**NOFRTHAMPTON COUNTY SCHOOLS JOB DESCRIPTION**

**JOB TITLE: BEHAVIOR SUPPORT SPECIALIST**

**GENERAL STATEMENT OF JOB**

Acts as a member of the school’s discipline team and data team working directly with the principal, to create a positive, disciplined learning environment. Assist teachers and administrators to achieve school and district goals in organization climate by providing consulting and coaching services related to management and/or discipline strategies. Mentors and provides professional development to new teachers and teachers struggling with maintaining positive and supportive classroom climates. This will be accomplished through workshops and one on one advisement/support in an effort to: minimize classroom disruptions; minimize number of students being sent out of class to ISS; minimize serious discipline violations; support teachers in building positive relationships with students; and improve student time on task and student achievement. Reports to the Principal.

# SPECIFIC DUTIES AND RESPONSIBILITIES

**ESSENTIAL JOB FUNCTIONS**

Assist in the development of behavioral plans, programs, assessments, and analysis of data that will promote positive classroom experiences for all students

Serve as a standing member of all support teams in providing assistance in implementing behavioral services, inclusive of data collection, conducting behavioral assessments, designing behavioral programs and monitoring behavioral plans and making recommendations for changes during the 07/08 school year

Monitor SSST referrals in reference to student achievement

Submit monthly school climate reports identifying behavioral indicators that impede academic growth

Work with school teams to establish cooperative and harmonious relations in student to student and student to teacher relationships, through communicating effectively the outcome expected for students

Disseminate behavioral data throughout the school year in a central location, accessible to staff review

Report data to the school based teams on school wide behavioral objectives, plans and results

Provide direct services to teachers through observations and coaching sessions for the development of adaptive skills and replacement of undesirable student behaviors

Assist teachers in identifying treads of behaviors that negatively impact classroom instruction

Assist teachers in completing self-assessments related to classroom management effectiveness

# MINIMUM TRAINING AND EXPERIENCE

Degree in education and licensure as a teacher by the North Carolina Department of Public Instruction.

# MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

**Physical Requirements:** Must be able to use a variety of equipment and classroom tools such as computers, copiers, typewriters, calculators, pencils, scissors, and equipment for children with special needs, etc. Must be able to exert a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. Due to amount of time spent standing and/or walking, physical requirements are consistent with those for Light Work.

**Data Conception:** Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

**Interpersonal Communication:** Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments and/or directions from superiors.

**Language Ability:** Requires the ability to read a variety of correspondence, reports, handbooks, forms, lists, etc. Requires the ability to prepare correspondence, simple reports, forms, instructional materials, etc., using prescribed format.

**Intelligence:** Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

**Verbal Aptitude:** Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in variety of technical or professional languages including medical, legal and counseling terminology.

**Numerical Aptitude:** Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the principles of descriptive statistics, statistical inference and statistical theory.

**Form/Spatial Aptitude:** Requires the ability to inspect items for proper length, width and shape.

**Motor Coordination:** Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

**Manual Dexterity:** Requires the ability to handle a variety of items such as office equipment and hand tools. Must have minimal levels of eye/hand/foot coordination.

**Color Discrimination:** Requires the ability to differentiate between colors and shades of color.

**Interpersonal Temperament:** Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with emergency situations.

**Physical Communication:** Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

# KNOWLEDGE, SKILLS AND ABILITIES

Ability to constantly monitor the safety and well-being of students, particularly when student is participating in an inclusive activity.

Ability to motivate students.

Ability to maintain a clean and orderly environment. Ability to perform general clerical duties.

Ability to maintain order and discipline in a classroom. Ability to operate common office machines.

Ability to maintain basic files and records.

Ability to understand and follow oral and written instructions.

Ability to establish and maintain effective working relationships as necessitates by work assignments.

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| **ACKNOWLEDGEMENTS** | |
| The following signatures acknowledge that the supervisor has verified the accuracy of the position description, has discussed position requirements with the employee, and has advised the employee of work performance expectations | |
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| *Reviewed by: Employee's Signature* | *Date* |
|  |  |
| *Approval by: Supervisor's Signature* | *Date* |
|  | |
| The completed and signed position description shall be maintained at the employee’s work location, shall be reviewed with the employee by his or her immediate supervisor, should be revised as required, and shall serve as the basis for all required evaluations. | |

# DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.