

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: ESL STUDENT SUPPORT SPECIALIST

GENERAL STATEMENT OF JOB

Under general or occasional supervision, performs duties as necessary to coordinate a one-to-one tutoring program, monitor student attendance, and work closely with families. Work involves planning, training, and tracking student progress. Work requires the use of spreadsheets, curriculum materials and test information. Work involves preparing and presenting programs for parents; planning and implementing parent outreach efforts; developing and maintaining resources for parents; assisting schools and school staffs to plan and carry-out parent outreach efforts; and providing parenting and referral information for parents. Reports to the Principal of the assigned school.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Provides assistance in linking programs and services with the school for the purpose of improving school attendance, student performance, and positive youth development.

Monitors education, health, and human services received by assigned students and their families, to ensure that they are delivered in a personal, accountable and coordinated manner.

Coordinates and facilitates programs, services, special classes and extracurricular activities for students and their families.

Prepares and presents programs to educate parents about resources that are available to them to support their children's school success.

Builds rapport and friendship with assigned students, and assists and advises in matters pertaining to class work, homework, attendance, social interaction, etc., as appropriate; builds rapport with students' parents or guardians to encourage trust and to graduate high school.

Establishes parent contacts, parent meetings, and information sessions to encourage parental support of their students

Develops and maintains resources for parents and provides parenting and referral information.

Collaborates with social workers, counselors and teachers to organize parent workshops, community teambuilding events, and information sessions in the community, and at the school.

Provides information to parents pertaining to the school's procedures and instructional programs as well as resources available to them throughout the school system and community

Surveys parents to obtain an understanding of their needs and utilizes survey data in determining specific resources to make available to parents.

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ADDITIONAL JOB FUNCTIONS

Performs other related work as required including the improvements to program as related suspension alternatives.

MINIMUM TRAINING AND EXPERIENCE

Graduation from high school and demonstrated ability to speak, understand, read and write fluently in both English and second language; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of automated office machines including computers, typewriters, calculators, printers, copiers, etc. Must be able to exert a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects.

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 Communications: Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments, and/or directions from supervisors.

Language Ability: Requires the ability to read correspondence, reports, forms, billing statements, invoices, financial statements, rosters, insurance forms, turnaround documents, etc. Requires the ability to prepare correspondence, forms, reports, billing statements, invoices, and financial statements using proper format. Requires the ability to speak to people with poise, voice control, and confidence.

Intelligence: Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in oral, written, diagrammatic or schedule form.

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 standard English and government terminology. Include as necessary any professional languages, i.e. support services, personnel, etc.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract totals; to multiply and divide; to determine percentages and decimals; and to apply/access other math skills as necessary.

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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 automated office equipment or tools of the position.

Manual Dexterity: Requires the ability to handle a variety of items, office equipment, etc. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Does not require the ability to differentiate between colors and shapes of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under minimal levels of stress and when confronted with persons acting under stress.

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

Knowledge of student code of conduct and student handbook.

Able to carry-out student support programming through the use of educationally sound methods and skills.

Knowledge of parent involvement strategies in order to engage parents in support of student interventions.

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.