

## Washington West Supervisory Union Job Description

**JOB TITLE:** Intervention Teacher / Academic / Consultant

**FLSA STATUS:** Exempt

**UPDATED:** FY 2014

**POSITION OBJECTIVES:** The Intervention teacher reports on a daily basis to the Principal of the school to which she/he is assigned, and is responsible for ensuring that this school adheres to all regulations and guidelines. The teacher also assists other staff members in coordinating the school's total compensatory education program.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** include the following. Other duties may be assigned.

- Organizes and manages the program in designated schools.
- Design and deliver services to children based upon their needs, program goals, and classroom curricula.
- Differentiates, organizes, and evaluates curriculum for eligible students.
- Plans lessons which include remedial and preventive strategies; challenge students to engage in problem solving and higher level thinking skills.
- Participates in coordinating parent involvement and parent resources to provide related learning experiences eligible students.
- Organizes and/or participates in parent conferences of students.
- Develops and implements progress monitoring plans for eligible students.
- Evaluates individual pupil progress formally and informally; report results to classroom teachers and parents and coordinator where applicable.
- Collaborates with classroom teachers and other staff to improve classroom performance of eligible students.
- Maintains accurate records of student progress which document student progress, assessment information, recommendations for further service or instructional strategies, effective teacher/parent communication, and program evaluation data.
- Develops and implements a referral system to determine the caseload.
- Processes referrals according to guidelines and assess individual student strengths/needs to determine eligibility and nature of instructional services; implement program plans.
- Participates in Educational Support Team (EST) meetings as appropriate.
- Schedules instructional intervention, programs, and delivery models jointly with teachers and Instructional Assistants where appropriate.
- Communicates regularly with parents, classroom teachers, learning specialists, and other staff members; work collaboratively as a school and district team member.
- Conducts, utilizes educational research in math interventions.
- Participates in appropriate professional learning programs.

**SUPERVISION RECEIVED:** Reports to, evaluated by, and receives technical direction and oversight from the Director of Curriculum, Instruction and Assessment. Receives administrative direction from the principal of the assigned school building(s).

**SUPERVISORY RESPONSIBILITIES:** Trains and assigns/directs the activities of assigned Teaching Assistant(s); plays key advisory role in evaluation, hiring, firing, and compensation.

**QUALIFICATIONS:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- **Education and Experience.** Minimum of a Bachelors in education or other appropriate discipline plus three years of relevant experience, or a combination of education and experience from which comparable knowledge and skills are acquired, required. Advanced degree and/or graduate course work in math strongly desired. Experience working with at risk, struggling learners also required.
- **Certifications and Licenses.** Valid Vermont Professional Educator’s License with an Elementary Education endorsement (1-00) required. Valid Vermont driver’s license and a clean driving record also required.
- **Language Skills.** Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.
- **Mathematical Skills.** Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.
- **Computer Skills and Experience.** Proficient skills with e-mail, databases, word processing and spreadsheets required. Experience using intervention software preferred.
- **Reasoning Ability/Mental Requirements.** Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.
- **Communication & Interpersonal Skills.** Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, and outside agencies.

Frequency	Code	Description
Sometimes	S	activity may exist sporadically, but not on a consistent basis
Occasionally	O	activity exists on a consistent basis for less than 1/3 of the time
Frequently	F	activity exists from 1/3 of the time up to 2/3 of the time
Constantly	C	activity exists for 2/3 or more of the time
Not applicable	NA	activity is not present in the position

**PHYSICAL EFFORT AND STRESS:** Employee must have the physical ability to perform the essential functions of the job as outlined above, in addition to the following (Indicate appropriate code from above):

	Frequency Code	Essential	Not Essential
SITTING	F	X	
STANDING	F	X	
WALKING	F	X	
SEEING	C	X	
HEARING	C	X	
TALKING	C	X	

DEXTERITY (hands/fingers)	C	X	
USE OF COMPUTERS AND EQUIPMENT	F	X	
LIFTING			
up to 10 lbs.	F	X	
10-25 lbs.	F	X	
25-50 lbs.	O	X	
50-100 lbs.	O		X
100+ lbs.	NA		X
CARRYING			
up to 10 lbs.	F	X	
10-25 lbs.	F	X	
25-50 lbs.	O	X	
50-100 lbs.	O		X
100+ lbs.	NA		X
BENDING/STOOPING	O		X
PUSHING/PULLING	O		X
TWISTING	O		X
CLIMBING	O		X
BALANCING	NA		X
CROUCHING	O	X	
KNEELING	O	X	
CRAWLING	NA		X
REACHING (i.e., overhead)	O	X	
HANDLING	F	X	
DRIVING	O	X	
REPETITIVE MOVEMENTS (hands, feet)	S		X
MANAGING STRESS	F	X	
RESOLVING CONFLICTS	F	X	

**WORKING CONDITIONS/ENVIRONMENTAL FACTORS:** While performing the duties of this job, the employee shall be exposed to the following:

	Frequency Code
EXPOSURE (dust, dirt)	F
EXPOSURE (extreme heat – non-weather, flames)	NA
EXPOSURE (extreme cold – non-weather)	NA
EXPOSURE (fumes, odors)	O
EXPOSURE (viruses, infectious diseases)	F
EXPOSURE (water)	S
EXPOSURE (hazardous equipment)	NA
EXPOSURE (chemicals, hazardous materials)	S
UNEVEN TERRAIN	NA
OUTDOOR WEATHER CONDITIONS	O
VIBRATION/NOISE	C
HEIGHTS	S

**Definitions - Physical Demands**

- Sitting: remaining in a seated position
- Standing: remaining on one's feet in an upright position at a work station without moving about
- Walking: Moving about on foot
- Seeing: Perceiving with the eye
- Hearing: Perceiving or listening to sound by ear
- Talking: Articulating, speaking or discussing using spoken words
- Dexterity: Skill in the use of hands and fingers
- Lifting: Raising or lowering an object from one level to another (includes upward pulling)
- Carrying: Transporting an object, usually holding it in the hands or arms or on the shoulder
- Bending/Stooping: Bending the body downward and forward by bending the spine at the waist. Occurs to a considerable degree and requires full use of the lower extremities and back muscles.
- Pushing: Exerting force upon an object so that the object moves away from the force (includes slapping, striking, and kicking)
- Pulling: Exerting force upon an object so that the object moves toward the force (includes jerking).
- Twisting: Rotating; moving to face in alternate direction.
- Climbing: Ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes and the like, using the feet, legs, and/or arms and hands.
- Balancing: Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing gymnastic feats.
- Crouching: Bending the body downward and forward by bending the legs and spine.
- Kneeling: Bending the legs at the knees to come to rest on the knee or knees.
- Crawling: Moving about on the hands and knees or ha
- Reaching: Extending the hands and arms in any direction
- Handling: Seizing, holding, grasping, turning, or working with hands

.....

This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.