

**MAPLE RUN UNIFIED SCHOOL DISTRICT**  
**Job Description**

**Job Title:** Student Support Specialist  
**Location:** Bellows Free Academy High School  
**Job Group:** Non-Union  
**Reports To:** Principal

**Summary:** Bellows Free Academy: St. Albans is seeking a highly skilled professional to work alongside school administration and as part of a multidisciplinary team to support students' social, emotional and mental wellbeing. The Student Support Specialist will primarily support students with identified social, emotional and mental health needs in accordance with school philosophy, policy and procedures.

**Essential Duties and Responsibilities:**

1. Proactively supports students' social, emotional and mental health needs via staff collaboration and observations.
  - a. Works closely with administration, guidance department and safety workers to develop and implement systems that support student wellbeing and safety.
  - b. Collaborates with teachers and other school staff to support student social, emotional and mental health needs within the classroom environment through the lens of restorative practices and trauma-informed practices.
  - c. Proactively and preventatively works with classroom teachers to identify and address mental health concerns in an attempt to support students ability to access their education.
2. Responds to intensive student mental health needs in-the-moment and by using evidence-based de-escalation strategies and interventions.
  - a. Understands and supports the implementation of individualized student plans as written (IEP, 504, EST, behavior plans, safety plans, etc.).
  - b. Establishes positive and professional rapport with students, parents, administration and staff.
  - c. Triage behavior to determine appropriate level of support and intervention by working collaboratively with administration and other school staff, including school counselors, case managers, social workers, safety workers, family engagement specialists, etc.
  - d. Understands de-escalation strategies used for high school aged students (e.g., Handle with Care, Life Space Crisis Intervention, etc.).
  - e. Is an active member of, and participant in, the school's Multi-Tiered Systems of Support (MTSS) and Crisis Response Team (CRT)
3. Supports school administration in the capacity of student management
  - a. Maintains high visibility and presence throughout the school while promoting safety and positive behavioral outcomes for all students.
  - b. Demonstrates effective and consistent communication with school administration regarding school and student safety.
4. Provides coaching, social skill instruction, restorative conferencing and problem solving to staff, students and families.

- a. Collaborates with parents, students, staff, administration and community partners regarding social, emotional or behavioral issues as needed.
  - b. Engages in ongoing professional development and stays current with restorative practices and trauma-informed approaches.
  - c. Participates in student meetings as appropriate or assigned.
  - d. Works in close collaboration with staff who work within the school's In School Support room, including supporting student needs as needed and required.
5. Maintains effective professional interactions with administration, staff, students, parents and community partners/organizations by:
  - a. Provides consultation to, and regular communications with, mainstream teachers regarding evidence-based behavior interventions/strategies
  - b. Acts as a mentor for faculty and staff in student management matters.
  - c. Models appropriate behavior, a positive attitude, and effectively communicating with staff and others.
  - d. Demonstrates an ability to adapt to situational demands and adopting a variety of roles and adjusting well and calmly to crisis situations.
  - e. Attends faculty and committee meetings as required. Participates actively in, and contributes cooperatively to, meetings and school development.
6. May perform other responsibilities as assigned.

**Supervisory Responsibilities:** Assists administration in establishing and maintaining a positive school culture and promoting positive learning outcomes for students. Supervises students and may supervise paraprofessionals and other staff members at the discretion of the Principal. Monitors student discipline through appropriate behavior management techniques. Assists administration in establishing and maintaining school-based discipline and a positive learning environment.

**Qualification Requirements:** To perform this job successfully each essential duty must be performed in a satisfactory manner. An individual must be able to demonstrate a high degree of interpersonal, coping, communication, organizational and time management skills, attention to detail and adaptability. The incumbent must also model appropriate professional behavior and positive attitudes at all times. The ability to work collaboratively in a team environment at times and at other times working independently as assuming responsibilities and demonstrating initiative is a must. It is essential that the incumbent is able to multi - task and maintain a calm, professional demeanor in stressful situations.

**Education and/or Experience:**

- Masters Degree and 3+ years relevant experience preferred
  - Master Degree in Psychology, Clinical Mental Health Counseling or related field will be given priority
- Experience working in a high school setting
- Deep knowledge of trauma-informed approaches, de-escalation strategies and restorative practices
- Experience supporting students experiencing a mental health and/or behavioral crisis required, including a strong ability to maintain composure and utilize therapeutic verbal de-escalation skills

**Certificates, Licenses, Registrations:** Handle with Care trainer certification preferred

**General Language Skills:** Ability to read, analyze, and interpret general periodicals, professional journals, procedures, or governmental regulations. Ability to write Individual Learning Plans, reports, and correspondence. Ability to effectively present information and respond to questions from students, parents, and staff. Ability to use a variety of assessments for student work.

**General Mathematical Skills:** Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of algebra, and geometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

**General Reasoning Ability:** Ability to assess situations, solve problems, cope with a variety of situations where limited standardization exists and implement decisions is required. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

**Other Skills and Abilities:** Ability to apply knowledge of current research and theory specific to assigned instructional academics program; ability to plan and implement plans based on school objectives and the needs and abilities of assigned students. Ability to perform duties with awareness of all Supervisory Union requirements, Board policies and Special Education guidelines, rules and regulations. The ability to plan, organize or manage time effectively is required.

**Physical Demands** The physical demands described here represent 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.

While performing the duties of this job, the employee is frequently required to stand, talk and hear and sometimes walk and sit. While performing the duties of this job, the employee may occasionally push or lift up to 50 lbs. such as books or assisting in the mobilization of students. The employee is directly responsible for safety, well-being, or work output of other people. Specific vision abilities required by the job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

**Emotional Demands:** The individual must be able to work with others in a collegial and cooperative manner, must show acceptable interpersonal skills and follow directions of school leadership. The ability to react quickly and calmly in crisis situations is required.

**Work Environment:** The work environment characteristics described here represent those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is moderate to loud. Duties are primarily performed indoors and occasionally outdoors.

**Terms of Employment:** Per the Non-Union Guidelines

**Evaluation:** Per established Performance Review Cycle

**Date:** April 5, 2023

*The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned. The Board reserves the right to waive the essential requirements contained in this job description.*