

**COMPTON UNIFIED SCHOOL DISTRICT
HUMAN RESOURCES – CERTIFICATED PERSONNEL**

POSITION DESCRIPTION

Title:	Student Support Specialist	Reports To:	Middle/High School Principal
Divisions:	Associate Superintendents, Middle and High Schools	Classification:	Certificated Non-Administrative
Funding Sources:	Categorical	Work Year	Ten (10) Months
		Salary:	Teacher, Schedule A

I. DESCRIPTION OF POSITION

Under the supervision of the Middle/High School Principal or designee, the Student Support Specialist will assist in the support and resolution of non-academic and academic problems which interfere with students receiving the maximum benefit from the educational programs; assist in protecting the health and welfare of students; establish an individual student learning plan to assist students relative to educational and personal-social activities; plan and administer a program of effective student discipline. Assist parents and students with appropriate referrals to support services and resources in the community.

II. MAJOR DUTIES AND RESPONSIBILITIES

- A. Develops student intervention plans and support programs, effectively supports students and parents in implementing support plans.
- B. Records and makes recommendations for student intervention and support strategies
- C. Assist with setting-up staff development activities for teachers
- D. Develops intervention templates utilized for monitoring of student intervention activities
- E. Assists with student attendance, scheduling, implementing and monitoring of intervention prescriptive activities
- F. Assists with development implementation and other relative student intervention activities
- G. Assist with the development of communication for staff and parents of student intervention programs
- H. Works closely with principals to implement student support plans
- I. Assists with other related school-wide intervention activities
- J. Assists with student discipline and support program for parents
- K. Works with students and the school community to create a safe and supportive academic culture
- L. Reviews and implements student discipline policies
- M. Makes recommendations for specific student disciplinary consequences
- N. Monitors system for recording student disciplinary behavior and actions
- O. Participates in the student transfer and placement process
- P. Works with faculty and staff on effective approaches to classroom management.
- Q. Monitors student attendance and recommends appropriate responses
- R. Coordinates services with law enforcement, government agencies, and community-based organizations on implementation of student support services
- S. Participates in the coordination and implementation of social skills training, character building and family strengthening programs, and collects and analyzes data to determine their effectiveness
- T. Attends required coaching and trainings as scheduled by the Associate Superintendents of Middle and High Schools – Mandatory Friday training will be provided by district
- U. Assists in the planning and implementation of safe school and violence prevention strategies and programs to ensure a safe and secure campus
- V. Participates in district-wide and site-based meetings and professional development activities
- W. Follows a planned professional growth program, participates actively in local, state and national professional education and/or counselor associations
- X. Performs other duties as assigned

III. EDUCATION AND EXPERIENCE

- A. Possession of a valid Pupil Personnel Services Credential and/or a Multiple or Single Subject Teaching Credential
- B. Masters Degree from an accredited institution of higher learning preferred
- C. Three or more years of successful credentialed teaching or counseling experience in a multicultural environment
- D. Successful experience in a responsible position outside of the classroom preferred
- E. Bilingual ability desirable (Spanish preferred)
- F. CLAD required
- G. BCLAD preferred

IV. KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

- A. Principles, methods, techniques, strategies and trends in educational, vocational, career, social and emotional adjustment counseling, and student intervention plans
- B. Social, emotional and behavioral characteristics of adolescent and pre-adolescent students
- C. District organization, operations, policies and objectives
- D. Current applicable laws, regulations, codes, policies and procedures
- E. Interpersonal skills, conflict resolution strategies and procedures and team management building methods and techniques

Ability to:

- F. Interpret, apply and explain rules, regulations, policies and procedures
- G. Analyze situations accurately and adopt an effective course of action
- H. Work cooperatively and effectively with students, parents, teachers and administrators
- I. Prepare comprehensive narrative and statistical reports
- J. Meet schedules and timelines
- K. Work independently with minimal direction
- L. Plan and organize work
- M. Demonstrate effective communication skills both orally and in writing
- N. Use computer applications including word-processing, presentation, and data base software programs

V. WORKING CONDITIONS

Work day and year:

- A. Ten month position.
- B. The contractual 184 work days
- C. The contractual seven (7) hour work day, plus an additional stipend of \$1,000 each semester for additional duties

Environment:

School site.

Physical abilities:

Hearing and speaking to exchange information and make presentations.

Approved by: _____

Dr. Kaye E. Burnside, Ed.D., Superintendent

Date: _____

4/20/10

The Compton Unified School District supports equal opportunity employment for all applicants and does not discriminate on the basis of age, race, gender, sexual orientation, marital status, physical or mental disability, national origin, ancestry, creed, Vietnam status, arrest or conviction record, or any other reason prohibited by state or federal law. Employees of this District are required to comply with the provisions of Title VI of the Civil Rights Act and Title IX of the 1972 Educational Amendments.