



**TITLE:** MATH INTERVENTIONIST

**REPORTS TO:** Chief Executive Officer

**GENERAL DESCRIPTION:**

The goal of the Math Interventionist is to assist students who have been identified as at-risk with math intervention to provide a continuum of support and help them get on grade level. The interventionist develops material and lesson plans, conducts classroom instruction, and evaluates and assesses student performance. The interventionist meets with parents, interprets student progress, and informs parents/guardians about student strengths, weaknesses, and progress. Lastly, the interventionist collaborates with identified teachers and instructional assistants who share the at-risk students served and develops a transition plan between the intervention classroom and the regular classroom.

**PRIMARY DUTIES AND RESPONSIBILITIES:**

To perform the job successfully, an individual must demonstrate the following competencies:

1. Problem Solving – Identifies and resolves problems in a timely manner; gathers and analyzes information skillfully.
2. Customer Service – Manages difficult or emotional customer situations; responds promptly to customer needs; responds to requests for service and assistance; meets commitments.
3. Oral Communication – Speaks clearly and persuasively in positive or negative situations; listens and gets clarification; responds well to questions.
4. Written Communication – Writes clearly and informatively; edits work for spelling and grammar; presents numerical data effectively; able to read and interpret written information.
5. Quality Management – Demonstrates accuracy and thoroughness.
6. Organizational Support – Follows policies and procedures; completes administrative tasks correctly and on time.
7. Judgement – Displays willingness to make decisions; exhibits sound and accurate judgement; supports and explains reasoning for decisions.
8. Planning/Organizing – Uses time efficiently.
9. Professionalism – Approaches others in a tactful manner; treats others with respect and consideration regardless of their status or position; accepts responsibility for own actions.
10. Quality – Demonstrates accuracy and thoroughness; monitors own work to ensure quality.
11. Quantity – Meets productivity standards; completes work in a timely manner; works quickly.
12. Adaptability – Manages competing demands.
13. Attendance/Punctuality – Is consistently at work and on time.
14. Dependability – Follows instructions, responds to management direction; takes responsibility for own actions; keeps commitments.

**GENERAL DUTIES**

1. Shall determine appropriate action within clearly defined guidelines.
2. Shall present a positive image of the school to parents, and convey to them the school's genuine concern with the education, growth, and development of each student.
3. Shall seek to establish friendly and cooperative partnerships between home and school.
4. Shall work to develop a positive public relationship between the school and the community.
5. Shall carry out assignments in a timely manner without undue checking.
6. Shall react positively to directives.
7. Shall have a willingness to cooperate with the Chief Executive Officer, school administrators, and staff.

8. Shall maintain the confidentiality, both verbally and in written form, of each student's educational record.
9. Shall strive to maintain and improve professional competence.
10. Shall take necessary precautions to protect students, equipment, materials, and facilities.
11. Shall adhere to Board of Trustees' Policies and Procedures.

**SPECIFIC DUTIES AND RESPONSIBILITIES**

1. Shall possess skills at interpretation of assessment data to drive instruction.
2. Shall review data to make instructional decisions to address student weaknesses.
  - a. Shall prepare and deliver focused math intervention instruction in small group setting.
  - b. Shall possess knowledge in math intervention strategies and actual implementation.
  - c. Shall utilize instructional management systems which increases student learning and maximizes time on task.
  - d. Shall monitor student progress towards achieving instructional objectives and goals on the Intervention Plans or IEPs.
  - e. Shall be familiar with RTI process and Tiered Instruction.
  - f. Shall communicate effectively within the educational community and with parents on a regular basis.
3. Shall collaborate with the assigned classroom teacher(s) for instructional planning and delivery.
4. Shall monitor and maintain accurate records on student achievement, articulating the progress and success.
5. Shall provide explicit, scientifically based instruction to small groups of students.
6. Shall assist in the scheduling and assignment of students to the program.
7. Shall implement the assigned program of study.
8. Shall foster a classroom climate conducive to learning.
9. Shall promote and maintain positive pupil-teacher-parent relationships.
10. Shall possess a strong commitment to help all children succeed.
11. Shall adhere to the teacher code of conduct.
12. Shall maintain professional work habits.
13. Shall perform other duties as assigned by the Chief Executive Officer.

**QUALIFICATIONS:**

BA/BS degree in Education  
 Appropriate licensure in Mathematics  
 Demonstrated teaching skills  
 Demonstrated collaboration with faculty, staff, students, and parents  
 Background/knowledge in math/intervention strategies/Research Based Instructional Strategies  
 Understanding of up-to-date instructional technology and educational software  
 Ability to work with students with various academic needs  
 Good human relation skills  
 Good communication skills

**PHYSICAL DEMANDS:**

Sitting at desk for limited periods of time  
 Standing for most of the work day  
 Frequent walking, bending, stooping, twisting, reaching, grasping  
 Heavy lifting – up to 50 pounds assisting disabled students  
 Some carrying – up to 50 pounds  
 Some application of physical restraint to students  
 Manual dexterity to handle augmentative devices  
 Repetitive movement of fingers and hands for keyboarding  
 Considerable physical stamina for a demanding role in the classroom

- SENSORY ABILITIES:** Visual acuity to read correspondence and computer screen  
Auditory acuity to be able to use telephone and to relate to students, parents and visitors  
Ability to speak clearly and distinctly
- WORK ENVIRONMENT:** Mainly inside classroom setting with special equipment and devices for disabled students
- TEMPERAMENT:** Ability to work as member of a team  
Must be courteous and able to deal effectively with people, especially students and parents  
Must be cooperative, congenial and service-oriented and helpful to students  
Ability to work in an environment with frequent interruptions  
Must be a caring provider to disabled students
- COGNITIVE ABILITY:** Ability to follow written and verbal directions  
Ability to complete assigned tasks with minimal supervision  
Ability to read, write, and perform simple computations  
Ability to compose clear, concise sentences and paragraphs  
Ability to organize the office setting efficiently to accomplish tasks  
Ability to exercise good judgment in prioritizing tasks and student activities  
Ability to communicate effectively, normally as well as through the use of special devices used by students
- SPECIFIC SKILLS:** Ability to operate classroom equipment and augmentative technology and equipment  
Ability to use computer technology  
Some ability for typing/keyboarding activity  
Must know how to write reports and handle some correspondence  
Must appropriately handle confidential information
- DAYS OF EMPLOYMENT:** 200 Days

*(Reasonable accommodations may be made to enable a qualified individual with a disability or disabilities to perform the primary duties and responsibilities of the job).*

(Approved: May 22, 2017)