



JOB DESCRIPTION

Job Title	Student Success Advocate
Department	Teaching and Learning
Reports To	Building Principal
Classification	Nonaffiliated
Location	Secondary
Salary	On Schedule
Length of Contract	On Contract

This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees may be required to follow other job-related instructions and to perform other job-related duties as requested, subject to all applicable state and federal laws. Certain job functions described herein may be subject to possible modification in accordance with applicable state and federal laws.

Job Summary

The Student Success advocate is responsible for supporting the academic and social well-being of students experiencing barriers to success in a traditional academic environment. The Advocate works closely with identified students, District staff, and student families to implement, monitor, and assess interventions and their effectiveness as well as to provide support, encouragement, and access to District and community resources.

Essential Job Functions

- Works directly with marginalized or at-risk students to develop strategies to increase academic, social, and behavioral success.
- Collaborates with school staff to identify students experiencing academic and behavioral challenges.
- Creates and maintains a variety of tools and resources to students to address their individual needs.
- Maintains a collection of resources and information to share with students and families.
- Develops and implements research-based interventions that focus specifically on individual student needs.
- Provides data to school teams and participates in decisions about student progress.
- Communicates with teachers, administration, and families regarding student progress.
- Provides input for program development.
- Collaborates with the SEL coach and other staff to provide support and identify areas of need.
- Motivates students and builds student self-esteem through positive relationships.
- Coordinates interventions in core content areas for students in danger of failing.
- Identifies students on the D and F lists in four-week intervals to determine which students are in need of supports.

Ancillary Job Functions

- Attends the appropriate trainings to improve knowledge and skills
- Provides staff development opportunities

- Performs other related duties as assigned

Required Qualifications – Required qualifications to effectively perform the job at the time of hire. An equivalent combination of education, training, and experience will be considered. Additional requirements and/or substitutions may be requested and require the approval of HR.

- Bachelor’s degree in social work, juvenile justice, education, or a related field.
- Experience working with a diverse population of school age students.
- Trained in Non-Violent Crisis Intervention (NVC)

Preferred Qualifications – Highly desired education, training, and/or experience that may be helpful in performing the job, if applicable.

- Experience working with children in crisis or at-risk environments.

Knowledge, Skills, and Abilities – May be representative, but not all-inclusive, of those commonly associated with this position.

- Excellent interpersonal and communication skills
- Knowledge of various classroom management strategies including Positive Behavior Intervention System (PBIS)
- Knowledge of and ability to implement de-escalation techniques
- Knowledge of community resources.
- Knowledge of and the ability to implement behavior management techniques
- Strong organizational skills
- Ability to collect data and make course placement recommendation for students
- Ability to build and maintain effective relationships with school administrators, staff, students, and families
- Demonstrates an understanding and use of equitable and culturally responsive practices.
- Ability to serve as a positive role model for students, demonstrating responsible and thoughtful behavior.

Work Environment – Environmental or atmospheric conditions commonly associated with the performance of the functions of this job.

- Normal office/classroom environment and moderate noise levels

Physical Requirements – The physical demands described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

- Frequently required to talk and hear
- Must be able to have repetitive wrist/hand/finger movement to work on computer and/or related office equipment.
- The employee shall remain free of any alcohol or illegal substance in the workplace in compliance with Policy 4122.01 throughout his/her employment in the District.