TRAVIS UNIFIED SCHOOL DISTRICT

Reaching beyond the boundaries to build a community of learners.

TITLE: Student Support Specialist **CLASSIFICATION: Classified**
DEPARTMENT: School Administration **RANGE: 15**

BASIC FUNCTION AND RESPONSIBILITY

Under the supervision of the principal or designee, provides leadership and behavioral support for students to promote academic and socio-emotional success. Plans, develops, and implements recreational activities for students during recess and other unstructured time. Supervises students in a variety of settings, and teaches students how to play in a safe, inclusive manner. Implements strategies for positive student behavior management. Works in classrooms to support students whose behavior interferes with learning. Supports the development of a positive school climate characterized by safety, order, and inclusiveness.

ESSENTIAL JOB FUNCTIONS

- Plans, develops, and implements recreational activities for students, including traditional playground games and sports as well as non-traditional invented activities designed to be inclusive and build community.
- Supervises students in a variety of settings.
- Distributes and maintains recess playground and sports equipment. Works with school secretary to order new equipment as needed.
- Work independently with a minimum of supervision.
- Reports safety concerns for grounds and equipment, and assures safe and appropriate use.
- Guides students in maintaining clean and safe eating and play areas.
- Works with school administration and staff to develop Positive Behavioral Intervention & Support (PBIS) playground rules; enforces rules; and assigns consequences for not following rules, and contacts parents as directed by principal.
- Instructs and supports students in using conflict resolution skills to resolve playground conflicts and provides PBIS instruction to students as appropriate.
- Assists teachers with planning and implementing rainy day recess activities.
- Trains noon duty staff on effective supervision strategies, games, and activities.
- Collaborates with other Student Support Specialists, administrators, school staff, and Special Education staff to share best practices in order to benefit all students in the district.
- Assists principal and secretary in assigning Watch D.O.G.S. and other parent volunteers to supervision areas and supporting their work.
- Implements Non-Violent Crisis Intervention Techniques, including de-escalation techniques and physical restraints, as needed.
- Administers first aid in case of minor injury.
- Works in classrooms to support the implementation of behavior plans for general education students.
- Attends SST, IEP, 504s, or other meetings as required to provide information about observed student behavior.
- Assists administrators with crisis planning and intervention; supports administrators in maintaining campus safety.
- Performs related duties as required.

EMPLOYMENT STANDARDS

Requires Knowledge of:

- Basic elements of good English usage, spelling, and mathematics in order to support students in the classroom
- First aid practices
- Playground games and sports
- Basic computer skills to communicate via e-mail, search for new games and activities, and to compose documents and reports as required

Requires Ability to:

- Work patiently with children exhibiting challenging behavior, celebrating small gains.
- Communicate clearly with a variety of people encountered on the job.
- Maintain a positive attitude and optimistic outlook; work effectively with many interruptions.
- Build positive relationships with students.
- Analyze situations accurately and adopt an effective course of action.
- Demonstrate enthusiasm for activities and student participation.
- Implement strategies, techniques, and token reward systems as written in student behavior plans.
- Establish and maintain effective working relationships with those contacted in the performance of required duties.
- Support students in developing their ability to resolve conflicts.
- Apply understanding of the physical, social, intellectual, social, and emotional growth patterns of students.
- Meet deadlines and adhere to schedules.
- Read and write at a level sufficient for the performance of assigned duties including independently producing professionally written reports and documents related to responsibilities.
- Plan, organize, and implement playground activities and recreational programs for students.
- Intervene effectively in escalating behavior.
- Restrain students as needed.
- Safely lift and carry students of varying weights alone and with help.
- Utilize techniques of effective supervision.
- Make contact with persons entering the campus to ensure the safety of students and staff.
- Keep and compile records and reports, and input information into systems as directed by principal; create PBIS data reports.
- Understand and carry out oral and written directions.
- Communicate effectively, tactfully, and persuasively, both orally and in writing.
- Read, interpret, apply, and explain rules, regulations, policies, and procedures.
- Establish and maintain effective working relationships with parents and district employees.
- Meet the physical requirements of the job.

Certifications:

- Pass the County Instructional Assistant Test.
- Obtain and maintain the following valid licenses or certificated during the term of employment (the District will assist the employee in obtaining the initial NCI, first aid, and CPR certifications and will provide annual NCI training):

    - Non-violent Crisis Intervention Techniques (NCI)
    - Red Cross first aid
    - Red Cross approved CPR (or valid EMT, LVN or RN certification)
    - Valid Class C California Driver's license

EDUCATION AND EXPERIENCE

- High school diploma or GED
- Experience working with children and youth
- Experience in schools and/or youth recreation settings desirable

PHYSICAL DEMANDS

The physical requirements indicated below are necessary to perform the essential job functions. Reasonable accommodation will be made to enable a person with a disability to perform these functions.

- Sufficient vision to read printed material, see distant objects with clarity, judge distances and spatial relationships and identify and distinguish objects
- Sufficient hearing to hear conversation in person, on the telephone, and hear sounds clearly up to 20 feet
- Ability to speak in an understandable voice with sufficient volume to be heard in normal conversation on the telephone and when addressing groups
- Ability to exert up to 50 pounds of force to push, pull, drag, or otherwise move objects and equipment
- Ability to lift, move, restrain, and position students of up to 100 lbs.
- Ability to run to intercept students who are eloping
- Frequent and continuous standing and walking, for extended periods of time
- Sufficient manual dexterity and/or mobility to grasp and/or manipulate objects and move about the work area and move between work sites
- May be subject to work environments that have exposure to weather with extremes of heat and/or cold, wet and/or humid conditions

DRAFT 6/14/16