



VIRGINIA BEACH CITY PUBLIC SCHOOLS **CHARTING THE COURSE**

STUDENT SUPPORT SPECIALIST

GENERAL RESPONSIBILITIES

The position is responsible for establishing a rapport with students in alternative and comprehensive settings that are 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 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.)

- 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/intrapersonal 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 elementary, middle and high schools.
- Guide students as they develop the knowledge, skills, and attitudes necessary for success in an academic system.
- Provide assistance to elementary, middle and high school Student Response Team meetings.
- Identify and implement appropriate interventions for students identified as being at-risk.
- Present professional development for administrators and teachers on a variety of topics related to student behavior.
- Coordinate community resources to support students in crisis.
- Provide informational and educational workshops for families and community stakeholders.
- Facilitate small group instruction when indicated.
- Conduct intervention programs for students who consistently violate the Student Code of Conduct.
- 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.
- Implement effective strategies with students 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

Required: Bachelor's Degree in counseling, social work, psychology, sociology or a related field or hold a Collegiate Professional Certificate or Postgraduate Professional Certificate.

Preferred: 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.



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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 and stooping. Ability to lift up to 20 pounds frequently. 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 Virginia Commercial Driver's License.
Regular and reliable attendance is an essential function of this position.