



Tipp City Exempted Village Schools

Vision

Tipp City Schools, in partnership with the community, fosters a culture of learning that values tradition and innovation, empowering all students to be respectful and responsible citizens with integrity.

Mission

Tipp City Schools cultivates positive relationships, embraces diversity, provides opportunities, and supports high expectations for every student.

Employment Opportunity Description **Intervention Specialist**

This description may not have all the tasks and responsibilities that are expected of the individual(s) placed in this position for our school system, and, as with many professions, the terms outlined here are subject to change over time.

The **Intervention Specialist** builds relationships, nurtures acceptance, and exhibits a student-centered focus to achieve educational expectations for students. The Intervention Specialist knows students well to scaffold for learning; adapts instruction to fit knowledge of students' needs; creates an emotionally and intellectually safe learning environment; and makes connections with students and family members. Additional competencies and details are provided below.

Essential Duties and Responsibilities

- Follow administrative procedures and uphold Board policy
- Collaborate with students, parents, and other members of staff to develop IEP through the committee process for each student assigned.
- Implement an instructional, therapeutic, or skill development program for assigned students and show written evidence of preparation as required.
- Work cooperatively with classroom teachers to modify regular curricula as needed and assist special education students in regular classes with assignments.
- Present subject matter according to guidelines established by IEP
- Consult with classroom teachers regarding management of student behavior according to IEP.
- Establish and maintain open communication by conducting conferences with parents, students, principals, and teachers.
- Be knowledgeable of the subjects being taught
- Implement the Board of Education approved curriculum via short-term and long-term planning and collaboration
 - Plan the daily activities
 - Develop unit plans aligned with state standards
 - Properly procure the needed materials to execute the planned lessons
 - Facilitate the proper growth of students through the development of critical thinking skills, problem solving skills, introspection techniques, creative skills and motor skills
- Foster confidence for students and respect the student experience
- Prepare a safe learning environment and classroom materials
 - Adhere to safety guidelines and use proper pupil management skills
 - Supervise students during school activities
 - Encourage student engagement and hope
- Facilitate learning of students through instruction and assessment for learning
 - Teach scheduled classes by facilitating the planned lessons using effective teaching pedagogy
 - Adapt lessons and activities to fit knowledge of students' needs that are assigned to you
 - Structure the routine in the classroom for the safety of all students
 - Differentiate instructional skills and equitably facilitate the learning of the curriculum by all students
- Observe, evaluate, and assess student academic performance and behavior

- Maintain accurate and timely records of student performance and behavior
- Establish feedback loops with students to improve learning opportunities and behavior
- Adhere to school law with respect to IDEA, and follow district protocols and procedures for accommodating individual educational plans (IEPs) and 504 plans
- Know of and observe students for risk factors and report inquiries to proper authorities including the building administrator with awareness of privacy requirements that apply
- Empower students to become critical thinkers, collaborators, skillful researchers, and ethical users of information
 - Build on prior knowledge and construct new learning opportunities
 - Cultivate an awareness of the world of information and all its formats
 - Work with peers in successful collaboration for learning
 - Create an environment where students can constructively assess their learning and the work of their peers
- Professionally and ethically conduct oneself in all professional interactions: in-person and internet-based
 - Inform the school of attendance concerns and absences through the channels provided by the district in order to ensure proper coverage of the classrooms
 - Maintain licensure and licensure-related reporting through the district LPDC team
 - Attend professional development and complete required annual learning and certifications, including mental health and safety trainings
 - Utilize technologies provided by the district to communicate, instruct, educate, and collaborate with students and colleagues
 - Develop and maintain a current webpage
 - Professionally respond to parent inquiries in a timely manner
- Review and acknowledge the employee handbook and job expectations
- Report suspected child abuse or endangerment to the proper authorities, as mandated per Ohio law
- Complete required annual training via Public School Works
- Serve as a role model for students in how to conduct themselves as citizens and as responsible, intelligent human beings
- Other duties as assigned

Minimum Qualifications

- Bachelor's degree in Education from accredited college or university
- Resident Educator or Professional Teaching Licensure
- Appropriate endorsements for specialized instruction
- Student or adult supervision experience

Physical Demands & Working Conditions

- Physical Demands – While performing the duties of this job, the employee is regularly required to speak and hear. The employee is required to have dexterity of hands and fingers. Specific vision abilities required by this job include close vision, and ability to adjust focus. The employee is required to sit or stand for extended periods of time. They may be occasionally required to bend at the waist, kneel or crouch. While performing the duties of this job the incumbent is seated or walking at will and must be able to push, pull, lift and carry items under 25 pounds on occasion.
 - The physical demands described here are a representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations will be made to enable individuals with disabilities to perform the essential functions.
- Working Conditions – Generally acceptable working environment with moderate exposure to disagreeable conditions and elements, including possible interactions with impolite and/or aggressive students and adults. Exposure to such conditions and elements may cause the environment to be disagreeable for moderate periods of time. There may be some consequences on psychological well-being and minor impact on physical safety. Accidents are improbable outside of minor injuries, such as cuts, scrapes, or bruises.

Intervention Specialist Competencies: *Creative, Collaborative, Critical-Thinking, Communication, Empathy*

Knowledge

- Knowledge of Positive Behavioral Intervention Systems and the goals of the district and school as they pertain to PBIS
- Knowledge of principles and methods for curriculum and teaching instruction
- Know and use the Ohio Learning Standards for purposes of instruction
- Knowledge of the Model Code of Ethics provided by Ohio Department of Education
- Pace student instruction to meet yearly targeted goals

Skills

- Skilled in developing constructive and cooperative working relationships with others, and maintaining them over time
- Skilled in providing information to principal and co-workers by telephone, in written form, e-mail, or in person
- Skilled in determining how a classroom should work and how changes in conditions, operations, and the environment will affect outcomes
- Skilled in identifying measures or indicators of student performance and the actions needed to improve or correct performance, relative to the goals of the student
- Skilled in using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems
- Skilled in giving full attention to what other people are saying, taking time to understand the points being made, and asking questions as appropriate
- Skilled in monitoring/assessing performance of yourself and other individuals
- Skilled in communicating effectively in writing as appropriate for the needs of the audience
- Skilled in understanding new information for both current and future problem-solving and decision-making

Abilities

- The ability to organize, plan, and prioritize work
- The ability to think creatively to develop, design, or create new learning applications and ideas, as well as pupil and colleague relationships
- The ability to identify the educational needs of students and develop lessons
- The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events)
- The ability to apply general rules to specific problems to produce answers that make sense
- Abilities that influence the capacity to manipulate and control objects with fingers, hands, or limbs
- Abilities that influence visual, auditory, and speech perception
- Abilities that influence the acquisition and application of knowledge in problem solving

The employee shall remain free of any alcohol or non-prescribed controlled substance in the workplace throughout his/her employment in the district.

A TRADITION OF EXCELLENCE

Tipp City Schools has high expectations for its students and employees. The district seeks to hire and maintain strong, passionate educators, administrators, and support team members who are committed to the district's vision and mission and equipped to provide a well-rounded education for all students. Tipp City Exempted Village Schools is committed to a work and school environment in which all individuals are treated with respect and dignity. Each individual has the right to work in a professional atmosphere that promotes equal employment opportunities and prohibits unlawful discriminatory practices, including harassment. Therefore, the Board of Education expects that all relationships among persons in the district, including interactions with visitors and contractors, will be free of explicit bias, prejudice and harassment.

Tipp City Schools ensures equal employment opportunity without discrimination or harassment on the basis of race, color, religion, sex, sexual orientation, gender identity or expression, age, disability, marital status, citizenship, national origin, genetic information, or any other characteristic protected by law. We prohibit any such discrimination or harassment, require reporting of all perceived incidents of discrimination or harassment, and protect against retaliation for reporting such incidents.

I, _____, hereby have reviewed this job description and I understand all my job duties and responsibilities. I am able to perform the essential functions as outlined. I agree to fulfill the work obligations during assigned work times. If I have any questions about job duties not specified on this description that I am asked to perform, I should discuss them with my immediate supervisor, a member of the hiring team department, or superintendent-designee. I have discussed any questions I may have had about this job description prior to signing this form.

Employee (Signature)

Date

Supervisor/HR Department Staff/Witness (Signature)

Date