



JUDAH CHRISTIAN SCHOOL

ACADEMICALLY EXCELLENT, CHRIST-CENTERED

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Director of Student Support Services

General Description

The Director of Student Support serves to enhance/develop the educational, social, and spiritual formation of JCS students seen within the special education department. The Director of Student Support must exhibit strong working knowledge of state and federal laws associated with the provision of special education and related services. He/She should exhibit excellent organizational and time management skills as well demonstrate the ability to work closely with school administrators and classroom teachers in developing plans and strategies to assist students in meeting outlined goals and objectives. The Director will also work with parents and teachers to identify, assess, and create support plans as outlined by the Judah Christian School Student Support Manual. The qualified individual must be an evangelical Christian committed to living a Biblical lifestyle. He/She is expected to demonstrate honesty, patience, integrity, and kindness while performing their daily duties.

Qualifications

The Director shall be one who has trusted Jesus Christ as Savior and Lord. The Director shall be a member or regular attendee in good standing of a Christ-centered church. He/She shall demonstrate spiritual maturity with academic and leadership abilities that will allow him/her to "train up a child in the way he should go." The Director shall reflect the purpose of the school which is to honor Christ in every class and in every activity.

The Director shall be a college graduate, certified or certifiable by ACSI (Association of Christian Schools International) or the state of Illinois, and one who feels called of God to the Christian education profession. He/She needs a bachelor's degree in education, preferably in special education; special education certification in the State of Illinois and 3 years of experience working in a school supporting students, preferably; strong organizational skills and ability to multi-task; ability to work collaboratively with others; strong written and verbal communication skills; and a passion for helping students succeed. The preferable qualifications include understanding of learning disabilities and behavioral supports, experience using testing materials for assessing academic performance and learning disabilities; experience with Microsoft Office and Google Suite; and creative and innovative teacher with a passion for finding ways to help students be successful in the regular education setting.

Responsibilities

Spiritual

- Seek to role model in attitude, speech, and actions in a consistent daily walk with Jesus Christ.
- Show by example the importance of Scripture memorization and study, prayer, witnessing, and unity in Christian fellowship.
- Follow the Matthew 18 principle in dealing with students, parents, staff, and administration.
- Motivate students to accept God's gift of salvation and grow in their faith.
- Lead students to a realization of their self-worth in Christ.

Instruction

- Recognize the role of parents as primarily responsible before God for their child's education and assist them in the task.
- Integrate Biblical principles and the Christian philosophy of education throughout the curriculum.
- Be objective and consistent in student evaluation.

Professionalism

- Take part in professionally related extra-curricular activities.
- Maintain professional behavior in relationships with students and parents, with a positive attitude.
- Perform necessary clerical responsibilities.
- Be in attendance and prompt.
- Report student performance effectively to family or guardians.
- Maintain positive professional interactions with other educational personnel.
- Be able to solve professionally related problems independently.
- Accept change in a positive professional manner.
- Accept evaluation and redirection and make necessary changes or adjustments.
- Supervise student support personnel, including secondary student support coordinator and speech pathologist.
- Remain current in the educational field through course work, in-service activities, professional literature, conferences, workshops, etc.
- Follow the school's system policies and procedures.

Classroom Management

- Maintain a positive classroom environment.
- Maintain the classroom in accordance with the school system's code of conduct.
- Maintain control of student behavior in the classroom.
- Demonstrate a positive professional attitude toward students.
- Have reasonable expectations for student behavior.

Personal

- Demonstrate the character qualities of enthusiasm, courtesy, flexibility, integrity, gratitude, kindness, self-control, perseverance, and punctuality.
- Meet everyday stress with emotional stability, objectivity, and optimism.
- Develop and maintain rapport with students, parents, and staff by treating others with friendliness, dignity, and consideration.
- Respectfully submit and be loyal to constituted authority.
- Maintain a personal appearance that is a role model of cleanliness, modesty, good taste, and in agreement with school policy.
- Use acceptable English in written and oral communication. Speak with clear articulation.
- Recognize the need for good public relations. Represent the school in a favorable and professional manner to the constituency and general public.
- Make an effort to appreciate and understand the uniqueness of the community.