

Openingsasof3/3/2017***Intervention Specialist IV - Intervention Services XXXXX-X*** JobID: 2050**Position Type:**

Professional Support/Specialist

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[EmailToAFriend](#)[PrintVersion](#)**Date Posted:**

XX/X/2017

Location:

INTERVENTION

Closing Date:

XX/XX/2017

Intervention Specialist IV

PC#: XXXXX-X

Pay Grade: 603

Salary Range: \$48,964 - \$61,205

Duty Days: 187

Position Purpose

Accelerate learning to close achievement gaps and ensure a college-ready foundation for every student by working collaboratively with campus Student Support Services (SSS) staff and administrators to enhance and improve student academic achievement through the delivery of programs and services that address students' emotional, social, and behavioral health needs in the academic setting.

Essential Functions

- Accelerate campus transformation through 1) strong leadership, 2) effective teaching and 3) high expectations to ensure every student develops the foundation for college readiness.
- Maintains a commitment to the district motto, mission, vision, and values; models district expectations through personal leadership and example; and actively supports the efforts of others to achieve district goals.
- Promotes an environment of cultural competency and responsiveness for students, parents, staff and stakeholders.

Instructional and Program Support

- Provides individual and group counseling to students who are experiencing emotional, social, behavioral or mental health issues.
- Establishes campus-based short-term individual and structured group counseling services for students identified as being at-risk for academic failure, dropping out, and/or disciplinary action by the administrator, including students assigned to ISS or OCI, and those transitioning from DAEP, treatment, or out of home placement.
- Develops Student Support Plans and provide follow up.
- Provides information, training, education, and consultation services with parents, teachers, administrators, and other relevant stakeholders to enhance work with students.
- Maintains records of all student, parent, school staff, and community contacts in a timely manner and assure confidentiality of such records.
- Demonstrates proficiency in current technological skills.
- Supports and/or facilitate student leadership development initiatives.

Facilitates conflict mediation between students, as needed, to resolve matters impacting student achievement.

School/Community Relations

- Serves as expert resource to faculty, staff, and administration in areas of intervention services, including mental health services.
- Demonstrates short-term interventions in working with students, families, and staff.
- Makes home visits as needed to gather information relating to students.
- Is familiar with and provides outside referral resources as needed.
- Participates in campus multidisciplinary team meetings to develop solutions for struggling students. (Rtl, ARD, SART meetings, SST, Attendance Committee, Discipline Committee, etc.)
- Implements appropriate awareness and prevention programs and classroom presentations in collaboration with other Student Support Services personnel (i.e. INOK, student clubs, Red Ribbon Week, etc.).
- Investigates referrals/allegations related to the district's I.N.O.K initiative: Friends For Life, school staff, students, and parents.
- Acts as a liaison for the district with parents and/or community agencies providing ongoing case management.
- Serves as Teen Reproductive Health Initiative representative for campus, as appropriate.
- Provides wellness opportunities/training for faculty as requested by administrators.
- Coordinates student leadership initiatives as appropriate.

Crisis Support

- Provides intervention services in situations that are deemed crisis or critical by campus administrators to students, parents, and school staff.
- Provides suicide risk prevention education to school staff, students, and parents as required by state law in collaboration with Guidance & Counseling.
- Serves as a member of or act as the Lead for the Trauma Response Team, coordinating crisis response on campus as well as responding to other campuses affected by a traumatic event as requested.
- Conducts suicide, trauma and violence risk assessments for students (including emergency parent conference), and possibly staff, and make appropriate referrals.
- Provides case management services to students with severe and chronic problems that are leading to disciplinary action by the administrator (including third-party hearings, suspensions, or expulsions).
- Coordinates referrals for social services that are the purview of the campus.

Program Management

- Develops relationships with students and parents.
- Provides leadership in the organization, development, and delivery of programs and services to the student and parent/guardian.
- Compiles, maintains, and files all reports, records, and other required documents.
- Provides information, training, education and consultation services to schools and communities concerning intervention issues.

Additional Duties

- Performs all job related duties as assigned and in accordance to the Board rules, policies and regulations.
- Exhibits high professionalism, standards of conduct and work ethic.
- Demonstrates high quality customer service; builds rapport/relationship with the consumer.
- Demonstrates cultural competence in interactions with others; is respectful of co-workers; communicates and acts as a team player; promotes teamwork. Responds and acts appropriately in confrontational situations.

Travel Requirements

- Travels to school district buildings and professional meetings as required.

Knowledge, Skills and Abilities

- Knowledge of individual and group counseling skills.

- Knowledge of casework methods.
- Knowledge of prevention and intervention strategies, including behavior management interventions.
- Knowledge of applicable federal and state laws regarding education and students.
- Ability to effectively conference with teachers, parents, and students.
- Ability to instruct students and manage their behavior.
- Ability to present information in one-on-one, small group, and large group situations to students, parents, and district staff.
- Ability to use computer network system and software applications as needed.
- Ability to organize and coordinate work.
- Ability to communicate effectively, both oral and written forms.
- Ability to engage in self-evaluation with regard to performance and professional growth.
- Ability to establish and maintain cooperative working relationships with others contacted in the course of work.

Qualifications

- **Education:** Bachelor's degree required; Master's degree preferred (Mental Health and Human Service field).
- **Experience:** With a Master's degree, three years' experience providing services to children and/or adolescents, especially those at high risk. If only a Bachelor's degree, then a minimum of five years' experience is required.
- Experience using prevention and intervention skills with students and families preferred.
- Experience with trauma-informed critical incidence response also preferred.
- Experience with school-aged populations including experience using prevention and intervention skills with students and families.
- Demonstrated ability to work with multi-ethnic populations in an urban multicultural setting.
- Demonstrated excellent communication (written and oral) and interpersonal skills.
- Demonstrated ability to work collaboratively with a diverse community, district staff members, parents, community and the public.
- **Certificate/License:** Possess a valid Texas professional licensure in at least one of the following in the State of Texas.
 - Licensed Chemical Dependency Counselor (LCDC)
 - Licensed Professional Counselor (LPC)
 - Licensed Marriage & Family Therapist (LMFT)
 - Licensed Social Worker (LBSW, LMSW, LCSW)
- **Language:** Bilingual skills preferred in some settings.

Physical Job Requirements

PHYSICAL DEMANDS REFERENCE

Occasionally (0-33% of day, 0-32 repetitions)

Frequently (34-66% of day, 33-200 repetitions)

Constantly (67-100% of day, >200+ repetitions)

Physical and Mental Demands, Work Hazards

- **Tools/Equipment Used:** Personal computer and peripherals; standard instructional equipment
- **Posture:** Prolonged sitting; frequent standing, kneeling/squatting, bending/stooping, pushing/pulling, and twisting
- **Motion:** Frequent walking
- **Lifting:** Regular light lifting and carrying (under 15 pounds); Occasional heavy lifting (45 pounds and over); may be required to lift and transfer students to and

from wheelchair or assist with positioning of students with disabilities

Environment: Work inside, may work outside; regular districtwide travel to student homes

- **Mental Demands:** Maintain emotional control under stress; may work prolonged or irregular hour

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to walk; sit; use hands for fine manipulation, handle or feel and reach with hands and arms using a keyboard and video display terminal. The employee is occasionally required to stand and stoop, kneel, crouch or crawl and climb stairs. The employee must maintain emotional control under stress, and occasionally work prolonged and/or irregular hours. The employee must regularly lift and/or move up to 10 pounds and occasionally up to 35 pounds. Specific vision abilities required by this job include close vision. The work environment is a standard office setting including standard office equipment (fax, copier, phone, computer, 10-key, etc.). The noise level in the work environment is usually low to moderate.

These statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all job responsibilities.

FMLA regulations require all employers to post the [updated FMLA notice](#).

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