



AMERICAN EDUCATIONAL ASSOCIATION

c/o AMERICAN EMBASSY

LA PAZ – BOLIVIA

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Job Description: **Spark Studio Supervisor**

Reports to: All School Principal

Main Objective

To lead and coordinate the Learning Lab Program, ensuring effective learning support services for students with diverse learning needs, while overseeing staff, supporting IEPs and intervention strategies, and collaborating with teachers, families, counselors, and school leadership to promote student success and inclusion.

Duties and Responsibilities

Administration

- Maintains confidentiality re: learning Lab students and their programming
- Adheres to laws, school policies, procedures, and ethical standards of the school
- Creates an environment of respect and rapport amongst students and staff and promotes productive and positive communication
- Reports any potential safety and security issues amongst students/parents to school authorities
- Shows professionalism, participates on school committees, and engages in personal Professional Development
- Arrives two weeks before the start of school
- Exits one week after the end of school
- Attends weekly staff meetings
- Completes weekly supervision duty as assigned
- Any other functions as requested by the Superintendent

Learning Lab Program - General

- Develops a plan to evaluate the effectiveness of the Learning Lab being provided
- Establishes goals for the Learning Lab Program appropriate to the setting and the students served
- Establishes standards of conduct in the Learning Lab Program office and contributing to a positive school culture
- Organizes physical space to promote Learning Lab Program and manage resources and supplies
- Oversees the scheduling, training, evaluation and compliance of the Learning Lab Staff
- Monitors the creation of reports from the Learning Lab Staff



Learning Lab Program - Students

- Plans and implements a comprehensive Learning Lab Program (both ELL and LD) for individuals, groups and grade levels
- Works with the Level Principal, teachers, parents and counsellors (as needed) to develop Respect Contracts and Behavior Plans for students that struggle to meet expectations
- Maintains comprehensive student files and documents all meetings with stakeholders.
- Maintains office hours from 8:00-3:30
- Manages “Newcomers” program
- Identifies, assesses and monitors students (both ELL and LD) and assigns them to the appropriate tier
- Promotes the employment of special educational strategies and techniques during instruction to improve the development of sensory- and perceptual-motor skills, language, cognition, and memory
- Analyzes results of external reports and shares relevant recommendations each year
- Develops and maintains Individualized Education Plans (IEPs) (to be updated and reviewed a minimum of once each semester)
- Ensures that all parties involved in the implementation of IEPs are aware, compliant and sign off on modifications/accommodations
- Participates in the admission process and selection of students, as needed
- Brokers community and school resources to meet student needs.
- Cooperates in the request of special Lab for US Embassy students via grants
- Collaborates in the creation of divisional educational programs that support global student needs, i.e., transition from Grade 5 into Middle School, study skills, bullying, as well as deliver the content as needed

Learning Lab Program - Teachers

- Provides professional development, training, resources and support to staff regarding differentiation, strategies, inclusion, ELL, behavior modification, classroom management and accommodations
- Observes teachers in classrooms – identify areas of strength and growth – develop plans
- Organizes regular meetings throughout the year (SSTs), in addition to student information meeting (with grade level teachers) at the beginning and a review of all students at the end of the year.

Learning Lab Program - Parents

- Provides orientation to parents on Learning Lab Program (both ELL and LD)
- Conducts workshops for parents as needed
- Provides resources, websites, referrals and guidance as needed
- Meets with parents and ensures that parents understand and sign IEPs
- Organizes regular meetings throughout the year (SSTs), a minimum of 2x/year for each special learning needs student



Required Qualifications & Experience

- Education: Bachelor's degree in Special Education, Elementary Education with an Intervention/Remedial specialization, Learning Support, or a related field. Master's degree preferred.
- Certification: Valid teaching license or professional credential in Special Education, Learning/Resource Support, or a related area.
- Experience: Minimum 3–5 years of successful experience supporting students with learning differences, ELL, LD, or academic challenges in an elementary setting, with demonstrated experience coordinating student support services or educational programs. Experience in an international school environment is highly preferred.
- Leadership & Program Coordination: Demonstrated ability to coordinate learning support programs, oversee staff, organize services, monitor student progress, and collaborate with school leadership.
- Language Proficiency: Professional fluency in written and spoken English is required; bilingual proficiency in English/Spanish is highly advantageous.

Essential Skills & Competencies

- Learning Support Leadership: Ability to coordinate and monitor Learning Lab services, establish program goals, oversee staff scheduling and support, and ensure consistent implementation of student services.
- Student Support & IEP Expertise: Strong knowledge of differentiated instruction, inclusion, ELL/LD support, accommodations, behavior strategies, and the development and monitoring of Individualized Education Plans (IEPs).
- Assessment & Data Analysis: Experience administering, interpreting, and using assessment data and external reports to identify student needs, monitor progress, and develop actionable intervention plans.
- Exceptional Collaboration Skills: Proven ability to work effectively with teachers, counselors, principals, parents, and multidisciplinary teams to develop and implement appropriate student support strategies.
- Professional Development & Coaching: Ability to provide training, resources, guidance, and classroom support to teachers in differentiation, inclusion, accommodations, behavior modification, and learning strategies.
- Advanced Organizational Capacity: Strong organizational and time-management skills to manage student records, IEPs, SST meetings, staff coordination, parent meetings, reports, and program requirements.
- Technology Integration: Proficiency with educational technology and Learning Management Systems, as well as tools that support student learning, assessment, documentation, and communication.
- Interpersonal & Communication Skills: Excellent communication, empathy, patience, discretion, and professionalism when working with students, families, teachers, and sensitive student information.