

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION
JOB TITLE: DISTRICT STUDENT SUPPORT SPECIALIST
STUDENTS SERVICES

GENERAL STATEMENT OF JOB

The District Student Support Specialist assists the school-based Student Support Specialist and Dropout Prevention Supervisor in planning and providing direct services. Student Support Specialist interviews 16-17 year old GCS students who go to GTCC. Performs liaison duties with GTCC and community agents to assist students in not dropping out of school. Works extensively with the dropout efforts of the district. Reports to the Supervisor of Dropout Prevention.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Acts as liaison between Guilford County Schools and GTCC and other area community colleges as related to their Adult High School and GED programs for 16 and 17 year-old students.

Counsels students and their families, handles release forms, and maintains release records and statistics for those considering exiting GCS to attend the 16 and 17 year-old programs at the community colleges.

Provides assistance to the Supervisor of Dropout Prevention and coordinates efforts with the Student Support Specialists assigned to each of the high schools.

Plans programs and activities in collaboration with other staff to aid in the prevention of dropouts which includes problems with attendance, suspensions, academics, and other school adjustment concerns.

Facilitates the collection and use of data as directed by the Supervisor of Dropout Prevention.

ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

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MINIMUM TRAINING AND EXPERIENCE

State requirements.

SPECIAL REQUIREMENTS

Must be licensed in the State of North Carolina in social work, counseling or in a related teaching area.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED
TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, copies, etc. Must be physically able to operate a motor vehicle. Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects, including the human body. Light Work usually requires walking or standing to a significant degree.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural or composite characteristics (whether similar or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments or directions to subordinates or assistants.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, articles, proposals, contracts, etc. Requires the ability to prepare correspondence, reports, forms, evaluations, contracts, policies, handbooks, budgets, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak before groups of people with poise, voice control and confidence.

Intelligence: Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to give oral and written instructions. Must be able to communicate effectively and efficiently in a variety of technical or professional languages including educational and legal terminology.

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Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the principles of descriptive statistics, statistical inference and statistical theory.

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 office equipment.

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

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

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with emergency situations.

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

General knowledge of the principles of organization and administration.

General knowledge of the North Carolina Standard Course of Study.

Skill in counseling, motivating students and talking with parents.

Ability to coordinate the efforts of support services personnel and outside agencies.

Ability to use common office machines and popular computer-driven word processing, spreadsheet and file maintenance programs.

Ability to maintain complete and accurate records and statistics and to develop meaningful reports from that information.

Ability to effectively express ideas orally and in writing.

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Ability to establish and maintain effective working relationships as necessitated by work assignments.

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.