

Vail School District
Job Description

Job Title: INTERVENTION SPECIALIST

Department: School Site(s)

Reports to: Principal/Director

FLSA Status: Non-exempt

Classification: Level 10

Created: 01/27/2015

SUMMARY

Assists in the identification of students needing reading and/or math, and speech and/or behavior intervention, and delivers designated curriculum in group settings to identified students under the general supervision of the teacher, psychologist, and/or behavior specialist.

ESSENTIAL DUTIES AND RESPONSIBILITIES may include the following, as assigned. Other duties may also be assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Assists with school-wide and classroom screenings.
- Delivers early reading and/or math, and speech and/or behavior intervention curriculum to targeted groups.
- Follows teacher/psychologist/behavior specialist's intervention plan, and specific program guidelines (Spalding, SRA, fluency groups, behavior plans, and speech support) to deliver targeted instruction.
- Responsible for actively collaborating with teacher/psychologist/behavior specialist to meet the varying needs of students requiring intervention.
- Assesses and reports students' progress to teachers, administration, and parents regularly.
- Enters data from interventions.
- Generates reports at school level for interventions.
- Attends appropriate in-service trainings.
- Provides support to other positions as needed.
- Prepares reports for teachers in preparation for grades.
- Assumes additional responsibilities, as appropriate, with little or no supervision.
- Works with and supports other professionals, including but not limited to, speech therapist, case manager, occupational and physical therapists, and other approved related service providers.
- Appropriately communicates with classroom teacher and special education teacher by sharing ideas and concerns about assigned students in a timely manner.
- Maintains student confidentiality, shares effective strategies and essential information with school staff who have a direct educational interest.
- Demonstrates an in-depth understanding of the identified students including learning style, capacity, preference and triggers for problem behaviors.
- Establishes and maintains positive and clear communication with each identified student, site staff, families, representatives from behavioral health agencies, community based provider agencies and the juvenile justice system.
- Clearly and effectively articulates the learning goals and student progress to school staff, families and representatives from community agencies.
- Participates in additional staff development opportunities in areas such as: positive behavior supports and intervention, managing aggressive behavior, sign language, alternative curriculum design as assigned by the special education teacher and/or special education coordinator.

SUPERVISORY RESPONSIBILITIES

This position does not have direct supervisory responsibilities.

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.

EDUCATION and EXPERIENCE

- Associates degree or higher in related field and a minimum of two years experience working with children with special needs.
- Or an equivalent combination of relevant education, training, and/or experience as approved by the Principal or Director.

ABILITIES

Ability to demonstrate knowledge and proficiency in working with computers, iPads and other types of technology and assistive technology devices.

LANGUAGE SKILLS

Ability to listen and obtain clarification. Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Ability to read and interpret documents such as safety rules, operating and maintenance instructions and procedure manuals. Ability to speak effectively to others.

ETHICS, JUDGEMENT, PROFESSIONALISM

Ability to work with students at multiple academic, social, and emotional levels. Consistently and appropriately responds to requests for assistance in a positive proactive manner.

Treats others with respect and dignity. Makes effective and timely decisions. Exhibits sound and accurate judgment. Supports and explains reasoning for decisions. Includes appropriate people in decision-making process. Reacts well under pressure. Accepts responsibility for own actions.

MATHEMATICAL SKILLS

Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to apply concepts such as fractions, percentages, rates, ratios and proportions to practical situations. Ability to draw and interpret graphs.

REASONING ABILITY

Ability to apply common sense and carry out instructions furnished in written, oral or diagram form. Identifies and resolves problems in a timely manner. Gathers and analyzes information skillfully, developing alternate solutions. Finds creative solutions to problems. Uses reason when dealing with emotional topics and situations.

CERTIFICATES, LICENSES, REGISTRATIONS

Must obtain and maintain a valid Arizona Fingerprint Clearance Card if assigned to Vail Inclusive Preschool or Community Programs. Ability to obtain and maintain CPR and First Aid certifications.

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.

While performing the duties of this job, the employee is regularly required to stand; walk; sit; use hands to finger, handle, or feel; reach with hands and arms; and talk or hear. The employee frequently is required to climb or balance and stoop, kneel, crouch, crawl. The employee is occasionally required to taste, or smell. The employee must regularly lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, and ability to adjust focus.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Will include working outside in all types of weather, including direct summer sun. The noise level in the work environment may at times be very high. Reasonable accommodations may be made to enable individuals with disabilities perform the essential functions.