

**CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM
CLARKSVILLE, TENNESSEE
JOB DESCRIPTION**

Job Title: Secondary Student Intervention Specialist

Department: Instruction

Grade: Teacher Salary Schedule

Calendar: 200 day

Job Description

Date Reviewed: November 2020

Reports To: Principal

Purpose of Job

The purpose of this job is to assist Principal and Staff with students who have been identified as needing intervention services in order to facilitate academic and school success. Duties and responsibilities include providing intervention services, developing behavior support plans, assisting staff with implementation of behavior interventions, monitoring student behavior, creating/maintaining appropriate student records, etc.

Essential Duties and Responsibilities:

The following duties are normal for this job. These are not to be construed as exclusive or all inclusive. Other duties may be required and assigned.

- Conducts assessments or screenings to help determine student's needs and appropriate interventions.
- Obtains student specific educational, social, medical, developmental, and family related information that will assist with determining needs and targeted interventions. This can include parent/student interview, classroom observations, consultation with community based providers, etc.
- Provide individual, educationally relevant interventions on both a temporary (as needed) or ongoing regular basis to address issues at they relate to the student's success in school. Address issues such as poor social skills, truancy, oppositional behavior, low motivation, etc.
- Provide educationally relevant group interventions to address challenges related to improving students overall academic and social success in the school setting.
- Participates in the completion of functional behavioral assessments (FBA), Initial Line of Inquiry (ILI) and development of behavior support plans (BSP) as requested by school staff or administrators.
- Participates as an IEP/504 team member upon request of the team.
- As deemed appropriate by the IEP/504 team or administrator, acts as a liaison between the school staff and student/family to clarify expectations, address current academic/behavioral challenges, etc.
- Facilitate the process of placement of students into the alternative school. Assist alternative school staff with reintegration of student's back into their home school setting.
- Assists with student transition from middle to high school. These students would have been identified as having behavioral/emotional needs via an IEP or 504 Plan. -
- When appropriate, assists families with making referrals to community resources that will help meet the educational needs of the student.
- Serves as a liaison to community agencies and practitioners in providing comprehensive services to students.

Additional Job Functions

- Consults with school and system administrators regarding the student intervention program and services.
- Assists in budget preparation for the student intervention services as needed.
- Regularly evaluates the effectiveness of the student intervention program (i.e. through student/staff survey, referral data collection, etc.) and identifies need for additional services.
- Provide staff development and consultation to school personal that is reflective of student needs and school/community culture and climate. Monitor student and school needs to implement changes in staff development as needed.
- Identifies and attends ongoing professional development that will enhance social work services at assigned school(s). These should include a strong knowledge of researched based, best practices as they relate to adolescent development, behavior management in the school setting, current trends in teen related issues, etc.
- Maintains professional code of conduct as outlined in the CMCSS Employee Handbook.
- Performs other duties as required.

Evaluation:

Performance of this job will be evaluated in accordance with provisions of the Board’s policy on Evaluation of Professional Personnel.

Minimum Training and Experience Required to Perform Essential Job Functions:

- A Master’s degree in social work from an accredited college or university with the appropriate Tennessee Department of Education endorsement of either 107 or 488.

OR

- A Master’s degree with certificate endorsement as a school counselor.

OR

- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

KNOWLEDGE OF JOB

Considerable knowledge of the policies, procedures, and activities of the school system, and supervisory practices as they pertain to the performance of duties relating to the position. Capability to develop and implement long-term goals. Knows how to keep abreast of any changes in statutes, policy, procedures and methods as they pertain to public education. Is able to effectively communicate and interact with subordinates, supervisors, members of the general public, and other groups involved in the operation of the school system. Is able to assemble information and make written reports and documents in a concise, clear, and effective manner. Has good organizational, management, interpersonal, and technical skills. Is able to use independent judgment and discretion in supervising subordinates, including the handling of emergency situations, determining and deciding upon procedures to be implemented, setting priorities, maintaining standards, and resolving problems.

(ADA) MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

PHYSICAL REQUIREMENTS:

Must be physically able to operate a variety of office machines. Must be able to use body members to work, move or carry objects or materials. Must be able to exert up to twenty pounds of force occasionally, and/or

up to ten pounds of force frequently. Physical demand requirements are at levels of those for active work. Must be able to lift and/or carry weight of twenty to forty pounds.

DATA CONCEPTION:

Requires the ability to compare and or judge the readily observable, functional, technical, structural and compositional characteristics (whether similar to or divergent from obvious standards) of data, people or things.

INTERPERSONAL COMMUNICATION:

Requires the ability of speaking and/or signaling people to convey or exchange information, Includes giving assignments and/or directions to coworkers and assistants.

LANGUAGE ABILITY:

Requires the ability to read a variety of informational documentation, directions, instructions and methods and procedures related to maintenance operations. Requires the ability to write reports with proper format, punctuation, spelling and grammar. Requires the ability to speak with and before others with poise, voice control and confidence using correct English and a well-modulated voice.

INTELLIGENCE:

Requires the ability to learn and understand relatively complex principles and techniques; to make independent judgments in absence of supervision.

VERBAL APTITUDE:

Requires the ability to record and deliver information to supervisors and officials; to explain procedures and policies; and to follow verbal and written instructions, guidelines and objectives.

NUMERICAL APTITUDE:

Requires the ability to add and subtract totals; multiply and divide; determine percentages; determine time and weight; and utilize statistical inference.

FORM/SPATIAL APTITUDE:

Requires the ability to inspect items for proper length, width and shape visually.

MOTOR COORDINATION:

Requires the ability to coordinate hands and eyes in using automated office and departmentally-related equipment.

MANUAL DEXTERITY:

Requires the ability to handle a variety of items, hand and power tools, office equipment, control knobs, switches, etc. Must have the ability to use both hands for twisting or turning. Must have high level of hand and eye coordination.

COLOR DISCRIMINATION:

Requires the ability to differentiate colors and shades of color.

INTERPERSONAL TEMPERAMENT:

Requires the ability to deal with people beyond giving and receiving instructions such as in interpreting policies, decisions and procedures. Must be adaptable to performing under considerable stress.

PHYSICAL COMMUNICATION:

Requires the ability to talk and/or hear (talking – expressing or exchanging ideas by means of spoken words) (hearing – perceiving nature of sounds by ear).

Secondary Student Intervention Specialist

The Clarksville-Montgomery County School System is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the school system may provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer. Signatures below indicate the receipt and review of this job description by the employee assigned to the job and the immediate supervisor.

Employee's Signature

Supervisor's Signature

Employee's Munis Number

Date

Date