



K-5 Learning Support Coordinator

Beaver County Christian High School seeks to hire a dynamic, collaborative, full-time **K-5 Learning Support Coordinator** who is committed to Christian Education. We seek a candidate with the proven ability to deliver curricular content with innovative strategies that fully engage students in learning, while modeling Christ to deepen students' understanding of a Christian world and life view. This position will include teaching History/Social Studies and Bible.

About Beaver County Christian School

BCCS is a non-denominational school in the Reformed tradition that thrives as a community of Christian families that are working together to develop, operate, and maintain an excellent, challenging educational program. We are located thirty miles north of Pittsburgh in Beaver Falls, PA, a block from Geneva College.

We incorporate a Christian world and life view in an environment that stresses compassion and responsibility. Our goal is to raise up students who are "Biblically grounded for life".

To apply for this position, please go to our [website](#) and complete the application.

BEAVER COUNTY CHRISTIAN SCHOOL

K-5 Learning Support Coordinator, Job Description

TITLE: K-5 Learning Support Coordinator

REPORTS TO: K-12 Director of Student Learning

STATUS: FULL-TIME (Starting August 2026)

Learning Support Coordinator

This is a full-time, salary position. The schedule is determined annually based upon program needs. Typically, BCCS employs a coordinator for K-5, 6-8, and 9-12.

Position Purpose

The purpose of this position is to partner with parents and teachers in fostering a climate for all students to achieve their God given potential through differentiation, curriculum development, and small group instruction with competence and compassion.

While this description serves to outline many of the expectations for this position, BCCS strives to build a team of professionals who work beyond job descriptions, are enthusiastic to be part of the BCCS faculty and staff, and are ready to work together to develop, operate, and maintain a challenging, excellent educational program reflecting a Christian world and life view in an environment that stresses compassion and responsibility.



Authority

The Learning Support Coordinator will report directly to the Director of Student Learning for delegated responsibilities. Each Learning Support Coordinator will be supervised and evaluated by the Director of Student Learning.

Educational Requirements

Ideal candidates will have:

- Bachelor of Arts in Special Education
- Current Special Education certification

All candidates must have:

- Bachelor Degree in Education
- Teacher certification (preferred)
- At least 2 years of experience working in special education
- Commitment to further education/training in the field
- Excellent communication skills
- A willingness to learn about and apply various classroom management techniques

Responsibilities

- Provide direct instruction for students requiring alternate curriculum.
- Support teachers and students by reinforcing the instruction taught in the classroom to students. This can include both push-in and pull-out support as needed.
- Manage support schedules including coordination of paraprofessionals and therapists.
- Develop and manage identified student plans (ISPs, 504's and Strategy plans) in collaboration with the Director of Student Learning.
- Record progress report for students with designated annual goals.
- Under direction of Director of Student Learning, serve as liaison between local school districts and BCCS faculty with regard to collecting data and scheduling meetings.
- Implement necessary accommodations and modifications.
- Develop an understanding of the general curriculum in assigned building grades to effectively assist students and teachers.
- Assist the Director of Student Learning in organizing standardized testing accommodations.
- Coordinate Aimsweb benchmark and progress monitoring (2-8 grades) and interpret data to drive instruction. Share data with classroom teachers
- Serve as an instructional coach to guide classroom teachers in best practices to support student learning.
- Facilitate End-of-Year Transition meetings for all students with support plans.
- Promote independence and self-advocacy among students.
- Foster positive social interactions through student and peer education.
- Handle all interactions with families with grace and professionalism.
- Handle stressful situations with patience, understanding, and flexibility.
- Continue intellectual and professional development
- Encourage all students as uniquely gifted by God
- Other responsibilities as assigned by Supervising Principal



ESSENTIAL DUTIES AND RESPONSIBILITIES:

A BCCS teacher must demonstrate:

- An understanding and practice of Christian faith
- Engaging, effective classroom instruction
- Effective classroom management
- Love for students
- Professional competence and vision
- Effective communication, according to biblical standards
- Membership in Christian community within and outside the school
- A BCCS teacher must demonstrate an understanding and practice of Christian faith:
 - Express specific knowledge of the Bible and its application to subject area(s).
 - Practice daily devotions of prayer, reading of God’s Word and meditation.
 - Give Christian service to others both within and outside the school. Model an exemplary Christian walk in speech and acts.
 - Submit to authority out of obedience to Christ.
- A BCCS teacher must demonstrate love for students:
 - Treat each child as uniquely gifted by God for the purpose of serving others.
 - Show through actions that each child is made to reflect God himself.
 - Encourage all students persistently (catch each of them “doing good”).
 - Discipline all students fairly and firmly out of love for them.
 - Guide all students in helping other students learn.
 - Evaluate students’ progress in learning with announced criteria fairly applied.
- A BCCS teacher must demonstrate Christian professional competence and vision:
 - show a strong knowledge of learning theory, curriculum design, and subject area.
 - Construct and/or use courses, unit, and lessons that integrate knowledge.
 - Select materials and lesson designs that specifically carry out the goals derived from the school’s mission statement.
 - Use evaluation instruments that match the school’s goals and specific objectives, that allow each child to show well what he/she has learned, and that help students meet high expectations for learning.
 - Fit students with the lens of scripture for viewing/learning in the context of fulfilling God’s commission to subdue the earth.
 - Pursue further learning of subject area(s) while seeking the best pedagogy for the school’s goals.



- A BCCS teacher must communicate effectively according to Biblical standards:
 - Speak clearly, honestly, and with great concern for the audience.
 - Use fresh analogies to connect new concepts to students' experiences.
 - Relate stories of God's faithfulness, personal and communal, with clarity and enthusiasm.
 - Vary the means (visual, audible, tactile) and language (abstract, concrete, metaphorical, etc.) depending on the subject and the needs of all children.
 - Encourage each child's expression of individuality while helping each student to adopt biblical principles for making choices.
 - Lament the destructive power of sin and praise God for His restoration of creation and human beings.

- A BCCS teacher must build Christian community within and outside the school:
 - Give help to fellow teachers and support staff.
 - Assist students beyond the classroom: playground, hallways, extracurricular sponsorship, personal guidance, etc.
 - Meet with staff members to listen, learn, pray, and exchange advice for helping students
 - Meet the goals of the school.
 - Communicate with parents.
 - Provide a classroom atmosphere (displays, warmth, arrangement of furniture, etc.) that fosters Christian community.
 - Seek input from colleagues and community members in educating the school's students.

NON-NEGOTIABLES:

The following are attributes, values and behaviors that are critical for effective leadership at BCCS.

- You must be a strong, servant leader who is truly called into ministry as a teacher.
- You must consider all aspects of our school program through the lens of scripture and under God's sovereignty and kingship.
- You must endorse a biblical, Christian worldview in all phases of school life.
- You must promote a spiritual, emotional, and physical environment that fosters growth among students and staff.
- You must have the ability to set goals, prioritize tasks, and be organized.
- You must be able to communicate effectively with students, staff, parents, and community members through the school information system, in-person, and through other appropriate means.



BASIC SKILLS:

- Ability to teach, facilitate, and lead small and large groups, classes, and meetings
- Ability to work within the framework of a team
- Ability to maintain a professional demeanor and appearance
- Ability to represent the BCCS mission and values
- Ability to perform other duties as assigned by the high school principal

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to walk; sit; use hands for fine manipulation, handle or feel and reach with hands and arms. The employee is expected to assist and/or lead in nearly every function of the typical school day and during emergency situations.

The employee must regularly lift and/or move up to 25 pounds and occasionally up to 50 pounds. Specific vision abilities required by this job include close, distance and peripheral vision, depth perception and ability to adjust focus.

The employee will perform work beyond a standard 40-hour work week, at times, including “homework” and occasional evening and weekend meetings and events.

The employee is occasionally exposed to a wide variety of temperature variations and outdoor weather conditions. The noise level in the work environment is usually low to moderate, but can be loud in large-group, school-wide settings.

TERMS OF EMPLOYMENT:

Twelve months, Full time; Salary commensurate with education and experience.

EVALUATION:

Performance of this position will be evaluated annually by the K-12 Director of Student Learning.

OTHER:

“I have read and understand this job description. My application for this position acknowledges that I am qualified and capable of performing the essential functions/duties of this position with or without reasonable accommodations.”

Note: This is not an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school may add to, modify or delete any aspect of this job (or the position itself) at any time.

Updated: April 2026