

# Service Specialist Tompkins County

**Department:** Tompkins-Seneca-Tioga BOCES  
**Classification:** Competitive  
**Approved:** BOCES Board Action 02/23/89  
**Revised:** 10/89; 8/02; 8/15; 9/15; 1/17; 6/22  
**By:** RP, Commissioner of Human Resources

## **MINIMUM QUALIFICATIONS:**

1. Graduation from a regionally accredited or New York State registered two year college with an Associate's Degree **AND** one year of full-time paid (or the equivalent part-time and/or volunteer) experience involving program development, planning, or evaluation in a community health service organization, human service agency, or school system; **OR**
  2. Graduation from high school or possession of a HSE diploma **AND** three years of full-time paid (or the equivalent part-time and/or volunteer) experience involving program development, planning, or evaluation in a community health service organization, human service agency, or school system; **OR**
- (c) Any combination of training and experience equal to or greater than that described in (a) and (b) above.

**NOTE:** The incumbents of some Service Specialist positions are required to travel to and conduct business at another physical location, such as a member school or another community setting. As a result, candidates must possess and maintain a valid New York State driver's license and reliable transportation or otherwise demonstrate, to the satisfaction of the BOCES, that they are able to meet the transportation requirements of the position.

## **DISTINGUISHING FEATURES OF THE CLASS:**

Provides direct services to students within TST BOCES' component districts with a focus on social-emotional skills development and prevention education. Facilitates social-emotional learning curriculum and skill-building discussion groups for middle and/or high school students. Provides prevention lessons for youth K-4 at multiple districts and supports the work of building assets and protective factors region wide, empowering youth to make healthy decisions. The work is performed under the general supervision of the coordinator and with support from the Youth Development Program team. There is considerable leeway allowed for independent judgment and program development. Performs other duties as assigned. Supervision of others is not a function of this class.

## **TYPICAL WORK ACTIVITIES:**

Facilitate social-emotional skill building discussion groups for middle and high school students;  
Implement prevention lessons and social-emotional learning curriculums for students K-12

Act as a caring third party adult/mentor to students K-12 by providing academic, emotional, and social supports;  
Facilitate group discussion and information flow between school staff, students, community agencies, and parents;  
Meets with pupils, teachers, parents, staff and administrators in schools and community settings;

Develop and maintain records for project activities;  
Develop, implements, and modifies procedures and activities for projects;

**KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS:**

Good knowledge of youth development and social-emotional skill development;

Good knowledge of the structure and operation of educational systems;

Good knowledge of community agencies and services;

Working knowledge of substance abuse education and intervention programs and techniques;

Excellent written and verbal skills required;

Ability to coordinate program activities and work independently as a group facilitator;

Ability to establish and maintain effective working relationships with others;

Ability to maintain records and prepare oral and written reports

Emotional intelligence and a strong sensitivity to the feelings and reactions of others;

Tact, courtesy, empathy, integrity, and good judgment are all required personal characteristics;

The employee's physical and mental condition shall be commensurate with the demands of the position, either with or without reasonable accommodations.

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