

Griffin-Spalding County School System

Title: Behavior & Therapeutic Supports Lead Job Class Code: 479 Job Details: 200 Days/Exempt/Full-Time Updated: 05/16/2025	Category: Student Support Services Reports To: Behavior and Therapeutic Supports Program Manager (DES) Salary Schedule: Teacher
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JOB SUMMARY

The Behavior & Therapeutic Supports Lead Teacher supports the programmatic and instructional quality of the district's therapeutic educational settings and provides district-wide consultation for behavior intervention planning and manifestation determination reviews.

ESSENTIAL FUNCTIONS

(Essential functions, as defined under the Americans with Disabilities Act, may include any of the following tasks, knowledge, skills, and other characteristics. This list is ILLUSTRATIVE ONLY, and is not a comprehensive listing of all duties and responsibilities performed by incumbents of this class.)

- Provide coaching, guidance, and training to staff at Mainstay Academy and other therapeutic placements.
- Facilitate Functional Behavior Assessments (FBAs) and Behavior Intervention Plan (BIP) development.
- Participate in and facilitate Manifestation Determination Reviews (MDRs).
- Support the fidelity of behavior support plan implementation.
- Provide technical assistance for crisis management, safety planning, and de-escalation strategies.
- Assist in progress monitoring and documentation of behavior goals in IEPs.
- Collaborate with school teams and families to ensure wraparound support.
- Maintain records and behavior data needed for compliance and instructional planning.
- Provide consultation on student re-entry plans following disciplinary placements or hospitalizations.
- Support crisis response protocols and serve as a liaison during district-wide incidents involving students with intensive behavioral needs.
- Participate in development of therapeutic classroom structures, schedules, and staff training.
- Collaborate with outside mental health providers or agencies involved in student support.
- Assist in training new staff assigned to therapeutic or behavior-focused roles.

SUPERVISES

- None

MINIMUM QUALIFICATIONS

- Bachelor's degree in Special Education or related field.
- Certification in Special Education or Behavior Disorders.
- Three (3) years experience supporting students with significant behavior needs.

PREFERRED QUALIFICATIONS

- Crisis prevention/intervention certification (e.g., CPI).
- Experience in therapeutic or alternative settings.

COMPETENCIES NECESSARY TO DO THE JOB

- Expertise in behavior analysis and intervention design
- Ability to train and coach staff in de-escalation and support strategies
- Strong written and verbal communication

- Ability to work in emotionally intense environments with calm and clarity
- Must be able to collaborate effectively and maintain positive relationships with District personnel, the general public, community agencies, and work with diverse groups of people
- Excellent communication skills – both written and verbal
- Ability to maintain emotional control under stress
- Ability to be regularly, predictably and reliably at work
- Ability to perform routine physical activities that are required to fulfill job responsibilities

EVALUATION

- Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation of certified personnel.