

Victoria Independent School District-Job Description

Job Title/Position:		Department/Campus:	Supervised By/Reports To:	
Social, Emotional, Behavior Support Specialist (SEBSS)		Assigned Campus	Principal (Evaluator) and District MTSS Director (Programmatic Support)	
Pay Scale:	Pay Grade:	Employment Term (days):	FLSA Exemption Status:	Date Revised:
Administrative-Instructional	3	193	Exempt	June 2025

Primary Purpose:

Develop systems that support sustainable behavior and social-emotional growth for staff and students' campus-wide. Coach and model effective Tier 1 and Tier 2 classroom practices to strengthen behavioral and SEL strategies. Lead and support the MTSS process to ensure interventions are data-driven, implemented with fidelity and lead to measurable progress. Respond to immediate behavioral and emotional needs while maintaining focus on long-term systems work to prevent repeated crises to promote proactive change.

Qualification Guidelines:

Education/Certifications:

Bachelor's degree

Valid Texas Teaching certificate (or Master's degree may be substituted for Texas Teaching certificate)

Experience:

Work experience in the fields of education, psychology, social work, counseling, case management or a related field

Special Knowledge/Skills/Abilities:

Experience in supporting classroom practices, coaching staff, and leading MTSS to promote behavior and social-emotional growth.

Skill in using data-driven strategies to enhance student support, collaborate with families, and implement sustainable systems.

Experience working with individuals struggling in the areas of social, emotional and/or behavioral skill development.

Experience working with families and the community

Experience with providing group professional development and/or individual technical assistance

Knowledge of varied behavior management strategies, de-escalation techniques

Able to exhibit positive and collaborative relationship with parents, administrators and teachers

Consistent record of implementing best practices in emotional/behavioral-related issues

Knowledge and application of counseling, coaching and/or mentoring techniques

Knowledge of appropriate interventions for students with severe emotional and behavioral needs

Excellent organizational, communication and interpersonal skills

Supervisory Responsibilities:

None

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Mental/Physical/Environmental Demands:

Tools/Equipment Used: Standard office equipment including personal computer and peripherals

Posture: Prolonged sitting; occasional bending/stooping, pushing/pulling, and twisting

Motion: Repetitive hand motions including keyboarding and use of mouse; occasional reaching

Lifting: Occasional light lifting and carrying (less than 15 pounds)

Environment: May work prolonged or irregular hours; travel throughout the district and occasionally to conferences outside of the district; may be required to control student behavior through the use of physical restraint

Mental Demands: Work with frequent interruptions, maintain emotional control under stress

Major Responsibilities and Duties:

Multi-Tiered Systems of Support (MTSS)

1. Demonstrate a clear sense of the district's mission and SEL vision.
2. Conduct small group social skills classes, utilizing social emotional learning curriculum and instruction.
3. Demonstrate self-control and exhibit a growth mindset.
4. Lead and facilitate MTSS meetings to ensure that behavioral and SEL interventions are data-driven, monitored for fidelity, and result in measurable student progress.
5. Support teachers and staff in designing individualized student behavior plans aligned with MTSS and academic expectations.
6. Document interventions and monitor progress to ensure accountability and continuous improvement.
7. Analyze behavior patterns and use structured data protocols to adjust campus-wide strategies as needed.

Positive Behavior Supports

8. Assist school staff in developing behavioral programs and/or interventions.
9. Model and coach evidence-based SEL and behavioral strategies within classrooms to strengthen Tier 1 and Tier 2 practices.
10. Respond to immediate student needs with effective de-escalation strategies and short-term interventions.
11. Design, implement and monitor behavior MTSS plans.
12. Develop crisis intervention plans in collaboration with the campus team.
13. Use data to identify trends in student behavior, analyze and interpret disruptive patterns, and provide targeted recommendations for interventions to reduce removals from the classroom.

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14. Collect and interpret student progress monitoring data in the areas of social, emotional and behavioral development to support data-based decision making and reduce classroom removals.
15. Model behavior that is professional, ethical, and responsible.

Family and Community Engagement

16. Build strong relationships with students, families, and external partners through consistent communication and outreach efforts.
17. Consult and collaborate with students, parents, teachers, school staff and outside agencies when needed (with appropriate consent).
18. Conduct home visits and collaborates with community agencies to provide comprehensive, wraparound supports addressing both behavioral and emotional needs.
19. Design and implement truancy prevention measures to support increased student attendance.
20. Create safe and supportive environments where families feel empowered to contribute to student growth.

Enhancing Instructional Environment

21. Collaborate to enhance instructional quality by observing classrooms, modeling effective strategies, and participating in PLCs and professional development sessions.
22. Provide real-time coaching and feedback to staff after observations and modeling sessions to strengthen classroom practices.
23. Conduct professional development on topics identified by the campus leadership team.
24. Lead schoolwide efforts in SEL/PBIS planning, focusing on proactive systems to prevent repeated crises and support long-term student success.
25. Initiate and support programs that facilitate a positive, caring, and orderly climate for learning.

Emergent Bilingual Coordination

26. Register for and attend all Emergent Bilingual (EB)/LPAC coordinator meetings and LPAC trainings at Region 3.
27. Prepare copies of the appropriate Elevation Parent Notification Letters for each EB student and each 1st/2nd year monitored student; send one copy home to parent/guardian and place one copy in the yellow student LPAC folder.
28. Create a list of all TELPAS Testers with their TELPAS Years in U.S. Schools; provide a copy to the Campus Testing Coordinator and place a copy in the campus LPAC binder.
29. Perform MOY/Assessment LPAC meeting; print out and file all documents in appropriate place: Campus LPAC Binder and yellow student LPAC folders.

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30. Conduct EOY/Assessment LPAC meeting; print out and file all documents in appropriate place: Campus LPAC binder and yellow student LPAC folders.

Personal Responsibilities

31. Adhere to timelines and procedures.
32. Maintain schedule of services for assigned job duties.
33. Attend required district in-service and staff meetings.
34. Maintain student data records.
35. Maintain and report Medicaid paperwork as applicable.
36. Attend work on a regular basis.
37. Comply with rules established by federal and state law, State Board of Education and district policy and regulations.
38. Maintain confidentiality.
39. Understand state and federal regulations relative to social, emotional and behavioral needs.
40. Perform other duties as assigned.

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