professional services.

10. Records, Data, and Accreditation: Maintain accurate, confidential, audit-ready records of referrals, plans, services, and progress. Use program data to show student growth and to guide decisions. Supply evidence of student learning support and differentiation for WASC Focus on Learning self-study cycles and ACSI accreditation, and contribute to continuous improvement plans. Complete end-of-year procedures for files, plans, and transitions to the next teacher or school.

11. **Collaboration and Wellbeing Boundary:** Support the administrative team. Work closely with the Guidance Counselor, Academic Advisor and College Counselor, Curriculum and Instruction Coordinator, student life and discipline staff, Admissions, and the Elementary and Secondary Principals. Take part in a regular student support team meeting with these colleagues. Refer social, emotional, and mental health concerns to the Guidance Counselor and learning or language concerns to this role, and agree who leads when a student has both.

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12. **Elementary Integration (from January 2027):** Beginning in January 2027, work with the Elementary Principal and current Elementary support staff to map existing services (such as phonological awareness and reading pull-out, push-in language arts and math, speech therapy support, social skills, and ELL), and align them with the Secondary model, plan and referral procedures, and data tracking. Plan transitions for students moving from Grade 5 to Grade 6, and prepare staffing, schedules, and training for the full launch in August 2027.
13. **Child Protection and Safeguarding:** Adhere to the school's child protection and safeguarding policy at all times. Maintain appropriate professional boundaries with students, both in person and in digital communication, including during one-to-one and small group sessions. Report any suspicion or disclosure of abuse or neglect promptly, in accordance with the school's mandatory reporting procedures. Participate annually in required child protection training.
14. **Professional Development:** Annually submit written professional goals to the direct supervisor. Participate in scheduled in-service, curriculum planning, and professional development activities, including training in learning support, English language acquisition, and supervising and coaching adults. Participate in the Logos Mentorship Program as a mentor or mentee.
15. **Additional Requirements:** Attend annual orientation and in-service activities prior to the school year. Availability for occasional evening meetings with families and for testing windows. Willingness to support the school's accreditation self-study process by providing evidence of practice when requested. Other duties as assigned by the direct supervisor.

Skills/Qualifications:

- Bachelor's degree required in special education, education, or a related field, with teacher certification; Master's degree in special education, learning support, TESOL or EAL, school psychology, or educational leadership preferred.
- Minimum of three to five years of experience in learning support, special education, or English language learner instruction, preferably in an international or American curriculum school.
- Working knowledge of tiered systems of support, individualized support plans, accommodations and modifications, and English language proficiency frameworks such as WIDA.
- Experience coaching teachers, and experience leading or supervising adults, or readiness to grow into line management with support, as the role becomes managerial in 2027-2028.
- Strong relational skills, cultural sensitivity, and the ability to partner with teachers, parents, and administrators.
- Strong organizational, data, and record-keeping skills.
- Successful completion of background and child protection screening as required by Asian Hope

policy.

- Personal Christian faith consistent with the Logos Statement of Faith.

Evaluation: Formal evaluation will be conducted at least twice per year by the direct supervisor. I have read and agree to fulfill these responsibilities to the best of my ability

Print Name Employee Signature