



# NOTICE OF VACANCY

Human Resources  
602 Orchard Street, Arroyo Grande, CA 93420  
(805) 474-3000, ext. 1194

May 24, 2024

**CERTIFICATED NOTICE OF VACANCY  
INTERVENTION TEACHER - SOCIAL/EMOTIONAL/BEHAVIORAL  
STUDENT SERVICES  
2024-2025 SCHOOL YEAR**

We are now accepting applications for the following certificated position beginning in the 2024-2025 school year.

**POSITION:** **Intervention Teacher - Social/Emotional/Behavioral - Grades K-8**  
**Contract Status:** Probationary (*Current Certificated, Internal-Candidates: Maintain their current contracted probationary or permanent status.*)

**REQUIREMENTS:**

- Valid California teaching credential with an authorization to teach general education in grades K-12
  - Valid CLAD/BCLAD/EL Authorization
  - Possess Crisis Intervention Training Certificate within one year of employment
  - Possess a valid First Aid and CPR Certification within one year of employment
  - Knowledge of organization and direction of activities involved in the development and implementation of behavior management programs.
  - Preferred: Experience with Applied Behavior Analysis, Discrete Trial Training, and/or other applicable research-based behavior management methodologies.
- For additional requirements please see the attached job description***

**WORK DAYS:** Full Time, 184 work days according to the instructional calendar

**SALARY:** Annual entry level salary placement from \$59,357 to \$98,797 for a full time position;  
Salary based prorated based on start date, FTE, and on prior experience and semester units above Bachelor's degree.  
[2023-2024 Certificated Salary Schedule](#)

**HEALTH BENEFITS:** [2024-2025 Certificated Health Benefits Plans and Rates](#)

**PROCEDURE FOR APPLICATIONS:**

- All interested outside applicants may complete an online application via Frontline and include a letter of interest, resume, three (3) current, signed letters of recommendation, and verification of valid credentials/certifications.  
<https://www.applitrack.com/LMUSD/onlineapp/>
- All interested current temporary and probationary-zero LMUSD contracted employees may apply as an [internal candidate](#).

**APPLICATION DEADLINE:** APPLICATIONS ARE DUE **OPEN UNTIL FILLED.**

*The provisions of this Notice of Vacancy do not constitute a contract expressed or implied and any of the provisions contained herein may be modified or revoked without notice.*

The Lucia Mar Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender expression, gender identity, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For questions or complaints, contact Equity Compliance Officer and Title IX Coordinator: Jennifer Handy, Assistant Superintendent of HR, 602 Orchard Ave. Arroyo Grande, 805-474-3000 ext. 1190, [jennifer.handy@lmusd.org](mailto:jennifer.handy@lmusd.org) or the 504 Coordinator: Linda Pierce, Director of Student Services, 227 Bridge St., Arroyo Grande, 805-474-3000 ext. 1189, [linda.pierce@lmusd.org](mailto:linda.pierce@lmusd.org)

# LUCIA MAR UNIFIED SCHOOL DISTRICT HUMAN RESOURCES

## CERTIFICATED JOB DESCRIPTION

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REVISED DATE:	June 8, 2021
TITLE:	<b>Intervention Teacher - Social/Emotional/Behavioral - Grades K-8</b>
SALARY RANGE:	Placement on the District Certificated Salary Schedule is based upon years of full-time credentialed teaching experience and units of college coursework beyond a Bachelor's Degree.
SCHEDULE:	184 work days according to the District Instructional Calendar
EXEMPTION STATUS:	Exempt - Teaching Professional Employee Exemption – FLSA

### **DESCRIPTION:**

Under the supervision of the Director of Student Services or designee. The Intervention Teacher is to provide general education students with direct instructional support using the Response to Intervention framework, as it relates to the social/emotional/behavioral needs of the student. The student intervention services require the use of District adopted resources within a structure informed by student achievement and behavioral data. The Intervention Teacher is accounting for promoting social/emotional/behavioral regulation across the content areas using a multi-tiered approach and evidence-based interventions. The Intervention Teacher is a support position providing evidence-based instruction/intervention, universal screening, continuous classroom progress monitoring, staff professional development and collaboration, and parent support. The Intervention Teacher plans, organizes and directs activities involved in the development and implementation of a social/emotional/behavioral management programs for individual students and classroom programs according to best practice methodologies and procedures for students in compliance with guidelines and regulations determined by the administration, Board of Education, and state and federal agencies. The teacher will create and/or coordinate an environment that develops students social/emotional/behavioral regulation, encourages learning, motivates students to develop skills, attitudes and knowledge needed to establish and continue a firm foundation to perpetuate the learning experience. The Intervention Teacher will utilize all the resources available to establish a cooperative relationship with parents, staff members and administrators to support each student's opportunity to learn and grow in educational and life experiences; will coordinate communication and information to meet student needs; and direct Instructional Assistants as assigned. The position of Intervention Teacher shall include active participation in the school's operation to support a positive learning environment.

### **MINIMUM REQUIRED QUALIFICATIONS:**

- Credential: Valid California teaching credential with an authorization to teach general education in grades K-12.  
Valid EL Authorization (EL/CLAD/BCLAD)
- Certification(s): Possess Crisis Intervention Training Certificate within one year of employment.  
Possess a valid First Aid and CPR Certification within one year of employment.
- Education: A Bachelor's Degree, including all courses and/or exams needed to meet credentialing and subject matter competency.
- Experience: Knowledge of organization and direction of activities involved in the development and implementation of behavior management programs.
- Additional: Valid California Driver's License

### **PREFERRED:**

- Experience: Prior teaching experience.  
Applied Behavior Analysis, Discrete Trial Training and/or other applicable research-based behavior management methodologies.
- Personal Qualities: Resourceful, innovative, helpful, diligent, persistent, and a willingness to work with colleagues and students.

### **DUTIES AND RESPONSIBILITIES:**

#### **A. INSTRUCTIONAL:**

1. Provide instruction to general education students through a push-in interventional model in general education classrooms as well as observe students with peers and be able to articulate to students, staff and parents what instruction will be

necessary to help individual students. Instruction will support students to access general education instruction to ensure that students are on track with their grade level. Reminder: Figure out CalPads coding for this position.)

2. Work as an active member on a variety of school teams for general education support, representing Student Services in a positive, professional manner.
3. Develop, implement and revise behavior programs for identified general education students in accordance with best practice methodologies and procedures; provide ongoing monitoring of behavior programs, including individual and group instruction.
4. Develop data collection systems, monitor data collection and provide programmatic recommendations based upon results; develop individualized program notebook and review notebook materials and guidelines regularly.
5. Collaborate with and coordinate communications between staff, administrators, and families and outside agencies to assure efficient behavior program implementation; attend team meetings for behavior program oversight; record and distribute meeting notes.
6. Develop and implement training sessions related to behavior programs, methodologies and procedures; provide behavior management demonstrations to staff; train and direct Instructional Assistants as assigned.
7. Be an active participant in developing and implementing behavior support plans as appropriate; attend and conduct meetings as assigned; participate in training sessions and workshops as directed.
8. Operate a variety of office equipment including a copier, fax machine, computer and assigned software; utilize cameras and audio-visual equipment; drive a vehicle to conduct work between various school sites; administer first aid and CPR as necessary.
9. Stay current on strategies, research and curriculum related to social/emotion/behavioral instruction.
10. Maintain skills / stay current on technology tools related to student instruction.
11. Maintain regular and prompt attendance.
12. Perform other related duties as assigned.

#### **B. STUDENT MANAGEMENT:**

1. Maximize opportunities for student success by creating positive mentoring and working relationships with students and colleagues.
2. Create a classroom environment reflective of “future ready skills” and the various student individual needs.
3. Be a role-model for students regarding life-long learning and professional behavior.
4. Establish and implement a classroom discipline policy to articulate and maintain standards of expected pupil behavior and achieve an effective learning environment in the classroom; maintain a classroom atmosphere conducive to learning.
5. Provide students with additional instruction as required if they need support in academic skill development.

#### **C. PROFESSIONAL:**

1. Maintain positive staff relations; Works closely with the site principal to collaboratively lead the school through shared decision-making processes.
2. Cooperates with other professional staff members to identify student needs and develop assessments to solve health, attitude, and learning problems.
3. Participates in faculty committees, meetings and other faculty sponsored programs supporting the educational program.
4. Demonstrates regular and timely attendance.
5. Networking and collegiality, mutual support, and deep individual and collective reflection and expected amongst staff.
6. Promotes a positive image of public education; willingly engages with community and business partners to be incorporated as a resource in curriculum development and student projects.
7. Attend and participate in required in-service activities.
8. Meet deadlines; maintain appropriate records and prepare progress reports as required; follow district promotion policy.
9. Follows District and Schools’ policies.

#### **ESSENTIAL JOB FUNCTIONS:**

**PHYSICAL:** Employee in this position must have the ability to:

1. Stand and sit for extended periods of time.
2. See and read printed matter with or without vision aids.
3. Hear and understand speech at normal levels.
4. Speak English so that others may understand at normal levels.
5. Stand, walk, stoop, twist, bend over, grasp, reach overhead, push, pull, and move, lift and/or carry 0 to 25 pounds to waist height.
6. Is able to move throughout the building and school grounds as necessary.

**MENTAL:** Employee in this position must have the ability to:

1. Able to concentrate on a single task for up to two (2) hours at a time.
2. Able to learn quickly and adapt to a variety of technology, machinery, instructions, and task methods.
3. Able to meet deadlines in terms of work assignment schedules.
4. Is able to speak and write in a clear, concise manner.

**SOCIAL:** Employee in this position must have the ability to:

1. Interact daily in person with other members of the school staff and possess comfortable interpersonal skills and cooperative attitudes.
2. Because of the time urgent nature of duties and because the work product of the position is interdependent with that of other staff, consistent attendance is required.
3. Convey an understanding, patient attitude toward other students, parents, staff and members of the community.
4. Maintain the privacy of confidential information including student grades, progress, etc.

*NOTE: This list of essential functions and of physical requirements is not exhaustive and may be supplemented as necessary in accordance with the requirements of the job.*

**Mandatory Child Abuse Reporter: This position is designated as a Mandated Reporter. The Intervention Teacher shall report in accordance with California state regulations who observe, have actual knowledge, or reasonably suspect child or elder/dependent abuse or neglect to appropriate agencies.**

**CANDIDATE SELECTION:** The Candidate selected for this position will be required to present prior to the first date of employment: 1) A social security card; 2) proof of tuberculin test; 3) pass State and Federal fingerprint clearances; and 4) complete all pre-employment training including but not limited to Child Abuse Reporting and Sexual Harassment/Abusive Conduct.

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ALL MATERIALS ARCHIVED FOR THIS POSITION ARE THE PROPERTY OF THE LUCIA MAR UNIFIED SCHOOL DISTRICT AND MAY BE REVIEWED BY BUT CANNOT BE RETURNED TO THE APPLICANT.

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***AN EQUAL OPPORTUNITY EMPLOYER***

