

# DeKalb County School District

## Position Specification

Title: Specialist, Student Support

<b>DIVISION</b>	School-Based		
<b>DEPARTMENT</b>	School-Based		
<b>REPORTS TO</b>	Principal		
<b>CLASSIFICATION</b>	Teacher	<b>LEVEL</b>	Teacher
<b>CALENDAR</b>	10 Month	<b>FLSA</b>	Exempt
<b>RETIREMENT</b>	Teachers Retirement System	<b>APPROVED (HR)</b>	07/02/2012

### General Statement of Job

Under general supervision, facilitates activities designed to ensure the implementation of system-wide prevention and intervention programs that promote a drug and violence free environment.

### Specific Duties and Responsibilities

#### Essential Functions:

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

- Assists in integrating the prevention and intervention philosophy, research-based programs and services into strategic plan for school improvement.
- Monitors attendance of students, including communicating with the students, parents, teachers and social worker; submits attendance reports monthly along with assessing weekly reports for incentives.
- Provides individual and group support to students.
- Participates on attendance committee to monitor student attendance; implements incentive based attendance programs to assist with attendance concerns.
- Ensures the delivery of prevention and intervention programs and services to reduce drug use, violence and at-risk behaviors in schools; assists with the implementation of other assistance programs for students
- Provides professional learning opportunities to school based personnel; assists schools in adopting research based strategies to reduce problem behaviors exhibited by students.

- Collects and analyzes school climate data to facilitate needs assessment.
- Fosters collaboration efforts with community agencies and organizations to implement programs and services in response to needs analysis data.
- Assists with crisis intervention at the local school and district level
- Performs other duties as assigned.

**EDUCATION AND/OR EXPERIENCE:**

Bachelor's degree in human services (guidance, counseling, etc.) from an approved accredited college or university required.

Minimum of three (3) years' experience in counseling, social services or pupil personnel services required. Experience in a school setting or similar professional environment preferred.

**CERTIFICATES, LICENSES, PERMITS:**

Valid Professional Standards Commission approved certificate in appropriate educational field at level SRT-4, SRS-5 or above required

Valid Level IV certificate issued by the Prevention Credentialing Consortium of Georgia preferred.

**Knowledge, Skills & Abilities**

**Knowledge of DCSD policies and procedures; Georgia Department of Education curriculum guidelines for schools; all relevant available public and private resources and services including, but not limited to community resources in mental and social health, learning disabilities, child and substance abuse, and social adjustment; human growth and development skills and abilities; social and emotional needs of children, indicators of academic success in students; counseling strategies; and best practices relative to drug education and violence prevention**

**Skill in effective oral, written and interpersonal communication, counseling students with academic difficulties and behavioral problems; maintaining order in a classroom setting; administering the school system's discipline policies; conflict resolution; program evaluation; and project management**

**Ability to analyze and interpret data; plan and develop course of study suitable for specific grade levels; develop lesson plans incorporating lectures, projects, group discussions, exhibits, field trips, audiovisual and library resources, computers and the internet; maintain confidential information; present information to large and small groups; use relevant computer applications; prioritize assignments; and manage multiple tasks simultaneously**

**ADA Requirements:**

**Sedentary Work:** Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.

**Fingering:** Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand or arm as in handling.

**Talking:** Expressing or exchanging ideas by means of the spoken word. Those activities in which one must convey detailed or important spoken instructions to others accurately, loudly, or quickly.

**Hearing:** Ability to receive detailed information through oral communication, and to make fine discrimination in sounds, such as when making fine adjustments on machined parts with or without correction.

**Repetitive Motions:** Substantial movements (motions) of the wrists, hands, and/or fingers.

**Performance Factors:**

**Interaction with Others:** Ability to maintain, on a regular and consistent basis, relationships that are not characterized by high levels of hostility, social withdrawal or failure to communicate. Ability to be flexible relative to daily routines. Ability to demonstrate sensitivity to the differences among diverse populations.

**Concentration:** Ability to maintain workflow and thought processes in the presence of frequent distractions. Ability to ignore irrelevant sights or sounds and intrusive thoughts or stimuli. Ability to manage multiple tasks simultaneously with only few or no errors.

**Stressful Circumstances:** Ability to produce quality work when short or unexpected deadlines are presented. Ability to adjust work processes without incident when new and unexpected directions are given relative to a project that may be in process. Ability to maintain composure and not compound a situation when interacting with persons who may be angry, demanding or otherwise less than polite.

**Independent Judgment:** Ability to complete work tasks without being given precise directions relative to work steps or the final project.

**Organizational Skills:** Ability to establish priorities; simultaneously manage multiple tasks; and deliver a quality work product by a designated deadline.

**Decision Making:** Ability to make appropriate business decisions.

**Attention to Detail:** Ability to recognize errors or layout features that detract from the physical attractiveness or accuracy of a work product.

**Public Contact:** Ability to communicate professionally and effectively, both verbally and in writing, with superiors, colleagues, and other individuals within and external to the school system. Ability to demonstrate professionalism while interacting with others and to maintain constructive working relationships.

**Attendance and Dependability:** Ability to be depended on to report to work at the scheduled time and to seldom be absent from work. Ability to complete work in a timely, accurate manner and to be conscientious about work performance.