



ALP Student Success Coordinator & Tutor Sterling Elementary

Augustine Literacy Project® – Charlotte (ALP) is a Charlotte-based non-profit with a mission to improve the reading, writing and spelling skills of young, aspiring readers in under-resourced communities by providing free, long-term, one-on-one instruction from highly trained tutors. ALP pursues this mission by utilizing a one-on-one tutoring methodology for students from kindergarten through second grade. ALP's vision is that all children have access to reading instruction that meets their individual needs and improves their opportunities to be successful in school and in life.

Purpose

The purpose of the Student Success Coordinator / Tutor is to manage deployment of volunteer tutors and progress of students through targeted literacy curriculum.

About the role: Student Success Coordinator

As part of ensuring high-quality tutoring sessions and a positive experience for volunteers and school staff, ALP provides a Student Success Coordinator (SSC) for each school site. This SSC is present at assigned school during tutoring sessions in order to monitor tutor-student interactions. The SSC serves as ALP's liaison to the school, streamlining communication with teachers and managing the volunteers. The SSC will build and maintain relationships with various stakeholders: students, tutors, and school staff.

About the role: Tutor

The tutor role will incorporate small group tutoring 3-5 days a week. Tutoring sessions may be with any group of students in kindergarten to second grade requiring early literacy reading instruction.

Responsibilities

- Manage and support 15-20 tutors at one school for the ALP tutoring program
- Oversee 50+ students progress through the ALP curriculum
- Provide small group instruction using ALP curriculum
- Develop and maintain relationships with school stakeholders
- Communicate with school staff regarding student placement, progress, and graduation
- Manage tutor/school schedules and capacity for tutors
- Communicate with tutors, school staff and ALP on a regular, ongoing basis
- Provide ongoing curriculum and lesson delivery support to tutors
- Maintain records of tutors and students

- Attend team meetings and quarterly professional development trainings
- Serve as ALP ambassador within the Charlotte community, school sites, and personal networks

Desired Skills and Background

A person who is successful in this role will have all or most of the skills/background listed below:

- Bachelor's degree
- Minimum of 2 year's experience including, but not limited to, teaching or tutoring
- A belief that ALL students can learn and have the potential to perform at or above grade level
- Effective written and verbal communication skills
- Knowledge and respect of public school culture
- Ability/willingness to quickly build expertise in teaching, learning, and assessing
- Interpersonal skills (listening, constructive feedback, empathy) with tutors, students, and school staff
- Strong organizational skills and attention to detail
- Ability to problem-solve student challenges and behaviors
- Experience working in low to moderate socioeconomic communities with elementary-aged students
- Time management (ability to prioritize)

Additional Information

This is a paid, part-time, hourly position averaging 32 hours per week during the school year. During a typical work week, approximately 80% of hours are dedicated to tutor support and student instruction in-person at the school site with remaining hours dedicated to ALP meetings, scheduling, communications, and data entry. Please note hours may be slightly seasonal, but will follow the CMS teacher calendar. Several weeks in August and May will require up to 45 hours per week for program assessments and beginning and end-of-school-year logistics.

To apply: Please submit your resume, cover letter, and professional references to LaShonna Smith, lsmith@alpcharlotte.org for best consideration.

ALP is an equal opportunity employer and does not discriminate against any employee or applicant for employment based on race, color, religion, national origin, age, sex, gender identity, sexual orientation, disability, veteran status, or genetic information.