

**FIRELANDS LOCAL SCHOOL DISTRICT  
JOB DESCRIPTION**

**Title:** INTERVENTION SPECIALIST

File 303

**Reports to:** Assigned administrator/supervisor

**Job Objective:** Plans/implements student learning experiences using a differentiated curriculum.

- Minimum Qualifications:**
- Valid state department of education license/certificate as determined at the time of appointment.
  - Behavioral management skills substantiated by training/work experience. Duties require agility, physical strength, and stamina to address the needs of students with behavior problems and/or require physical assistance (e.g., mobility, transferring, positioning, etc.).
  - Displays flexibility, reliability, self-discipline and a willingness to take on challenging tasks.
  - Embodies high ethical standards/integrity. Maintains confidentiality. Accepts personal responsibility for decisions/conduct.
  - Exhibits effective time management and resourceful problem-solving skills.
  - Passes all state background check requirements. Maintains a record free of criminal violations that would prohibit public school employment.
  - Meets mandated health screening requirements following a conditional offer of employment.
  - Shows evidence of core computer competencies deemed essential at the time of hire.

- Essential Functions:**
- 1. Maintains a thorough understanding of subject matter and pedagogy. Organizes subject content and learning goals that support high levels of student achievement. Works closely with teachers to deliver unified classroom lessons.**
    - Assists with program planning. Develops, evaluates, and revises curriculum.
    - Keeps current with intervention design research and contributes to the collaborative development of dropout prevention, re-entry and school completion strategies for at-risk students.
    - Prepares instructional materials. Teaches assigned classes/subject matters as scheduled. Develops/implements lesson plans aligned with state standards and district curriculum goals.
    - Evaluates student academic needs/learning styles. Identifies opportunities to enhance learning environments. Varies instructional techniques to effectively engage/advance student learning.
    - Uses formal/informal assessment strategies to monitor student progress. Provides effective detailed feedback to students using formative/summative assessments.
    - Uses a data-driven approach to analyze assessments and alter/enhance lesson plans.
    - Collaborates with colleagues to achieve department/subject area goals.
    - Prepares Individualized Education Plans (IEP). Identifies the least restrictive developmentally appropriate instructional environment for each student with a qualified disability. Schedules and facilitates IEP meetings.
    - Documents student performance for evaluation team reports (ETR).
    - Uses fair and consistent consequences to effectively manage disruptive students.
    - Utilizes positive behavior supports to decrease behavior that impedes learning.
    - Helps students improve behavior that limit participation in traditional school environments.
    - Participates in manifestation determination and functional behavior assessments meetings. Creates and utilizes Behavior Intervention Plans.
    - Contributes to the development of crisis response plans to address aggressive student behavior.
    - Reinforces concepts introduced in inclusive settings. Keeps teachers aware of concerns.
    - Identifies alternative approaches/accommodations as needed (e.g., differentiated curriculum, equipment adaptations, extended time, study guides, reading/transcribing assistance, etc.).
    - Resolves problems that impede student learning. Plans/implements intervention strategies that produce tangible evidence-based benefits within specified time-frames.
    - Monitors intervention efficacy and implements modifications as needed to improve outcomes.
    - Provides opportunities for students to participate in an inclusive educational environment.
    - Advocates for students. Observes student demeanor. Investigates/reports atypical behavior.
    - Helps students make appropriate choices and grow academically. Promotes creativity, cultural awareness, democratic values, ethical conduct, self-reliance and reflective problem-solving skills.
    - Facilitates student learning activities that encourage teamwork and positive peer relationships.
    - Evaluates student achievement/performance. Prepares progress reports for individual education plans.
    - Administers/proctors state and district testing activities. Helps students with content-area preparation activities. Identifies alternative assessment approaches/accommodations as needed. Upholds mandated security procedures.

- Ensures student lists and teaching materials are readily available for substitutes.
- 2. Exemplifies professionalism and fosters goodwill to enhance the district's public image.**
- Complies with the *Licensure Code of Professional Conduct for Ohio Educators*, drug-free workplace rules, board policies and administrative guidelines/procedures.
  - Contributes to an effective and positive work/learning environment. Performs all assigned duties.
  - Develops mutually respectful relationships with co-workers. Functions as part of a cohesive team.
  - Encourages community participation in school-sponsored activities.
  - Maintains a professional appearance. Wears work attire appropriate for the position.
  - Maintains an acceptable attendance record and is punctual.
  - Participates in the development of best practices and advancement of academic standards.
  - Respects privacy and maintains the confidentiality of privileged information.
- 3. Maintains open/effective communications. Serves as a reliable information resource.**
- Actively participates in staff meetings, conferences and other required school activities.
  - Communicates program objectives/performance expectations to students/parents and staff.
  - Prepares/maintains accurate records. Submits required paperwork on time.
  - Provides prompt notification of personal delays or absences.
  - Refers district policy interpretation questions to an appropriate administrator.
  - Uses active listening/problem-solving techniques. Respects diversity. Resolves issues tactfully.
- 4. Pursues opportunities to enhance professional performance.**
- Participates in training to keep current with professional standards associated with work duties.
  - Updates skills as needed to use available task-appropriate technology effectively.
  - Works toward mastery of individualized development/performance goals as directed.
- 5. Takes precautions to ensure safety. Helps manage/eliminate risks.**
- Implements effective pupil management procedures. Provides appropriate student supervision.
  - Maintains high standards for appropriate conduct. Recognizes and responds to prevent aggressive behavior or harassment. Complies with district procedures and federal/state laws when dealing with discrimination and suspected child abuse/neglect.
- 6. Performs other specific job-related duties as directed.**
- Assists with unexpected/urgent situations as needed.
  - Helps implement workplace initiatives that advance district goals.

**Working  
Conditions:**

Safety is essential to job performance. Employees must exercise caution and comply with all mandated safety regulations and follow district protocols when involved in the following situations:

- Balancing, bending, climbing, crouching, kneeling, reaching, or standing.
- Exposure to adverse weather conditions and temperature extremes.
- Exposure to air-borne particulates, chemicals, combustible materials, electrical hazards, equipment vibrations, noise, moving mechanical parts, odors and slippery surfaces.
- Exposure to blood-borne pathogens and communicable diseases.
- Interacting with aggressive, disruptive and/or unruly individuals.
- Lifting, carrying and moving work-related supplies/equipment.
- Operating and/or riding in a vehicle.
- Performing strenuous or repetitive physical tasks for extended periods of time.
- Traveling to meetings and work assignments.

**Performance  
Evaluation:**

Job performance is evaluated according to policy provisions and contractual agreements adopted by the Firelands Local School District Board of Education.

The Firelands Local School District is an equal opportunity employer. This job description identifies primary responsibilities and is not intended to be a complete list of all duties performed. This document is subject to change in response to student demographics, staffing factors, funding variables, modified operating procedures, program/curriculum changes and unforeseen events.

Revised: July 15, 2013