



JOB DESCRIPTION: Student Support Specialist

REPORTS TO: Director of Education

REVISION DATE: May 2022

EMPLOYMENT STATUS: Regular Full-Time / School-Year

FLSA STATUS: Exempt

SUMMARY OF POSITION

The Madison Community Montessori School (MCMS) Student Support Specialist addresses barriers that prevent a student from receiving the full benefit of their educational experience by providing case management, referrals, and direct and indirect services to students experiencing social, emotional and/or behavioral problems within the school setting. They will collaborate with parents, teachers, and administrative staff on a wide range of issues that school-aged children face, such as social conflicts, learning difficulties, mental health challenges and more, to help children feel safe and content at school.

The Student Support Specialist is a part of the school's administrative team, reporting to the Director of Education. This position is scheduled to work a full-time minimum of 36 hours per week during the school year. The Student Support Specialist agrees to devote their full time and attention during normal working hours to the duties of the Student Support Specialist. The Student Support Specialist will perform their duties subject to the general supervision and direction of the Head of School. The Student Support Specialist shall abide by all rules and policies of the school, as stated in both the MCMS Employee and Community Handbooks, and carry out the school's mission: respecting children & their natural joy of discovery. The Student Support Specialist will adhere to the school's essential expectations and professional standards in order to maintain excellence. The Student Support Specialist will act at all times in a professional manner in their interactions inside and outside of school.

ESSENTIAL FUNCTIONS AND RESPONSIBILITIES

Student and Program Support

- With the Director of Education, ensure students receive the social, emotional, and educational support they deserve both in and out of the classroom; including meetings to discuss student progress and concerns, supporting faculty by facilitating contact and participating in follow-up with families, as needed, and providing suggestions and support for early interventions when concerns are identified.
- Provide social skills, anger management, sensory relief, stress reduction or other similar counseling and strategies to students who are experiencing social/emotional/behavioral problems that interfere with their learning or the ability of others to learn.
- Review student records to identify previous barriers and/or interventions, and coordinate with staff, administration and parents concerning students' social, emotional, and behavioral progress along an established plan.
- Assist teachers, parents, and administrative staff with developing and implementing behavior management and educational support plans to address extraordinary needs of students, including but not limited to facilitating the IEP processes and/or external evaluations and assessments.
- Work collaboratively with educational staff to recommend in-school interventions/accommodations that may be needed to address students' educational, emotional, and behavioral needs.

- Provide families and caregivers with the tools necessary to support their child’s educational and/or behavioral progress, including information and referrals to access therapeutic services outside of school as needed.
- Consult and collaborate with social services, mental health, and other community providers on behalf of the school, including those working with individual students with permission of the parents.
- Develop and implement professional development training for educational staff and parents, as requested by the Director of Education or Head of School.

Other Responsibilities

- Perform screening for learning challenges, such as literacy screening, and use other basic tools to identify a need for intervention.
- Stay up-to-date on research and professional development related to serving students with exceptional needs, especially within a Montessori setting.
- Perform other duties as assigned by the Director of Education or Head of School.

JOB KNOWLEDGE, SKILLS & ABILITIES

- Excellent verbal, written, and interpersonal communication skills
- Well-honed observation skills
- Knowledge of alternative learning strategies, including an interest in Montessori
- Technical skills, including Microsoft Word and Excel, GSuite (Google Docs, Sheets, and Slides)
- Problem-solving ability
- Demonstrated leadership ability, including case and time management skills
- Highly organized and detail-oriented
- Ability to work with diverse populations that include parents, prospective families, students, staff, external consultants, and caregivers
- Displays a positive, flexible, and adaptable attitude
- Exercises sound judgment and decision-making
- Maintains confidentiality and uses direct communication to resolve conflicts
- Takes initiative and is self-directed

EXPERIENCE AND EDUCATION

- BA/BS in social work, psychology, or related field required, Master’s degree or Licensed Clinical Social Worker (LCSW) certification preferred, and the ability and willingness to obtain additional training in Montessori education and course work such as Child Study
- At least 5 years’ experience in social work, counseling, or related discipline in a school setting
- Possess an understanding of the knowledge, skills, and processes for effective casework practice within a school setting
- Knowledge of laws related to school-based discipline and disability (e.g., IDEA, ADA, etc.)
- Understanding of and experience with child development, psychopathology, social and environmental conditioning, trauma response, cultural diversity, and family systems.
- Must successfully clear background checks and have the ability and willingness to obtain first aid, CPR, fire extinguisher, and other safety training provided by MCMS
- Certification, experience, or additional education relating to exceptional needs preferred

PHYSICAL REQUIREMENTS & WORK ENVIRONMENT

Activity	<25%	25%	50%	75%	100%
Standing		X			
Sitting: Office setting			X		
Walking			X		
Bending	X				
Squatting	X				
Lifting up to 50 lbs	X				

Hand Use: Grasping			X		
Fine Manipulation				X	
Driving	X				
Work: Inside (with students, at MCMS)				X	
Outside		X			
Visual: Near and Far					X
Depth Perception: Yes					X
Correct Color Perception: Yes					X
Travel Required: Minimal	X				