Loudoun County Public Schools

HUMAN RESOURCES AND TALENT DEVELOPMENT
JOB CLASS SPECIFICATION

Certified: 7/1/2026

Student Support Advisor (High School)

Pay Scale: A
Level: N/A
FLSA Status: Exempt
Job Family: Student Services
Primary Location: School-Based

Department Overview
The Department of Student Services focuses on prevention and intervention approaches in the schools and is committed to the "Education of the Whole Child" to ensure safe, healthy, and supportive learning environments for all students. The department supports student performance through special education, school counseling, student registration, health, social work, student assistance, attendance, homebound, assessment, diagnostic, psychological and parent resource services. The department includes the following teams: Student Services, Student Mental Health Services, Diagnostic and Prevention Services, Special Education, and Procedural Support.

Job Overview
The Student Support Advisor (SSA) collaborates with school- and district-level leadership to provide holistic support to schools for the cultivation of a safe, healthy, welcoming, and affirming learning environment where access to diverse resources, programs, and opportunities foster individualized student success. The SSA supports the development, implementation, and sustenance of a culture of learning and positive behavior by employing effective, data-driven multi-tiered systems of support with the prime goal of reducing behavior incidents by building staff capacity to respond to student behaviors effectively. The SSA facilitates professional development and builds capacity among school-based staff, school leaders, and community stakeholders through the engagement of evidenced-based practices aligned with district expectations and policies.

Roles and Responsibilities
The following information is intended to describe the overall nature and scope of the work being performed. This is not a comprehensive listing of all responsibilities or tasks; work may differ and other work may be assigned when deemed appropriate.

- Serves as chief point of contact for providing continued education and in-school intervention opportunities for students in the discipline process by acting as a professional colleague, regularly collaborating with school-based staff on instructional and behavioral supports
- Coordinates, facilitates and documents all student support transition meetings
- Serves as chief point of contact for the development, implementation, monitoring, evaluation, and improvement of comprehensive student support plans
- Coordinates school-based homebound and home-based instructional programs
- Coordinates and facilitates Return to Learn meetings and related plans with students, parent(s)/guardian(s), and appropriate school- and district-level staff
- Consults with school teams to support the Functional Behavioral Assessment and Behavioral Intervention Plan process
- Serves as school-based internal Positive Behavioral Interventions and Support (PBIS) coach in alignment with the LCPS PBIS Coach Roles and Responsibilities
- Serves as chief point of contact for Multi-Tiered Systems of Support for staff related to problem solving with

school-based teams around issues related to student academic, social emotional, behavioral needs, and school climate/culture, supporting and managing the documentation of student MTSS plans, and delivering professional development to staff on best practices for student engagement in the classroom to maximize positive behaviors
- Collaborates with the School Improvement Team by providing analysis of discipline data
- Collaborates with the Student Activities and Engagement Coordinator in coordinating remediation and credit recovery efforts such as scheduling students with staff, tracking student participation in remediation activities, working with content teachers to ensure student course engagement and progression, and monitoring success of the credit recovery and remediation programs
- Collaborates with the Student Activities and Engagement Coordinator in tracking and addressing chronic student absenteeism and tardiness
- Schedules and facilitates conferences with students regarding lack of classroom engagement resulting from chronic student absenteeism, tardiness, office referrals, and other potential individualized factors

Qualifications
Below are the minimum qualifications for this job. Equivalent combinations of education and experience are also acceptable.

Education
Bachelor's Degree

Experience
Successful full-time experience in teaching, school counseling and/or mental health services

Licenses and Certifications*
Eligibility for appropriate licensure
**An active Licensed Professional Counseling (LPC) license issued by the Virginia Department of Health Professionals (DHP) may be considered in lieu of this requirement*

Knowledge, Skills and Abilities
- Working knowledge of Multi-Tiered System of Supports, including subject content, curriculum, differentiated methodologies of effective teaching, restorative practices, the conflict cycle, positive behavioral approaches, and evidence-based practices
- Strong interpersonal, relationship-building, and cultural proficiency skills in order to establish and maintain positive collaborative relationships with staff, students, and parents
- Skill in the use of multimedia and computer technology to enhance learning
- Excellent human relations skills
- Excellent oral and written communications
- Ability to apply knowledge of current research and theory to instructional programs
- Ability to analyze data to make informed decisions that improve instructional, social-emotional and behavioral supports for students

Physical Requirements
The following provides a brief description of physical requirements for this job:

While performing the duties of this job, the employee is regularly talking, expressing or exchanging ideas by means of the spoken word. The employee must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly. The employee must possess normal cognitive abilities including the ability to learn, recall and apply certain practices and policies. Frequently sitting and/or remaining in a stationary position for long periods of time.

Exerting up to 25 pounds of force occasionally and/or negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects.

Equal Opportunity Employment
The Loudoun County School Board seeks to cultivate a high performing team of professionals focused on its mission and goals. The School Board values merit and excellence within its workforce and encourages the highest levels of professionalism for all its employees.

The School Board also recognizes and values the diversity of the students and broader community it serves and encourages diversity within its workforce.

The Loudoun County School Board is an Equal Opportunity Employer. The School Board does not discriminate against qualified applicants or employees on the basis of actual or perceived race, national origin, ancestry, color, sex, sexual orientation, gender identity, pregnancy, childbirth or related medical conditions, marital status, age, religion, disability, genetic information, veteran status or any basis protected by law.

ADA Accommodations Disclosure
Under the Americans with Disabilities Act (ADA), Loudoun County Public Schools is required to provide reasonable accommodations to qualified employees with disabilities, unless doing so would pose an undue hardship. Qualified employees are those who hold the necessary education, skills, and experience for the job; and who can perform its essential responsibilities, with or without an accommodation.

Remote Work Disclosure
The following guidelines apply to jobs and positions where employees have been identified as having the potential to work remotely. Remote work is defined as completing one's duties and responsibilities at a site other than one's assigned duty location. In order to be eligible for remote work privileges, an employee must have demonstrated consistent, positive performance and have the support and approval of their direct supervisor. In addition, these employees must have reliable high-speed internet and a designated workspace that allows them privacy while completing sensitive and confidential work. Employees who are non-exempt and are working remotely will work their regular scheduled hours and gain prior approval from their supervisor if they work more than 8 hours a day or more than 40 hours in a workweek. Remote work privileges can be amended, changed, or revoked based upon the performance of the employee, as well as the needs of Loudoun County Public Schools.