Jefferson School District
Job Description

Job Title: TOSA - Behavior Support
Reports To: Principal
FLSA Status: Non-Exempt

JOB SUMMARY

The Behavior Support Teacher on Special Assignment (TOSA) is Title 1 funded, designated as a one-year position, and is responsible for working to build the school-wide capacity of Jefferson Elementary staff to ensure high fidelity delivery of research based behavioral and classroom management strategies.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Essential duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.

1. Follows and maintains knowledge of all District policy(ies) and procedures.
2. Follows all current state and federal laws and administrative rules pertaining to public school teachers.
3. Train and support school staff to implement behavioral strategies and plans to ensure students are provided with the supports they need, in order to access their curriculum and Least Restrictive Environment (LRE).
4. Develop and Implement school-wide behavior systems (Ruler, PBIS, etc.) in coordination with administration
5. Create materials to provide behavioral supports that align with academic, social, and behavioral programming.
6. Provide modeling and coaching around the implementation of behavior interventions.
7. Assist school staff in collecting behavioral data and delivering behavior programming.
8. Collaborate with administration to refine, change, and further modify program or plans to best meet student needs.
9. Support staff and students in the school setting (i.e. during transitions between classes, beginning and end of the day, at recess, lunch, and specials) with optimizing social interactions and social pragmatic instruction in real life situations.
10. Manage behavioral; crisis situations, model interventions, provide staff training, and guidance in the development of crisis plans.
11. Partner and collaborate with Director of Special Services and Special Education staff as directed.
12. Responsible for completing “other related job duties as assigned by supervisor”.
13. Appropriately maintains and secures confidential records and inquiries.
14. Takes all responsible precautions to provide for the health and safety of the students and to protect equipment, materials and facilities.
15. Works to establish and maintain open lines of communication with students and their parents concerning both the broad academic and behavioral progress of their students.
16. Works to establish and maintain open lines of communication with the administration, other staff members and District patrons.
17. Professionally represents the school and the District in interactions with parents, district patrons, staff and students.
18. Assists in determining and evaluating educational goals consistent with district philosophy and strives to implement those goals by instruction and action.
19. Cooperates with other members of the staff in planning instructional goals, objectives, curriculum and instructional methods.
20. Assists the administration in implementing policies and rules governing student activities and conduct.

21. Maintains appropriate certifications and training hours as required. Participates in professional in-service and ongoing training to further develop specialized skills.
22. Complies with applicable District, state, local and federal laws, rules and regulations.
23. Attends work regularly and is punctual.

MARGINAL DUTIES AND RESPONSIBILITIES

Marginal duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.

1. Attends in-service trainings.
2. Attends staff meetings.
3. Substitutes for other teachers, as necessary.

SUPERVISORY RESPONSIBILITIES

May supervise and direct the work of instructional assistants and/or teacher aide(s). All school employees have some responsibility for supervising students and assisting in maintaining a safe environment.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- **Education and/or Experience:** Bachelor's degree (B.A.) or equivalent from four-year college or university or at least one year related experience and/or training or equivalent combination of education and experience. Master's degree (M.A.) or equivalent strongly preferred. Must be highly qualified under the reauthorized ESEA. Prior successful experience teaching in a school setting at the grade level sought for this position strongly preferred.
- **Interpersonal Skills:** Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with and teach students at the grade level designated for this position.
- **Language Skills:** Ability to communicate fluently verbally and in writing in English. Ability to effectively present information and respond effectively to questions in one-on-one and small group situations with students and school staff. Ability to verbally respond to common inquiries from students. Ability to read and interpret documents such as safety rules, IEPs, operating and maintenance instructions, procedure manuals and governmental regulations. Ability to write routine reports and correspondence.
- **Mathematical Skills:** Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions and decimals. Ability to compute rate, ratio and percent.
- **Reasoning Ability:** Ability to define problems, collect data, establish facts and draw valid conclusions. Ability to interpret an extensive variety of instructions in varying forms and deal with several abstract and concrete variables. Ability to problem solve and deal with a variety of concrete variables in situations where only limited standardization exists.
- **Computer Skills:** General knowledge of computer usage and ability to use, e-mail, internet software and word processing software. Ability to proficiently use the following programs strongly preferred: MS Word, Excel, Groupwise, Pinnacle, and Web Portal. Ability to type accurately and proficiently.

- **Other Skills and Abilities:** Demonstrated knowledge of child growth and development at each level of instruction and of the social, emotional, physical and cognitive development of students. Possesses knowledge of effective behavior management methods. Ability to meet time lines and exercise good judgment while working in a dynamic environment.
- **Certificates, Licenses, Registrations:** Certificates as determined by the District including meeting current highly qualified requirements under the reauthorized ESEA. Must have a valid teacher's license and subject specific endorsement(s) through the Teachers Standards and Practices Commission (TSPC), CPR/First Aid card and Oregon Driver License.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to walk; stand; 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 stoop or kneel. The employee may occasionally lift and/or move up to 10 pounds. The employee may occasionally climb stairs or ladders. Specific vision abilities required by this job include close vision, distance vision, ability to adjust focus and peripheral vision.

Work Environment

- Must be able to physically respond to students who are engaging in unsafe behavior (e.g. exert up to 50 lbs of force occasionally, and/or up to 20 lbs of force frequently, and/or 10 lbs of force constantly to move objects).
- Trained in the use of de-escalation, momentary physical intervention, and physical management techniques (training will be provided as part of the position).
- Ability to physically respond to student elopement
- Must be able to physically maintain a safe learning environment, including moving furniture in response to a crisis situation.
- Ability to travel for the purpose of professional development

OTHER

Note: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

Prepared By: Jefferson School District 14J Prepared Date: July 25, 2019

I have read and understand this job description.

Signature: **Date:**

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