

## **STUDENT SUPPORT SPECIALIST**

### **GENERAL RESPONSIBILITIES**

The position is responsible for establishing a rapport with students in alternative settings that is conducive to learning pro-social skills. Must be able to maintain frequent, meaningful parental communication and develop proactive partnerships between the student/parent and the Virginia Beach City Public Schools to support academic achievement and pro-social behaviors. Act as a positive role model for students and model professional and ethical standards. Work in a collegial and collaborative manner with peers, school personnel and the school community to promote and support the mission and goals of the school division and abide by all school division policies and procedures.

### **ESSENTIAL TASKS**

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

- Mentor identified students to develop the skills and self-esteem necessary for them to exercise meaningful options in the areas of school, leisure, and inter/intra personal relationships.
- Work in a collegial and collaborative manner with peers and school personnel to ensure successful and efficient transitioning of students between alternative education programs/centers and comprehensive middle and high schools.
- Guide students as they develop the knowledge, skills, and attitudes necessary for success in an academic system.
- Provide assistance to middle and high school Student Support Teams.
- Identify and implement appropriate interventions for students identified as being at-risk.
- Present professional development for administrators and teachers on substance abuse and anger management topics.
- Coordinate community resources to support student in crisis.
- Provide informational workshops to parents.
- Facilitate small group instruction when indicated.
- Conduct Choices after-school intervention program for students who consistently demonstrate inappropriate behaviors (excluding truancy) that interfere with learning.
- Use appropriate resources and technology to promote the development of critical thinking, problem solving, and pro-social behavior in students.
- Monitor student behaviors and make appropriate instructional modifications to develop responsible thinking/decision-making skills in students.
- Manage students effectively who may display impulsive behaviors, low self-esteem, and impaired social skills.
- Maintain accurate records of student progress and attendance.
- Participate in meaningful and continuous professional development that promotes student learning.
- Perform related work as required.

**KNOWLEDGE, SKILLS AND ABILITIES**

Possess knowledge of the local, state, and national support services and agencies available to at-risk youth; ability to establish a collaborative innovative learning environment that is responsive to at-risk students' need to belong and to develop self-esteem and personal and social responsibility; recognize multicultural perspectives in all areas of the curriculum and emphasize the value of cultural diversity; demonstrate an ability to work as part of a collaborative team; demonstrate effective verbal and nonverbal communication techniques to foster positive interactions with students; maintain accurate and confidential records and demonstrate computer proficiency, especially with Microsoft office software programs.

**EDUCATION AND EXPERIENCE**

Bachelor's Degree in counseling, social work, psychology, sociology or a related field or hold a Collegiate Professional Certificate or Postgraduate Professional Certificate. Background in working with students in alternative or at-risk settings, instructional knowledge of crisis intervention strategies, ability to apply a gradually progressive system of verbal and non-verbal strategies to effectively deescalate potentially dangerous situations and understanding of 40 Developmental Assets and support of intentional asset building in students preferred.

A comparable amount of training and experience may be substituted for the minimum qualifications

**PHYSICAL REQUIREMENTS**

None

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks.

**SPECIAL REQUIREMENTS**

Possession of a valid driver's license

FLSA status: Exempt	Description: Rev. 12/08
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