



JOB ANNOUNCEMENT: Learning Specialist

EMPLOYEE STATUS: 100% FTE, Exempt, Academic Year

REPORTS TO: Director of Learning Services

WORK SCHEDULE: Monday-Friday, 8:00 AM- 5:00 PM, with the ability to work occasional evening and weekend hours, depending on events.

START DATE: August 4, 2026 There is some transition work that may be completed in July as needed.

SALARY RANGE: \$90,000 - \$110,000 Bay also offers a strong benefits package for long term employees working at least 60% of full-time

Located in the Presidio of San Francisco, The Bay School is an independent, college-preparatory high school committed to equity and belonging within Bay and beyond. The school seeks to provide its students with a challenging, innovative curriculum and a collaborative, supportive community. Our staff and faculty members (“staffulty”) foster and model curiosity, critical thinking, intentionality, open dialogue, and good humor. Bay students have been described as engaged and thoughtful self-advocates who value community and courage. Please visit our precepts and academics pages to learn more about our school.

The Bay School considers all qualified applicants for employment and does not discriminate on the basis of race, color, religion, identity, national origin, ancestry, age, sexual orientation, gender identity, and gender expression (SOGIE), or any other characteristic protected by law. We are committed to having a Staffulty and student body that reflect the diversity of the Bay Area. We strongly encourage those with a demonstrated dedication to social justice, collaboration, innovation and student-centered education to apply. We encourage BIPOC candidates to apply.

The Bay School does not participate in the USCIS E-Verify program, and we do not sponsor work visas.

Job Description

The Learning Specialist collaborates with faculty, staff, students, and parents to help our students unlock their individual and collective potential. With the Director and Associate Director of Learning Services they develop and implement a strategic vision for helping our students develop self-awareness and skills in self-advocacy, executive functioning, and successful scholarship; they also work to help our

teachers and staff grow and excel in their support for students with learning differences.

Required Qualifications

EDUCATION:

- A master's degree in education with a concentration in special education, school psychology, and/or educational therapy is preferred.
- Candidates with a master's in other fields and related experience as a learning specialist or educational therapist will be considered.
- Candidates with an advanced degree who are working towards or taking classes in special education, school psychology, educational psychology, and/or educational therapy could also apply.

EXPERIENCE:

- Past experience supporting students with learning differences in an academic setting, preferably high school, for at least three years, five preferred.
- Strong understanding of learning differences and their interplay with the whole student.
- Knowledge/familiarity of state and federal disability laws as they pertain to learning disabilities.

COMPUTER SKILLS:

- Experience with Google suite necessary.
- Assistive technology experience.
- Is adept with a variety of educational and office technologies.

CERTIFICATES & LICENSES:

- Clear and valid driver's license.

OTHER REQUIREMENTS: Job offers are contingent upon clear LiveScan fingerprinting and TB risk assessment. Other requirements include completing first aid/CPR training, mandated reporter training, anti-harassment training, workplace violence training, and bloodborne pathogen training. Access to these mandatory trainings are provided and paid for by the school.

Major Responsibilities

- Manages and supports a caseload of students across grades (somewhere between 40 and 60 students) with learning differences, meeting with each student throughout the year to review their progress; helps them understand their learning difference and their accommodations; and coaches them in self-advocacy, student skills, and executive functioning;
- Reads and interprets psychoeducational evaluations. Uses those evaluations to write student learning plans;
- Keeps detailed records of meetings with students and parents;
- Serves as a key collaborator with teachers, observing classes to learn about Bay's pedagogy and curricula and offering support, upon request, to teachers as they endeavor to support our students with learning differences;

- Contributes to the ongoing development of Bay's learning services systems, curriculum, and technology implementation plans;
- Attends (as necessary) weekly SST (Student Support Team) meetings to discuss student concerns and contribute solutions, offers feedback/expertise to help develop approaches/practices that lead to policy and program development;
- Observes classes to stay abreast of teachers' curriculum content, learning expectations, teaching tools, processes, and styles of communication;
- Attends weekly team meetings with other LS staff to address student, school, and program needs;
- Represents the Bay School learning services team at open house events, informing prospective families about the learning support program;
- Participates in professional development opportunities at Bay and beyond;
- Proctors and supports standardized tests as needed;
- Additional responsibilities to support our students and school, including but not limited to serving as a chaperone at social events and admissions interviewer or file-reader.

Duties That May Be Shared or Divided

- Collaborates closely with the Learning Services team in organizing and facilitating school-wide programs including Bay's Learning Services student affinity space, parent education programs, and faculty development sessions;
- Facilitates professional development workshops at Faculty Institute, in-service days or at Bay's after school teaching seminars. Coordinates with the Learning Services department and Dean of Faculty on faculty needs for professional development;
- Supports the Learning Services team in developing programs for Bay Parent Education meetings. Attends each of these sessions. Takes notes and/or records the session if on Zoom, edits notes, and sends to the Director for publication to the community;
- Directs the Learning Services Mentor Program. Serves (if necessary) as a staffulty advisor to a Neurodiversity affinity group (if formed);
- In coordination with the Director of Learning Services and the Associate Director, provides support to the Admissions team in reviewing candidates with diagnosed Learning Disabilities and suspected learning challenges to further understand their academic suitability for the school.
- Maintain databases, Learning Services bulletin boards, and neurodiversity walls around the school.

Required Professional Qualities/Abilities

- Strong organizational skills and communication, both written and oral;
- Strong cultural competency and commitment to equity and inclusion;
- Strong skills of supervision and management;

- Ability to see both the big picture and details;
- Ability to work effectively with several constituencies (employees, colleagues, students, parents, and community at large);
- Ability to receive and incorporate feedback;
- Ability to advocate for program within and outside of the school;
- Ability to use and effectively employ technology to promote department efficiency, communication and organization.

The Ideal Candidate

- Finds resonance with The Bay School mission, philosophy, and precepts;
- Shows evidence of continued commitment to anti-bias and equity work, and understands the social justice dimension of education;
- Commits to ongoing professional growth;
- Welcomes and learns from feedback;
- Enjoys being in a high school community and centering the student experience;
- Values and incorporates mindfulness as a practice;
- Thrives when given varied tasks and projects;
- Possesses communication skills with the ability to think quickly and manage multiple tasks in a fast paced work environment;
- Highly punctual, efficient, and organized; able to think ahead and plan and anticipate;
- Has excellent oral, written, and cross-cultural communication skills;
- Can toggle between the meta and micro view of the work to apply theories to practice;
- Collaborates with all constituencies and steps forward or back to lead as the situation requires;
- Has professional pride in administrative work and sees its importance to the strong functioning of an organization;
- Is able to maintain confidentiality, equanimity, and good humor with demands from multiple constituencies.

Physical Requirements

- Ability to lift and carry 20 pounds;
- Ability to sit/stand for long periods of time;
- Ability to move around campus. The Bay School campus has three separate buildings that are across the street from each other. Classrooms and offices are spread throughout all three buildings. All buildings are ADA compliant;
- High frequency of viewing a computer monitor;
- The Bay School campus has three separate buildings that are across the street from each other. Classrooms and offices are spread throughout all three buildings and the work of this department requires frequent movement around campus.

Work Environment

- Work is performed primarily indoors and in a shared office setting;
- The noise level in the work environment is moderate to loud during school hours and usually quiet outside of school hours;
- The Bay School lunch service is provided by Acre Gourmet and is available to all employees and subsidized by the school. Staffuly eat lunch in shared dining room spaces with students, in their offices or in the Staffuly lounge on the fourth floor.

If interested in the position, please review our website, then email all of the items below to: Susie McCobb, Executive Assistant to the Heads of School, at: jobs@bayschoolsf.org, subject line: **LS2627**

Incomplete applications will not be considered.

1. Cover letter describing your interest in the position as well as how you anticipate contributing to The Bay School;
2. Resume/C.V.;
3. Contact list of 3 references, at least one of whom must be a recent supervisor.