



JOB DESCRIPTION

Certified Teacher Academic Interventionist

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| DEPARTMENT: Academics | SCHEDULE: Teacher |
| REPORTS TO: Principal | WORKDAYS: 190 |
| CLASSIFICATION: Certified | FLSA STATUS: Exempt |
| PCS CODE: 08 | DATE: June 2025 |

Our Mission: In partnership with our community, we empower students to discover their potential and prepare for a successful future.

Our Core Values: Belonging, Learning, Continuous Improvement and Joy

Our Vision: Richland Two is a dynamic school district committed to creating an environment where students feel connected, engaged, and supported so that they can experience academic and personal achievement.

POSITION SUMMARY

Under general supervision, facilitates student success by implementing a District-approved academic assistance curriculum while addressing the specific educational needs of students in a safe and optimal learning environment. Works collaboratively with academic intervention support staff and District specialists to provide a cohesive assistance program designed to facilitate student success. Creates and maintains a positive climate that promotes respect, tolerance, and cooperative problem solving for all students.

MINIMUM REQUIREMENTS

Education:

Minimum of a Bachelor's degree and completion of a South Carolina approved teacher education program or completion of an appropriate alternative pathway to South Carolina teacher certification.

Certification/License:

Must possess South Carolina Teacher certification appropriate for the subject matter and grade level.

Must possess a valid South Carolina driver's license or government issued picture ID.

Work Experience:

Minimum of three (3) years of classroom teaching experience; relevant experience in the development and implementation of successful multi-tiered structures to support students with academic challenges; or any equivalent combination of training and certification requirements that provides the required knowledge, skills, and abilities.

KNOWLEDGE, SKILLS, AND ABILITIES

- Strong knowledge of evidence-based academic intervention methods and/or strategies to improve student success. Demonstrates accurate and current knowledge in the implementation of multi-tiered academic assistance instructional models to support classroom instruction.
- Knowledge of state and federal laws, guidelines, and District requirements applicable to the position.
- Knowledge of counseling strategies necessary for handling student academic and adjustment problems.
- Knowledge of District and school safety and security procedures.
- Proficient knowledge and use of computer applications relevant to the position.
- Demonstrated ability to work effectively with students exhibiting a range of academic challenges through the use of multi-tiered instructional strategies. Ability to motivate students in both in-person and virtual environments.
- Ability to analyze data and provide guidance to teachers, administrators, and staff in developing plans to support students instructionally who are not meeting appropriate academic benchmarks.
- Ability to communicate effectively with students, parents, school, and District staff in oral and written form.
- Demonstrated ability to apply judgment and complex logic in defining problems; collecting, analyzing, and interpreting data; creating reports; and drawing valid conclusions.
- Ability to anticipate work to be completed and initiate proper and acceptable direction for the completion of work with little to no supervision and instruction.
- Ability to maintain high standards of organization, accuracy, and timeliness in exercising duties.
- Ability to handle frequent interruptions in a flexible manner and difficult, stressful situations in a professional and appropriate fashion.
- Ability to work independently and as a productive member of a team.
- Ability to supervise, provide guidance, and evaluate the performance of assigned academic instructional assistants.
- Ability to thrive in a fast-paced, continually changing work environment.

ESSENTIAL DUTIES

- Supports District initiatives for skill development and academic improvement. Collaborates with District-level academic intervention specialists to support these initiatives.
- Collaborates with teachers, administrators, and support staff to assess student academic performance levels. Assists in the identification and scheduling of students to receive academic intervention services.
- Develops and implements appropriate multi-tiered instructional supports, interventions, and management strategies for students with academic challenges that hinder their success.
- Provides direct instruction and skill-based interventions to students with academic needs to foster independence and positive outcomes. Develops lessons that are appropriate for instructional objectives; assigns developmentally appropriate tasks; provides instructional pacing to ensure student understanding and success. Assists students in developing productive work habits and study skills.
- Coaches teachers in the implementation of effective strategies for individual students to achieve academic and social success. Leads professional development activities for staff to promote a positive school culture.
- Creates and maintains a positive learning environment by implementing appropriate behavioral supports, interventions, and management strategies, including but not limited to crisis prevention intervention protocols.

- Integrates a variety of technology applications and tools to augment student learning, including assistive technology as appropriate.
- Administers various types of assessments to monitor students' progress, as required by District and State testing policies. Maintains accurate records and progress notes in a timely manner to monitor student growth and inform on-going interventions.
- Plans and supervises purposeful assignments for instructional assistants and volunteers, if applicable; evaluates their performance as required.
- Coaches teachers in the implementation of effective strategies for individual students to achieve academic and social success. Leads professional development activities for staff to promote a positive school culture.
- Advises parents/legal guardians and classroom teachers of student progress in the academic assistance program; develops methods for improving and/or reinforcing academic goals in the home environment.
- Adheres to the highest standards of confidentiality concerning sensitive matters, students, and staff.
- Promptly reports suspected instances of child abuse and/or neglect as required by applicable South Carolina laws, District policies, and school procedures.
- Establishes a professional rapport with students, parents, and staff that fosters their respect. Displays the highest standards for ethical and professional behavior while working with students, parents, school personnel, District staff, community members, and other parties. Serves as a role model for others; dresses professionally; demonstrates the importance and relevance of learning; willingly accepts responsibility; and demonstrates pride in the public education profession.
- Maintains a valid SC teaching certificate; provides for his/her own professional growth through an ongoing program of study to remain up-to-date on best practices in student academic assessment and intervention.
- Accepts a share of responsibility for supervisory or other activities as assigned by the Principal or District staff.
- Serves as a role model for others, dresses professionally; demonstrates the importance and relevance of learning; willingly accepting responsibility; and demonstrates pride in the public educational profession.
- Demonstrates prompt, regular attendance and is available to work during normal business hours. Available to work in eLearning settings when required by the District.
- Willingly performs other duties as assigned by the supervisor.

PHYSICAL ABILITIES AND WORKING CONDITIONS

The physical abilities and working conditions are representative of, but not intended to be, an exhaustive list of the requirements for positions in this classification. In the event of an emergency or situation requiring guidance from Federal, State, Local, or District authorities, the requirements of this position may change to best serve the needs of our students.

Vision: Ability to read small print and view a computer screen for prolonged periods of time.

Hearing: Ability to tolerate exposure to noisy conditions.

Speech: Ability to be understood in face-to-face communications, to speak with a level of proficiency and volume to be understood over a telephone, computer, or virtual setting.

Upper Body Mobility: Ability to use hands to grasp and manipulate small objects; manipulate fingers; twist and bend at wrist and elbows; extend arms to reach outward and upward; use hands and arms to lift objects; turn, raise, and lower head.

Strength: Ability to lift, push, pull and/or carry objects which weigh fifteen (15) or more pounds on a frequent basis.

Environmental Requirements: Ability to work cooperatively with others; work independently; work indoors; work outdoors as necessary for the position.

Mental Requirements: Ability to read, write, understand, interpret, and apply information on a moderately complex level essential for successful job performance; math skills at a proficiency level appropriate to the position; sound judgment; the ability to process information quickly; learn quickly and follow verbal procedures and standards; give verbal instruction; rank tasks in order of importance; copy, compare, compile and coordinate information and records. Understands and adequately manages stressful situations.

Additional Work Conditions and Physical Abilities: Reliable transportation required.

Richland School District Two is committed to providing equal access to educational and employment opportunities regardless of race, color, religion, national origin, disability, pregnancy, age, sex, sexual orientation, gender identity status, spousal affiliation, or any other protected characteristic, as may be required by law. As required by Title IX and its implementing regulations, 34 C.F.R. Part 106, Richland School District Two does not discriminate on the basis of sex in its educational programs and activities. Reasonable accommodations may be made to enable individuals with disabilities to perform essential duties.

This job description is intended to accurately reflect the duties, responsibilities, and requirements of the position. It is not intended to be, nor construed to be, an all-inclusive list of the knowledge, skills, abilities, essential duties, physical abilities and/or working conditions associated with the position. District management/administration reserves the right to modify, add, or remove duties and assign other duties as necessary.