

Interventionist

DEPARTMENT:	Schools	REPORTS TO:	Principal, Assistant Principal
WORK SCHEDULE:	10 months	COMPENSATION:	Certified Salary Schedule
FULL/PART TIME:	Full time	FLSA STATUS:	Exempt

Position Description

Develop interventions for students who are not meeting expectations in an academic subject area including working with individuals or small groups of students and supporting tier one instruction. Collect and analyze schoolwide data to identify needs and monitor the progress students make in response to interventions. Support the social, emotional, physical, and academic well-being and growth of students.

Task Title	Essential Job Functions	Percent of Time Spent
Instruction & Classroom Management	<ul style="list-style-type: none"> • Instruct students individually and in small groups, using research-based intervention methods to address identified gaps. • Establish and communicate clear learning objectives to students. • Understand and utilize a variety of methods and techniques to meet the needs of all students and facilitate achievement of the objectives. • Follow IEPs, 504s, BIPs, and other student needs/ accommodations. • Support the intellectual, social, and personal development of students. • Prepare students for future success by encouraging them to explore learning opportunities and to persevere with challenging tasks. • Establish and maintain a positive learning environment. • Manage student behavior in an appropriate and constructive manner. • Train and oversee teacher assistants. 	60%
Planning & Assessment	<ul style="list-style-type: none"> • Administer screening, diagnostic, and progress monitoring assessments to students. • Collect and analyze data weekly using a variety of assessment activities and progress monitoring tools to determine the needs and progress of students. • Observe and evaluate students' performance, behavior, social development, and physical health. • Maintain accurate and complete student records as required by laws, district policies, and board of education policy. • Maintain strict confidentiality. • Research and create materials to support students in alignment with curriculum guidelines, educational standards, and best practice for intervention. • Prepare objectives and outlines for intervention, following curriculum guidelines or educational standards. 	15%

Task Title	Essential Job Functions	Percent of Time Spent
	<ul style="list-style-type: none"> • Create and adjust intervention groups based on needs. • Tailor instruction and create scaffolding materials to accommodate diverse learning needs. 	
Classroom support	<ul style="list-style-type: none"> • Help teachers plan and implement supplemental classroom interventions. • Teach intervention strategies to classroom teachers. • Push into regular education settings to support struggling students. 	8%
Meetings & Administrative Duties	<ul style="list-style-type: none"> • Collaborate with classroom teachers, administration, counselors, and the school psychologist to plan instruction and analyze data to make decisions about student needs and progress. Help prepare student information for SSD referrals. • Participate in staff, department, team, and IEP meetings. • Perform administrative duties, such as progress reports, paperwork, and making copies. • Serve on committees, as required. 	8%
Communication & Relationship Building	<ul style="list-style-type: none"> • Develop positive interpersonal relationships with students, staff, parents, and administrators. • Diffuse stressful situations with others. • Develop intervention schedules based on student needs. • Communicate with students and families about student progress. • Confer with parents or guardians, teachers, counselors, and administrators to resolve students' behavioral and academic problems. 	5%
Professional Development	<ul style="list-style-type: none"> • Actively participate in professional growth activities. • Complete annual trainings. 	4%

The intent of this job description is to provide a representative description of the types of duties and responsibilities required for this position. Employees may be asked to perform other job-related duties as assigned.

Supervisory Responsibilities

- **Supervisory Responsibility:** N/A, not responsible for supervising employees
- **Supervisory Activities:** Developing or training
- **Budget Signing Authority:** No budget signing authority.
- **Decision-making Authority:** Decisions impact a functional area or department

Qualifications

Required

- **Education:** Bachelor's degree in Education or a field related to area of instruction.
- **Licensure:** Missouri teaching certificate in subject and grade level taught.
- **Previous Work-Related Experience:** Two or more years of teaching experience.
- Able to lift and carry up to 20 pounds.

Preferred

- **Education:** Master's degree in Education or a field related to area of instruction.
- **Certificates, Certifications, or Other Training:** Certified Math Specialist or Certified Reading Specialist, CPR certification & First Aid training

Knowledge & Skills

Knowledge

- **Basic:**
 - Administrative: Administrative and office procedures, functions, and basic office tasks,
 - Management: Business/management principles involved in strategic planning, resource allocation, leadership, and coordination of people and resources.
 - Health Services: Treating and preventing disease, and improving and preserving physical and mental health and well-being.
 - Safety/Security: Equipment, policies, and procedures for the protection of people, data, property, and the organization.
 - Law/government: Relevant local, state, and national laws and government regulations including KSD Board of Education policy.
- **Intermediate:**
 - Computers/IT: Electronic equipment, and computer hardware and software, including education applications.
 - Positive behavior supports
- **Advanced:**
 - Customer and personal service: Principles and processes for providing customer and personal services.
 - Education/Training: Principles and methods for curriculum and training design, teaching and instruction, and measuring training effects. Knowledge of developmentally appropriate practice and the central concepts, structures, and tools of inquiry of the discipline(s).
- **Expert:**
 - N/A

Skills

- **Constantly (More than 5.6 hours or 69% of the day):** Reading comprehension, Speaking, Writing, Active learning, Active listening, Critical thinking, Learning strategies, Monitoring, Time management, Coordination, Instructing, Service orientation, Social perceptiveness, Judgment and decision making, Systems evaluation,
- **Frequently (Between 2.6 hours and 5.5 hours or 33% to 68% of the day):** Negotiation, Persuasion, Complex problem solving, Systems analysis, Mathematics,
- **Occasionally (Up to 2.5 hours or 32% of the day):** Management of material resources, Management of Personnel Resources
- **Rarely (Less than 1 hour or 12% of the day):** Troubleshooting, Science

Working Conditions

Physical Demands

- **Constantly (more than 5.6 hours or 69% of the day):** Hearing

- **Frequently (Between 2.6 hours and 5.5 hours or 33% to 68% of the day):** Sitting, Walking, Finger Dexterity
- **Occasionally (Up to 2.5 hours or 32% of the day):** Crouching/Kneeling, Standing, Carrying/Lifting, Multi-limb coordination, Reaching, Repetitive motion, Color Vision
- **Rarely (Less than 1 hour or 12% of the day):** Crawling, Balancing, Climbing, Pulling/Pushing

Mental and Psychological Demands:

- *High demands:* The job requires significant mental effort and involves high levels of stress (e.g., Frequent need to deal with difficult customers or manage emotions when interacting with others, often works under tight deadlines, exposure to public criticism, regularly requires extended periods of concentration on complex tasks).

Work Type/Physical Demands

- *Light work:* Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated for light work.

Working Environment

- *Everyday risk and discomfort level:* The environment involves everyday risks or discomforts that require normal safety precautions typical of such places as offices, meeting and training rooms, libraries, residences, or commercial vehicles, e.g., use of safe work practices with office equipment, avoidance of trips and falls, observance of fire regulations and traffic signals. The work area is adequately lighted, heated, and ventilated.

EEO Statement

Kirkwood School District is an Equal Opportunity Employer and does not discriminate on the basis of race, color, religion, national origin, age, disability, or sex, including pregnancy, sexual orientation, and gender identity and other characteristics protected by law.

Last Updated: May 12, 2024