

WARREN COUNTY PUBLIC SCHOOLS

210 North Commerce Avenue Front Royal, Virginia 22630

Phone (540) 635-2171

Student Support Coach Position Description

LOCATION: Various Schools

JOB CATEGORY: Professional

PAY GRADE: Grade 1-5

FSLA: Exempt

IMMEDIATE SUPERVISOR: Building Administrator(s)

GENERAL DEFINITION AND CONDITIONS OF WORK

Performs complex professional work, providing teaching and/or training services to students in general instruction or in a specialized subject or assigned group of subjects; motivates students to develop skills in assigned subject matters; performs related work as required. Works with general supervision. Limited supervision may be exercised over assigned paraprofessionals. Provides social/emotional supports such as processing problems, planning goals and actions, and improving parent/school relationships. The Student Support Coach (SSC) guides not only the child but also the parents on how to deal with issues (both academic and social/emotional) and overcome them. The instructional focus, with some other therapeutic practices, is designed to provide wholesome growth.

ESSENTIAL FUNCTIONS/TYPICAL TASKS

The minimum performance expectations include, but are not limited to, the following functions/tasks:

- Maintains and respects confidentiality of student and school personnel information;
- Meets and instructs the students(s) in assigned locations and at the designated times;
- Designs coherent instruction based upon knowledge of subject matter, current instructional practices, students, the community, and curriculum goals;
- Plans instruction to achieve desired objectives that reflect the Virginia Standards of Learning and division curriculum guidelines;
- Prepares for classes assigned and shows evidence of lesson preparation upon request of the building administrator(s);
- Diagnoses individual, group, and program needs and plans for

the appropriate use of time, materials, and resources to match the ability and needs of all students;

- Evaluates students' progress; provides students with specific evaluative feedback;
- maintains appropriate records and prepares progress reports;
- Administers standardized tests in accordance with established procedures;
- Identifies and communicates specific student performance expectations; documents student learning gains using appropriate assessment instruments;
- Creates learning experiences that make the subject matter meaningful for all students;
- Understands that students differ in their learning styles and differentiates instruction to meet diverse student needs;
- Uses appropriate materials, technology, and resources in a manner that promotes the development of critical thinking, problem solving, and performance skills;
- Selects, evaluates, and refines a variety of teaching methods and instructional strategies for the active engagement of students and improvement of student learning;
- Selects and implements remediation strategies to close learning gaps;
- Collaborate with core teachers to provide targeted remediation;
- Enhance learning interest and motivation to help students overcome learning difficulties so they may gain a sense of achievement and recover their confidence and interest in learning;
- Implements a classroom management policy that fosters a safe and positive environment for all students and staff;
- Ensures the adequate and safe supervision of students;
- Establishes and maintains positive rapport with students;
- Creates a supportive learning environment for all students that encourages social interaction, active engagement in learning, and self-motivation;
- Reports any pertinent information to the building administrators in case of child endangerment, neglect, or abuse;
- Uses effective verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom;
- Works collaboratively with staff, families, and community resources to support the success of a diverse student population;
- Models professional, moral, and ethical standards as well as personal integrity in all interactions;
- Takes responsibility for and participates in a meaningful and continuous process of professional development;
- Works in a collegial and collaborative manner with peers, school

personnel, and the community to promote and support student learning;

- Complies with and supports school and division regulations and policies;
- Maintains proper boundaries with students at all times, assuring respect for the ethical and legal duties in the staff-student relationship and the essential duty to serve as a role model;
- Provides a good role model of an educated professional in appearance, demeanor, dress and behavior;
- Communicates with students, student counselors and parents through conferences and other means;
- Models non-discriminatory practices in all activities;
- Performs related duties as assigned by the building administrator(s) in accordance with the school/division policies and practices.

KNOWLEDGE, SKILLS AND ABILITIES

Thorough knowledge of subject(s) taught; thorough knowledge of elementary, secondary or special education principles, practices and procedures; thorough knowledge of the principles and methodology of effective teaching; thorough knowledge of school division rules, regulations and procedures; ability to establish and maintain standards of behavior; ability to deliver articulate oral presentations and written reports; ability to establish and maintain effective working relationships with staff, students, administration, and parents.

EDUCATION AND EXPERIENCE

Candidate must be a graduate of an accredited college or university and possess or be eligible to acquire appropriate license(s) and/or endorsement(s) for position as required by the Commonwealth of Virginia and School Board. Candidates must possess demonstrated leadership qualities and personal characteristics necessary for working effectively with students, staff, administrators, and parents.

SPECIAL REQUIREMENTS

Candidate must possess good moral character and is expected to be a role model, in and out of school.

PHYSICAL DEMANDS/REQUIREMENTS

Duties performed typically in school settings to include: classrooms, gymnasium, cafeteria; auditorium; and recreational areas. Frequent walking, standing, stooping, lifting, up to approximately 30 pounds, and occasional lifting of equipment and/or materials weighing up to approximately 40 pounds may be required.

Other limited physical activities may be required. Occasional travel with students on field trips may be necessary. Vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information at normal spoken word levels; visual acuity is required for preparing and analyzing written or computer data, determining the accuracy and thoroughness of work, and observing general surroundings and activities; the worker is subject to inside and outside environmental conditions, noise and hazards. Occasional movement of students by wheelchairs and other mechanical devices may be required. Regular instruction to special needs children may be necessary. Daily personal and close contact with children to provide classroom management and learning environment support is required. Regular contact with staff members, administration, and parents is required. Frequent contact with parents by phone and in person is necessary. Occasional contact with medical professionals may be required.

EVALUATION

Performance will be evaluated on the ability and effectiveness in carrying out the above responsibilities by building administrator(s).

*This position is a grant funded position and is in place for the 2021/2022, 2022/2023 and 2023/2024 school years.