



INTERVENTION SUPPORT STAFF

GENERAL RESPONSIBILITIES

Under direction of the school principal and the Department of Teaching and Learning, position is responsible for planning and providing appropriate learning experiences for students in a small group reading or math intervention setting. Intervention Support Staff members provide an atmosphere and environment conducive to the intellectual, physical, social and emotional development of individuals to ensure success for every student; monitor and evaluate student outcomes; communicate and interact with students, staff and parents; develop, select and modify instructional plans and materials to meet the needs of all students; maintain appropriate records and follow required procedures and practices; monitor appropriate use and care of equipment, materials and facilities.

ESSENTIAL FUNCTIONS

(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.)

- Plan a program of study that, as much as possible, meet the needs, interests and abilities of students.
- Attend mandatory professional learning outlined by the Department of Teaching and Learning.
- Successfully complete PALS Tutorial Certification for grades K-3 via PALS website (pals.virginia.edu)
- Assist in the administration of the Phonological Awareness Literacy Screening as determined by school administration, three times per year.
- Assist with the interpretation of results of the Phonological Awareness Literacy Screening.
- Collaborate with administration, literacy leaders and classroom teachers to create a schedule for intervention groups for all PALS identified (and borderline, when applicable) students.
- On a regular and consistent basis, meets and instructs assigned classes in the locations and at the times designated. Assigned classes include up to nine small groups of five or fewer, receiving instruction for thirty minutes daily.
- Create a classroom environment that provides for student involvement in the learning process and enable each student to achieve learning objectives.
- Provide an instructional program to meet the needs of all students. Prepare and plan for differentiated lessons using the provided intervention curriculum materials for all student groups.
- Prepare for classes assigned and show written evidence of preparation upon request of immediate superior.
- Prepare substitute materials as needed when unable to report to work for illness or other circumstances.
- Guide the learning process toward the achievement of curriculum goals and in harmony with the goals, establish clear objectives for all lessons, units, projects and the like to communicate these objectives to students.
- Establish learning objectives consistent with appraisal of student needs, requirements of VBCPS curriculum framework and knowledge of human growth and development.
- Plan for and utilize instructional methods, resources and evaluation techniques which motivate and enable each student to achieve learning objectives.
- Take all necessary and safety precautions to protect students, equipment, materials and facilities.
- Maintain accurate and complete records as required by law, VBCPS policy and administrative regulation; including, but not limited to, daily attendance records and materials inventory.
- Assist the administration in implementing all policies and rules governing student life and conduct and, for the classroom, develop reasonable rules of classroom behavior and procedure, and maintain order in the classroom in a fair and just manner.
- Make provision for being available to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms.
- Establish relationships with colleagues, students, parents and community which reflect recognition of and respect for every individual.
- Appraise his/her own effectiveness and demonstrate successful application of skills and information acquired to increase effectiveness. Strive to maintain and improve professional competence.
- Perform other duties as required.



KNOWLEDGE, SKILLS, AND ABILITIES

General knowledge of the practices, methods and techniques used in classroom teaching; ability to maintain confidential files and information and to compile reports; ability to deal effectively with students and teachers; skill in the use of classroom and instructional equipment; ability to operate standard office, word and data processing equipment; ability to establish and maintain effective working relationships with teachers, students and associates.

EDUCATION AND EXPERIENCE

Required: High school diploma

Preferred: Bachelor's Degree

PHYSICAL REQUIREMENTS

Must have the use of sensory skills in order to effectively communicate and interact with other employees and the public using the telephone and personal contact as normally defined by the ability to see, read, talk, hear, handle or feel objects and controls. Frequent sitting, walking, bending, grasping, fingering, repetitive motion, and reaching. Occasional standing, stooping, crouching, and kneeling. Ability to lift up to 20 pounds frequently and up to 50 pounds rarely. Requires timely and regular adherence to established work schedules.

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

SPECIAL REQUIREMENTS

Possession of a valid driver's license.

Regular and reliable attendance is an essential function of this position.

FLSA Status: Exempt	Description: 7/21
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