

Classroom Interventionist

ESSENTIAL FUNCTIONS:

- Demonstrates knowledge of multi-tiered systems of support (MTSS).
- Promotes student success through the implementation of tiered leveled interventions that addresses the social/emotional needs of students.
- Provides individual and group support for behaviors, attendance and interventions.
- Understands and identifies the needs of at-risk student behaviors and assists with appropriate interventions.
- Directly teaches small groups of students.
- Analyzes data, prepares reports and maintains pertinent records as directed.
- Works with building staff and administrators in assessing needs and designing programs to benefit students.
- Actively works to prepare, monitor, and adjust all intervention programming in a timely manner.
- Supports para-professionals in the delivery of all district approved intervention materials and monitors groups.
- Supports buildings in targeted interventions for individuals and groups, and collaborates with staff.
- Supports teachers and administration through modeling, conferencing, and any other additional supports.
- Attends student-focused meetings (IEPs, case conferences, FBA, etc).
- Establishes and maintains effective working relationships with students, parents, other staff members and the public.
- Maintains appropriate and accurate confidential records according to legal and ethical guidelines.
- Reports cases of suspected child abuse according to state law.
- Communicates with administration, staff, parents, students and principal in a manner that is respectful, collaborative and positive.
- Responds professionally to advice, feedback and/or criticism.
- Represents the school district in a professional manner in all settings.
- Adheres to and implements Board and school policies and procedures.
- Communicates effectively in oral and written form.
- *Only minimum duties are listed. Other functions may be required as assigned by the Building Principal.*

QUALIFICATIONS:

- Valid Montana teaching license
- Successful experience as a teacher *preferred*.
- Strong academic preparation and/or teaching experience.
- Experience working with children and families *preferred*.
- Experience working with at-risk youth/students *preferred*.
- Knowledge and understanding of instruction, learning processes, interventions, MCPS standards, and state & national Common Core Standards.
- Knowledge of assessment, progress monitoring and data analysis.
- Ability to work independently and collaboratively as a member of a team, establish priorities, and advocate for students/families and staff.
- Ability to establish and maintain effective working relationships with students, parents, other staff members and the public.
- Knowledge and skills in the use of technology as an instructional tool.
- Ability to communicate and work effectively with staff members, administrators and the general public.
- Ability to maintain cooperative working relationships with those contacted in the course of the work day.
- Ability to communicate effectively orally and in writing.
- Ability to effectively manage time and responsibilities.
- Ability to interpret a variety of written and oral instructions.
- Ability to manage stressful situations.
- Ability to maintain confidentiality of employment and student matters.
- Ability to adhere to board policies, rules, regulations and directives.
- *Other qualifications as deemed necessary by the Building Principal.*

EQUIPMENT USED: Computer, calculator, copier, telephone/voice mail, fax, scanner, interactive whiteboard.

WORK ENVIRONMENT: While performing the duties of this job, the employee regularly works inside, but some duties will be performed outside, such as field trips, etc. The employee must be able to meet deadlines with severe time constraints. The employee will frequently work irregular or extended hours while performing the duties of this position. The employee is directly responsible for the safety, well-being, and work output of students. The noise level in the work environment is usually moderate.

PHYSICAL DEMANDS: While performing the duties of this job, the employee is frequently required to sit, walk, and stand; twist at neck and waist; kneel. Specific vision abilities required by this job include close vision, distance vision, depth perception, and the ability to adjust focus. The employee is required to be able to hear conversations in quiet environments. The employee is required to use hands/fingers, handle or feel objects, and reach with hands and arms. May be required to lift or move up to 20 pounds.

MENTAL/MOTOR DEMANDS: While performing the duties of this job, the employee rarely performs routine work. The employee exercises flexibility (ability to shift from one task to another). Guidance and reinforcement are infrequently available. The employee frequently works within time constraints and maintains attentiveness intensity. The employee is frequently involved in social interactions which require oral and written communication. Memory, reasoning, and exercising judgment are constantly used/required on the job. Mathematics and problem solving are used/required on the job.

The physical demands, work-environment characteristics, and mental/motor demands described within this job description 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.

IMMEDIATE SUPERVISOR: Building Principal

EVALUATION: Performance of this job will be evaluated in accordance with established provisions.

TERMS OF EMPLOYMENT: Salary, benefits, and other working conditions as negotiated by the Missoula County Public Schools Board of Trustees and the MEA.

EQUAL OPPORTUNITY EMPLOYER

September 2025