



## JOB DESCRIPTION

Job Title: **Secondary Interventionist**

Work Calendar: **186 days**

Department:

Pay Program: **Certified**

Prepared/Revised Date: **March 2023**

### **SUMMARY:**

With guidance from Student Services and under the direction of school administration, the Secondary Interventionist enables students to achieve to their fullest potential to achieve graduation by assisting students to develop coping skills, increase self-esteem, access to mental health support and resources, improve interactive skills, and facilitate environmental changes that will increase attendance, course completion and positive behavior. The Secondary Interventionist uses data to create a tiered prevention and intervention model that includes PBIS, psychoeducation, response services and crisis management. These positions will be assigned to middle and high schools.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** *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.*

<b>Job Tasks Descriptions</b>	<b>Frequency</b>	<b>% of Time</b>
Provide crisis, individual and group mental health interventions as appropriate. To include suicide risk reviews, threat assessments, monthly meetings, documentation in infinite campus, and participation on the district crisis response team.	D	20%
Consultation services to faculty, co-team members, parents, community agencies and other appropriate parties regarding the socio-emotional factors impacting the student's learning experiences.	D	20%
Conduct professional development/training and workshops for teachers, administrators, and other school personnel, including mandatory reporting, social/emotional curriculum implementation, behavioral interventions/strategies, Trauma Informed Care, PBIS, etc.	M	10%
Use data to develop and implement intervention and prevention programs that will assist in the reduction of at-risk students, including a three tiered approach to social emotional learning and addressing chronic absenteeism	D	20%
Referral to, and consultation with, appropriate community agencies; development and coordination of relevant community resources to address specific needs of the students	D	10%
Participate in the MTSS systems as related to PBIS, trauma informed practices and mental health factors that influence student performance.	D	10%
Other duties as assigned.	D	10%

**EDUCATION AND RELATED WORK EXPERIENCE:**

- M.A. in School Counseling, School Social Work or School Psychology.
- Strong knowledge of school/community systems of support
- Strong knowledge of the MTSS process and experience working as a collaborative problem solving team
- Knowledge of Interventions with data collection results tools
- Case management skills
- Ability to support teachers in the implementation of SEL and more intensive interventions in the classroom
- Ability to build relationships with staff and consult through challenges in the classroom
- Knowledge of InFocus curriculum

**LICENSES, REGISTRATIONS or CERTIFICATIONS:**

- Hold a valid Colorado Department of Education Special Service Provider Endorsement License as School Counselor, School Social Worker or School Psychologist.
- Criminal background check required for hire.
- Valid Colorado driver's license.

**TECHNICAL SKILLS, KNOWLEDGE & ABILITIES**

- Ability to communicate with students/staff/parents
- Knowledgeable about current literature and best practices that relate to improving student achievement, behavior, social and emotional functioning
- Human relation skills
- Ability to be a part of/work with a team
- Advanced oral and written communication skills.
- Interpersonal relations skills.
- Advanced leadership skills
- Critical thinking and problem solving skills.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to promote and follow Board of Education policies and building/departmental procedures.
- Ability to manage multiple priorities.
- Ability to manage multiple tasks with frequent interruptions.
- Ability to diffuse and manage volatile and stressful situations.
- Ability to communicate, interact and work effectively and cooperatively with people from diverse ethnic and educational backgrounds.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment and report unsafe conditions to the appropriate administrator.
- Ability and willingness to adhere to attendance requirements and to follow district procedures for absence reporting. Regular attendance is an essential function of the position and necessary for the efficient operation of the business. Employees are expected to be on time and punctual for work, conforming to established work hours. It is recognized that there are times when a person must be absent due to illness or other reasons.

**MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:**

- Operating knowledge of and experience with personal computers and peripherals.
- Operating knowledge of and experience with Microsoft Word, Excel, PowerPoint, Access, Publisher, Google Apps.
- Operating knowledge of and experience with typical office equipment, such as telephones, copier, fax machine, E-mail, etc.

**REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE**

	<b>POSITION TITLE</b>
<b>Reports to:</b>	School Administration

**BUDGET AND/OR RESOURCE RESPONSIBILITY:**

- none

**PHYSICAL REQUIREMENTS & WORKING CONDITIONS:** *The physical demands, work environment factors and mental functions described below 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.*

<b>PHYSICAL ACTIVITIES:</b>	<b>Amount of Time</b>			
	<b>None</b>	<b>Under 1/3</b>	<b>1/3 to 2/3</b>	<b>Over 2/3</b>
Stand		X		
Walk		X		
Sit			X	
Use hands to finger, handle or feel			X	
Reach with hands and arms			X	
Climb or balance	X			
Stoop, kneel, crouch, or crawl		X		
Talk				X
Hear				X
Taste	X			
Smell	X			

<b>MENTAL FUNCTIONS:</b>	<b>Amount of Time</b>			
	<b>None</b>	<b>Under 1/3</b>	<b>1/3 to 2/3</b>	<b>Over 2/3</b>
Compare			X	
Analyze			X	
Communicate				X
Copy		X		
Coordinate				X
Instruct				X
Compute		X		
Synthesize			X	
Evaluate				X
Interpersonal Skills				X
Compile			X	
Negotiate		X		

WEIGHT and FORCE DEMANDS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds		X		
Up to 25 pounds	X			
Up to 50 pounds	X			
Up to 100 pounds	X			
More than 100 pounds	X			

WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	X			
Work near moving mechanical parts	X			
Work in high, precarious places	X			
Fumes or airborne particles	X			
Toxic or caustic chemicals	X			
Outdoor weather conditions		X		
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock	X			
Work with explosives	X			
Risk of radiation	X			
Vibration	X			

VISION DEMANDS:	Required
No special vision requirements.	
Close vision (clear vision at 20 inches or less)	X
Distance vision (clear vision at 20 feet or more)	X
Color vision (ability to identify and distinguish colors)	X
Peripheral vision	X
Depth perception	X
Ability to adjust focus	X

NOISE LEVEL:	Exposure Level
Very quiet	
Quiet	
Moderate	X
Loud	
Very Loud	

**NOTE: This Job Description is not intended to be an all-inclusive list of duties, responsibilities or qualifications associated with the job. Specific duties may vary depending upon location, or additional duties may be assigned by the location.**