

PUEBLO SCHOOL DISTRICT 60
ADMINISTRATIVE JOB DESCRIPTION

It is essential that all employees of Pueblo School District 60 understand our mission is to provide a high-quality education that assures each student the knowledge, skills, and dispositions to lead a life of purpose and impact. Employees support the community and thrive in connecting with our students by embracing the core values of the district, which state:

- We believe that the success of every student is our most important commitment.
- We believe that collaboration and engagement with our community, parents, staff, and students are essential to our success.
- We believe that we must act with integrity, celebrate diversity, and promote equity.
- We believe that each individual must be treated with dignity and respect.
- We believe that the social and emotional well being of our students is as important as their academic needs.
- We believe that it is our responsibility to provide a safe, positive, and supportive environment for our students and staff
- We believe that our community heritage, traditions, and history should inform our response to future student and district needs.

As we embrace these values and consider their impact, we will achieve our vision of being a high performing school district that inspires community confidence. Each employee plays a part, and that contribution should bring us closer to helping each student achieve their dreams.

Job Title: Specialist – Student Support (RTI, Bully Prevention, Truancy)
Prepared Date: 9/1/2021
Revised Date:
Work Year: 187 days
Department: Intervention and Student Support
Reports To: Executive Director of Intervention Programs and Student Support
Salary Range: APT Salary Schedule
Benefits: Fringe Benefits based on Schedule C Benefits
Status: FLSA Status: Exempt

SUMMARY OF FUNCTIONS:

The Student Support Specialist serves as a support and coach at the district, school, and classroom levels in the implementation, monitoring, and improvement of student support programs. Specialist will provide information and professional development to school site teams to ensure that student support components are established in the District

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. The physical demands, work environment factors, and mental functions described below 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.

REQUIRED:

- Valid Colorado Special Service Provider License within 60 days from date of hire

- Minimum of Five (5) years' experience in relevant student support field
- Valid Colorado Driver License
- Employee must complete a fingerprint-based criminal background check and must be cleared by the Office of Human Resources
- Must be able to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary

PREFERRED:

- Valid Colorado Principal or Administrator License
- Previous supervisory experience

KNOWLEDGE AND SKILLS:

- Possess an in-depth understanding of state standards, curriculum, and assessment programs related to student support programs
- Experience in preparing and presenting high quality, research based professional development
- Organizational and planning skills for setting both short term and long range goals, and for coordinating efforts for accomplishment of those goals
- Strong interpersonal skills demonstrated through the respect of peers and ability to build trusting, collaborative relationships
- Demonstrate initiative working independently and with groups
- Exhibit an approachable, professional manner with parents, students, school staff, and community
- Ability to organize, communicate effectively, make decisions, work independently, and as a collaborative team member
- Skilled in the use of technology and instructional media tools
- Exceptional verbal and written communication skills
- Demonstrate leadership, initiative, and student advocacy
- Demonstrate management, problem solving, and organizational skills
- Have excellent integrity and demonstrate good moral character and initiative
- Demonstrate ability of program planning and ability to establish and manage budgets
- Demonstrate knowledge and understanding of curriculum and program assessment, program development and evaluation, child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning
- Demonstrate knowledge of proven best practices in education, especially in relation to assigned school populations
- Knowledge of national, state, and District educational trends and goals

ESSENTIAL JOB DUTIES AND RESPONSIBILITIES:

The following statements of duties and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. This organization believes that every individual makes a significant

contribution to our success. That contribution should not be limited to assigned responsibilities. Therefore, this position description is designed to define primary duties, qualifications and job scope but should not limit the incumbent nor the organization to the work identified. It is our expectation that every employee will offer his/her services wherever and whenever necessary to ensure the success of the District's/department's goals. Actual duties, responsibilities, frequency, and percentages may vary depending upon building assignments and other factors.

- Coach teacher leaders, teachers (regular education/special education) and administrators in leading district initiatives regarding intervention programming, educational pedagogy, and improved instruction toward increased student learning. Collaborate with principals on supporting individual teacher development and improvement
- Review assessment results by school and participate in the development of an improvement plan
- Meet with instructional support teams at each site to provide support for program implementation.
- Assist teachers with using assessment data to plan instruction
- Assist sites in analyzing student needs and linking student needs to appropriate interventions for struggling students
- Assist teachers in the development and implementation of effective classroom management strategies, individual behavioral intervention plans, instructional planning, and classroom organization as needed
- Provide direct contact to classroom teachers, reviewing data, co-planning, co-teaching, and real-time coaching; Model intervention practices in a variety of settings and provide follow-up support to ensure effective teacher implementation
- Provide professional development for teachers as needed in the use of the curriculum and ancillary materials in support of student support programs and interventions
- Establish a progress monitoring process and data collection procedures to ensure students needing student support systems are identified
- Integrate technology into instructional practices and programs
- Facilitate District and school-based professional development
- Facilitate Data Meetings and PLC's
- Assist in identifying, acquiring, and organizing available resources to support teachers, students, and schools
- Employ a variety of instructional techniques and strategies into scopes and sequence documents aligned with instructional objectives in order to meet the needs of all students

NON-ESSENTIAL DUTIES:

- Perform any and all other duties as assigned by the Executive Director of Intervention and Student Support

The physical demands, work environment factors, and mental functions described below 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.

PHYSICAL DEMANDS:

Every facilities employee must be able to pass a lift test required by the District. While performing the duties of this job, the employee is required to stand; walk; sit; use hands and

fingers to handle or feel. The work requires the use of telephone and using fingers to operate computer keyboards. The employee is continually hearing and speaking to exchange information. The employee is required to reach with hands and arms; climb or balance; and stoop, kneel, crouch, or crawl.

In a 9-hour workday, this job requires:

R – Rarely (Less than .5 hr per day)
 F – Frequently (2.5 – 6 hrs per day)
 NA – Not Applicable

O – Occasionally (.5 – 2.5 hrs per day)
 C – Continually (6 – 9 hrs per day)

Physical Requirements	NA	R	O	F	C
Sitting					X
Stationary Standing			X		
Walking (level surface)				X	
Walking (uneven surface)			X		
Crawling	X				
Crouching (bend at knees)			X		
Stooping (bend at waist)			X		
Twisting (knees/waist/neck)			X		
Turn/Pivot			X		
Climbing (stairs)			X		
Climbing (ladder)	X				
Reaching overhead			X		
Reaching extension				X	
Repetitive use arms					X
Repetitive use wrists					X
Repetitive use hands grasping				X	
Repetitive use hands squeezing				X	
Fine manipulation				X	
Using foot control	X				
*Pushing/Pulling Maximum weight: 40 lbs.			X		
Lifting Maximum weight: 40 lbs.			X		
Carrying Maximum weight: 40 lbs.			X		

WORKING CONDITIONS:

Employee will work primarily in a school/office environment with both natural and fluorescent lighting; fast-paced work, constant interruptions; The noise level is usually quiet in an office environment but can be noisy at times. Occasionally exposed to outdoor weather conditions.