**IN-SCHOOL SUSPENSION ASSISTANT (SECONDARY)**

**DEFINITION:**
Under direction of the Principal or Assistant Principal incumbent will supervise students in the in-school suspension program, and perform routine clerical work as related to duties as required.

**QUALIFICATIONS:**
- **Experience:** School experience is desirable but not required.
- **Education:** Equivalent to the completion of the 12th grade. Courses and/or in-service in psychology, sociology, or related fields are preferable, but not required.

**DISTINGUISHING CHARACTERISTICS:**
- Respond appropriately to students in crisis with empathy and professionalism.
- Perform essential job functions and task requirements.
- Demonstrate confidentiality of personal information regarding students.
- Flexibility required due to variable hourly working schedules based upon alternate instructional schedules.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**
Under the direction of the Principal or Assistant Principal, incumbent will:

- Assist students with routine direction to complete pre-assigned independent tasks, using established rules and procedures, including returning completed work to the teachers and encouraging and supporting students with assignments.
- Type letters, reports, and other clerical materials related to duties as assigned.
- Record data related to duties. Perform filing and record keeping related to duties.
- Monitor arrival, dismissal and attendance of students under their supervision.
- Supervise students in halls, bus stops, parking lots, and other non-classroom areas.
- Patrol hallways, restrooms, and other areas where students gather.
- Perform related duties as required.
- Maintain structured and safe environments for students.

**KNOWLEDGE:**
- Correct English usage, spelling, grammar, and punctuation; computational skills; modern clerical procedures.
- School and classroom rules, procedures and practices.
- Verbal and written communication skills.
- Computers and relative software.

**ABILITIES AND SKILLS:**
- Work effectively with a wide variety of personalities and situations requiring tact, judgment, stability, and poise.
- Understand and follow oral and written instructions.
- Keep records and make reports; operate modern office equipment.
- Effectively utilize Microsoft Word, Excel, e-mail and Outlook calendars related to duties.
- Ability to learn and implement Positive Behavioral Intervention and Support (P.B.I.S.) practices.
- Work with diverse students from various populations.

**PHYSICAL REQUIREMENTS:**
**Physical abilities** include the usual and customary methods of performing the job’s functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

**Significant physical abilities** include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.
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WORK ENVIRONMENT:

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with students, district staff and the public.