



3509 HEAD LEARNING SERVICES TEACHER

Policy Type: Human Resources Manual
Applies To Teachers, Administrations
Approved By: Head of School
Policy Reviewed: every 2 years
Adopted: 04 2026
Revisions:

The Head Learning Services Teacher provides school-based leadership in Inclusive Education within a Multi-Tiered System of Supports (MTSS) and Response to Intervention (RTI) framework. This role exists to build internal leadership capacity and strengthen IEP implementation, consistency of practice, EA mentoring, collaborative planning, and coordination of Tier 2 and Tier 3 supports. The Head Learning Services Teacher serves as a member of the campus Learning Leaders Team or Head of Department Team and works in collaboration with administration and the campus based Head of Grade or Head of Department to support school-wide improvement, student learning, and the consistent delivery of the LCS educational program for all students.

ROLE DESCRIPTION:

Be a leader - approach decisions from a K-12 and school wide perspective.

- a) The Head Learning Services Teacher is a teacher-leader role that supports, mentors, facilitates, and helps coordinate the work of their campus learning support team.
- b) The Head Learning Support Teacher may be asked to assist administration by gathering information, supporting implementation, facilitating team meetings, and helping monitor team progress on campus priorities.
- c) Formal teacher evaluation remains the responsibility of administration as outlined in 3104 Teacher Evaluation Process.

1. STRATEGIC LEADERSHIP AND COMMUNICATION:

Support campus team in implementing LCS expectations with consistency and fidelity.

- a) Model integrity, professionalism, confidentiality, and stewardship in all professional interactions.
- b) Maintain operational alignment between LSS practices and school priorities, including monitoring timelines, follow-up processes and documentation for interventions and support plan are aligned.
- c) Contribute to the development and refinement of LSS documentation, policies, and procedures.
- d) Proactively identify, monitor, responsively problem-solve, and elevate emerging concerns or systemic issues to the Director of LSS and campus Principal.

2. COLLABORATION AND MENTORSHIP

Build collaborative relationships that promote professional trust, communicating updates and expectations in a strength-based, solution-focused manner.

- a) Support instructional practices grounded in Universal Design for Learning and inclusive education principles, aligned with IEPs and equitable learning opportunities.
- b) Oversight of Educational Assistants (EAs) to ensure consistent communication and coordination around responsibilities.
- c) Strengthen LSS staff capacity in data-informed intervention and instructional decision-making.
- d) Foster partnerships with families and community supports/stakeholders.

3. CAMPUS LEARNING LEADERSHIP TEAM RESPONSIBILITIES

Serve as an essential liaison, providing strategic communication between the campus LSS team, the Director of LSS and the Principal, while efficiently planning for interventions.

- a) Develop and facilitate the weekly LST meeting agenda, delegating roles and follow-up actions as needed.
- a) Serve as liaison with the Director of LSS and Principal to support campus LSTs, staff, students, and the broader school community.
- b) Provide strategic insight and maintain regular communication with the Director of LSS and/or Principal regarding campus progress, emerging concerns, and systemic challenges.
- c) Support Multi-Tiered System of Supports processes, SBT operations, and intervention planning with fidelity and efficiency.

RELEVANT POLICIES:

2001 CURRICULUM POLICY
2002 K-12 INSTRUCTIONAL GUIDELINES
2003 ASSESSMENT & REPORTING POLICY
2004 K-8 COMMON LITERACY PRACTICES
2020 LEARNING SERVICES ROLES AND RESPONSIBILITIES
2021 LEARNING SERVICES POLICY
3104 TEACHER EVALUATION PROCESS
3106 PROFESSIONAL DEVELOPMENT POLICY
3501 CLASSROOM TEACHER (K-5)
3502 CLASSROOM TEACHER (6-8)

Reviewed: 04 2025