



LINC Academy
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EARLY LITERACY SUPPORT SPECIALIST

Title: Early Literacy Support Specialist

FLSA: Exempt

Reports To: School Principal/School Leader

Summary:

LINC Academy is a K-4 community school in the Columbus, Ohio area. The **Early Literacy Support Specialist** is responsible for providing targeted, evidence-based literacy instruction and intervention to students at LINC Academy who require additional support in developing foundational reading skills.

The Early Literacy Support Specialist works collaboratively with classroom teachers, school leadership, intervention staff, related-service providers, and families to ensure students receive timely, individualized, and effective literacy support. The Specialist will have particular responsibility for supporting students who demonstrate reading difficulties and students whose academic progress may be impacted by behavioral, social-emotional, developmental, or other learning needs.

Consistent with LINC Academy's commitment to meeting the individual needs of students, the Early Literacy Support Specialist will use assessment data, evidence-based reading practices, positive student relationships, and individualized intervention to help students develop the skills and confidence necessary to become successful readers and learners.

**Essential Functions
& Responsibilities:**

Literacy Intervention and Direct Student Support

- Provide targeted individual and small-group literacy intervention to students identified as needing additional reading support in Grades K-4 and will support students up to 5th grade as LINC Academy grows.
- Deliver explicit, systematic instruction in foundational literacy skills, including phonemic awareness, phonics, decoding, word recognition, fluency, vocabulary, oral language, and reading comprehension.
- Provide push-in and pull-out literacy support based on individual student needs and the school's instructional and intervention model.
- Implement evidence-based and structured literacy practices aligned with the Science of Reading and Ohio's expectations for literacy instruction.
- Differentiate instruction based on student assessment data, developmental level, learning profile, and demonstrated literacy needs.

- Provide additional repetition, practice, modeling, and instructional intensity for students who have not demonstrated adequate progress through core instruction.
- Adapt instructional delivery to effectively engage students who may experience behavioral, emotional, attention, or other barriers to learning.
- Establish supportive relationships with students that promote academic confidence, perseverance, independence, and a positive identity as a reader.

Assessment, Data Analysis, and Progress Monitoring

- Administer or support universal literacy screening, diagnostic assessments, curriculum-based measures, and progress-monitoring assessments.
- Analyze student literacy data to identify specific skill deficits, instructional priorities, and appropriate interventions.
- Establish measurable literacy goals for students receiving intervention services.
- Conduct regular progress monitoring to determine student response to intervention.
- Maintain accurate records of student participation, intervention strategies, instructional frequency and duration, assessment results, and progress toward established goals.
- Use student data to determine whether interventions should be continued, adjusted, intensified, or discontinued.
- Clearly communicate student progress and areas of concern to classroom teachers, school leadership, families, and appropriate members of the student-support team.

MTSS and Individualized Student Support

- Participate actively in LINC Academy's Multi-Tiered System of Supports (MTSS), student intervention, data-review, and problem-solving processes.
- Collaborate with classroom teachers and school leadership to identify students requiring Tier 2 and Tier 3 literacy intervention.
- Assist in developing, implementing, and monitoring individualized literacy intervention plans, including Reading Improvement and Monitoring Plans when applicable.
- Contribute literacy expertise to student-support meetings and make recommendations regarding appropriate instructional strategies and interventions.
- Collaborate with intervention specialists, special education staff, counselors, behavioral staff, speech-language professionals, and other service providers when student literacy needs intersect with other learning or developmental needs.
- Assist the student-support team in distinguishing between literacy skill deficits and other factors that may be contributing to a student's academic performance.

Teacher and Instructional Team Collaboration

- Work collaboratively with classroom teachers to ensure literacy intervention complements and reinforces students' core reading instruction.
- Meet regularly with teachers and school leadership to review assessment results, student progress, intervention effectiveness, and instructional priorities.
- Share evidence-based literacy strategies, resources, and intervention techniques with classroom staff.
- Assist teachers in identifying appropriate instructional strategies and supports for students demonstrating reading difficulties.
- Model effective literacy practices and provide classroom-based instructional support when appropriate.
- Coordinate intervention schedules to maximize student instructional time while minimizing unnecessary disruption to core academic programming.

Behavioral and Social-Emotional Support for Learning

- Recognize the relationship between academic difficulty, student behavior, engagement, and social-emotional needs.
- Utilize trauma-informed, relationship-centered, and developmentally appropriate approaches when working with students.
- Reinforce schoolwide behavioral expectations and classroom-management practices during literacy intervention.
- Collaborate with behavioral and counseling staff to develop strategies that increase students' ability to participate successfully in academic instruction.
- Create structured, predictable, and supportive literacy-learning environments in which students feel safe taking academic risks and making mistakes.
- Celebrate student growth and use strengths-based approaches to build motivation and persistence.

Family Engagement

- Partner with classroom teachers and school leadership to communicate student literacy progress to families.
- Help families understand their child's literacy strengths, areas of need, intervention goals, and progress.
- Provide practical and accessible strategies families can use to reinforce reading development at home.
- Participate in parent conferences, family literacy activities, school events, and other family-engagement opportunities as requested.
- Support positive school-family partnerships centered on student academic growth and success.

Schoolwide Literacy Leadership

- Contribute to the development of a strong literacy culture throughout LINC Academy.

- Assist with schoolwide literacy initiatives, reading celebrations, family literacy activities, book-access initiatives, and other programs designed to encourage student reading.
- Collaborate with school leadership to identify trends in literacy performance and opportunities to strengthen schoolwide literacy programming.
- Assist with organizing and maintaining intervention materials, assessments, instructional resources, and literacy materials.
- Participate in faculty meetings, professional development, data meetings, instructional planning, and other schoolwide activities as appropriate.
- Support LINC Academy's commitment to continuous improvement and strong academic outcomes for all students.

Professional Responsibilities

The Early Literacy Support Specialist will:

- Maintain accurate and confidential student records in accordance with LINC Academy procedures and applicable state and federal requirements.
- Complete intervention logs, progress-monitoring documentation, student reports, and other required records accurately and on time.
- Demonstrate consistent attendance, dependability, professionalism, flexibility, and sound professional judgment.
- Communicate professionally and respectfully with students, families, colleagues, community partners, and school leadership.
- Participate in required professional development and apply new learning to instructional practice.
- Remain knowledgeable regarding evidence-based literacy practices, the Science of Reading, dyslexia, literacy intervention, and applicable Ohio literacy requirements.
- Perform other student-support and instructional responsibilities necessary to advance LINC Academy's literacy goals and meet the academic needs of students.

Minimum Qualifications:

- Bachelor's degree from an accredited college or university in Education, Early Childhood Education, Elementary Education, Reading/Literacy, Special Education, or a related field.
- Appropriate Ohio educator license, permit, or credential as required for the responsibilities assigned to the position.
- Demonstrated knowledge of early literacy development and foundational reading skills.
- Knowledge of evidence-based reading instruction and the Science of Reading.
- Ability to provide effective individual and small-group instruction.
- Ability to interpret student assessment and progress-monitoring data and use results to guide instructional decisions.

- Strong interpersonal, organizational, communication, and documentation skills.
- Ability to collaborate effectively with classroom teachers, behavioral and student-support staff, administrators, families, and related-service providers.
- Demonstrated commitment to maintaining high expectations for students with diverse academic and behavioral needs.

Preferred Qualifications:

- Experience providing literacy instruction or intervention to elementary-aged students, particularly students in grades K–3.
- Experience working with students who have significant academic, behavioral, social-emotional, or developmental needs.
- Training or experience in structured literacy or another evidence-based reading intervention approach.
- Experience implementing Tier 2 and Tier 3 interventions within an MTSS or RTI framework.
- Experience administering and interpreting literacy screening, diagnostic, and progress-monitoring assessments.
- Knowledge of dyslexia and effective instructional practices for students displaying characteristics of dyslexia.
- Familiarity with Ohio literacy requirements, including applicable requirements associated with early literacy and the Third Grade Reading Guarantee.
- Reading endorsement or specialized literacy training or certification.
- Experience working within a community school, charter school, alternative educational setting, or other specialized school environment.

Core Competencies:

The successful Early Literacy Support Specialist will demonstrate:

Student-Centered Practice: Maintains high expectations while recognizing and responding to each student’s individual academic, behavioral, and developmental needs.

Literacy Expertise: Demonstrates knowledge of foundational literacy development and evidence-based reading instruction.

Data-Driven Decision-Making: Uses assessment and progress-monitoring data to identify student needs, plan interventions, and evaluate effectiveness.

Relationship Building: Develops trusting, supportive relationships that help students engage in learning, take academic risks, and persevere through challenges.

Collaboration: Works effectively as part of an interdisciplinary team that may include educators, administrators, counselors, behavioral staff, intervention specialists, families, and related-service professionals.

Adaptability: Adjusts instruction, interventions, and student supports in response to student performance and changing needs.

Organization and Accountability: Maintains accurate documentation, meets deadlines, follows established intervention procedures, and takes responsibility for assigned students' intervention services.

Continuous Improvement: Seeks feedback, participates in professional learning, and continually strengthens instructional practice.

Performance Expectations:

Successful performance in this position will be demonstrated by:

- Consistent and effective implementation of evidence-based literacy interventions.
- Measurable student growth toward individualized literacy goals.
- Accurate and timely assessment, progress-monitoring, and intervention documentation.
- Effective use of student data to adjust and intensify instruction when necessary.
- Strong collaboration with teachers, school leadership, families, and student-support personnel.
- Increased student engagement, confidence, and persistence during literacy instruction.
- Meaningful contributions to LINC Academy's MTSS process and schoolwide literacy goals.
- Consistent support of LINC Academy's school culture, expectations, and commitment to student success

Physical and Work Requirements:

The employee must be able to perform the essential functions of the position, with or without reasonable accommodation. The position may require the employee to work with students individually and in small- and whole-group settings; move throughout classrooms and other areas of the school; sit, stand, bend, and move for varying periods during the school day; utilize instructional materials, technology, assessment tools, and standard office equipment; and communicate effectively with students, staff, families, and other stakeholders.

EEO Statement: The company is committed to a policy of Equal Employment Opportunity and will not discriminate on any legally recognized basis, including, but not limited to, race, age, color, religion, sex, marital status, national origin, citizenship, ancestry, physical or mental disability, veteran status, or any other basis recognized by federal, state or local law.

Other Duties: Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties, or responsibilities that are required of the employee for this job. Duties, responsibilities, and activities may change at any time with or without notice.