HAWAII BAPTIST ACADEMY
JOB DESCRIPTION

JOB/POSITION TITLE: Student Support Specialist

OFFICE/CAMPUS: High School Campus

REPORTS TO: Director of Counseling and HS Principal **STATUS:** 10 month (exempt)

SALARY RANGE: $53,000-$92,646 (*compensation commensurate with qualifications)*
**Pay rate reflects the range of pay for faculty which is dependent on educational and years of relevant experience*

PRIMARY PURPOSE: The Student Support Specialist provides targeted, research-based support to students with diverse learning profiles, ensuring they can access and thrive within the school's curriculum, instructional program, and learning environment. This role acts as a bridge between specialized support services and the general classroom, collaborating with faculty, families, and external professionals to foster an inclusive and academically rigorous environment.

ESSENTIAL DUTIES/FUNCTIONS:

1. Direct Student Support and Intervention

- Provide individualized and small-group support focused on **executive functioning** skills, including organization, time management, and self-monitoring.
- Foster student **self-advocacy** by helping students understand their unique learning profiles and how to communicate their needs to teachers.
- Offer social-emotional support and behavioral interventions, utilizing restorative practices or counseling to address academic-related emotional challenges.
- Serve as Academic and Personal Counselor to a caseload of identified students. Provide academic and personal **support** to a caseload of identified students.

2. Faculty Collaboration and Instructional Coaching

- Partner with teachers to implement **classroom accommodations** and differentiated instructional strategies that support neurodiverse learners while maintaining academic rigor.
- Conduct regular **classroom observations** of students on their caseload to better understand student needs and the pedagogical environment.
- Actively participate in **Student Support Team (SST)** meetings to ensure a cohesive approach to student care.
- Facilitate meetings with teachers at the start of the semester/year to discuss students' learning profiles, accommodations, and potential instructional strategies.

3. Documentation and Management of Learning Plans

- Review and explain **psycho-educational and neuropsychological evaluations** for faculty and families.
- Develop and monitor internal support documents, including the HBA Educational Plan.

- Maintain accurate, timely, and **confidential records** regarding student progress and interventions.

4. Family Partnership and Communication

- Serve as a primary point of contact for parents/guardians, providing regular **progress reports** on the effectiveness of strategies and student growth. Organize and host all annual high school family meetings and reviews for students with diagnosis.
- Provide **resource referrals** to families for external testing or specialized services (e.g., educational therapists, psychotherapists).
- Collaborate and consult with any external providers that the student/family is working with to provide coordinated support.

5. Coordination of Testing Accommodations

- Manage logistics for **standardized testing accommodations** through agencies such as the College Board and ACT.
- Schedule and coordinate proctoring of in-school assessments for students eligible for **extended time** or other documented accommodations.

6. School wide Contributions

- Support the **Admissions Office** by conducting applicant observations or reviewing prospective student files.
- Collaborate with Principal, Director of Counseling, Vice Principal, and Curriculum Director for leading professional development regarding learning and neurodiversity.
- Contribute to the broader life of the school by serving as a club advisor or coach.
- Plan and implement workshops for students and parents on topics such as executive functioning and study skills strategies.

OTHER DUTIES/FUNCTIONS:

- Works collaboratively with supervisors of other departments in matters regarding student case load.
- Other duties as assigned.

CORE VALUES OF HBA: An employee of HBA must demonstrate the following core values:

- Humility: We cultivate humility by acknowledging the goodness of God and the reality of sin, by taking time to be contemplative, by being open to change, and by knowing that there is and will always be more to learn.
- Curiosity: We cultivate curiosity by asking questions, by seeking opportunities to learn, by trying new things, and by persevering in our quest for answers.
- Love: We cultivate love in community by striving for peace, by eliciting and sharing ideas, by constructively expressing and resolving disagreements, by respecting differences and loving all people, and by asking and offering forgiveness.
- Commitment: We express our commitment by speaking truth and taking responsibility, by caring for God's creation, and by using our talents and resources to work toward the good of humanity.

WORKING CONDITIONS:

- Equipment and Software Use: Equipment and Software Use: Computer skills and knowledge of relevant software MS Office, Google docs/calendar/forms. FinalSite, Blackbaud, Maya Learning), knowledge of operation of standard office equipment, knowledge of clerical and administrative procedures and systems such as filing and record keeping.
- Work Hours: 7:30 a.m. - 4:00 p.m. Monday -Friday (8 hours/day). Some weekday after-hours
- and weekend work may be required.
- Mental Demands: Ability to function during intense peak periods and to prioritize tasks and projects. Analytical and critical thinking ability, attention to detail, concentration, and decision making. Ability to see both overall picture and detail. Exercises good judgment, able to make sound decisions.
- Physical Demands: Ability to sit for extended periods of time. Extended periods of visual and mental concentration, travel.
- Social Demands: Ability to communicate with all stakeholders in a friendly and concise way. Ability to remain calm and reflective during moment of student's dysregulation.

QUALIFICATION REQUIREMENTS:

- Spiritual: Must have accepted Jesus Christ as Lord and Savior of their life and; demonstrate a living relationship with Jesus Christ as described in "The Baptist Faith and Message", the tenets of the Southern Baptist denomination. Active member of a Southern Baptist Church preferred.
- Skills/Knowledge: Instructional techniques, strong understanding of neurodiversity, child/adolescent development, skills in working with people and a collaborative mindset.
- Education/Training: An advanced degree, such as a Master's or Ph.D., in Special Education, Counseling Psychology, Educational Psychology, or a related field is strongly preferred
- Experience: Must have teaching and experience. Leadership experience is of benefit. Minimum of 3–5 years of experience in learning support, counseling and/or classroom teaching

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