



Leadership • Collaboration • Support

JOB TITLE: Student Mentor, Special Education

CSEA Salary Schedule, Range 9

DESCRIPTION OF BASIC FUNCTION AND RESPONSIBILITY

The Student Mentor role serves to support and encourage students with developmental disabilities and neurodiverse needs as they develop independence and transition throughout school-age programs into adulthood. The primary purpose of a student mentor is to support students and professionals by providing a unique perspective and guidance based on lived experiences within the neurodiverse community. The Student Mentor will assist students in learning to follow routines, develop social and communication skills, use augmentative/alternative communication (AAC) devices and, if applicable, learn workplace expectations. Through mentorship, this position will help foster independence, confidence, and readiness in students still in school.

JOB REQUIREMENTS AND QUALIFICATIONS

- High school diploma, G.E.D. equivalent, or Certificate of Completion.
- Ability to understand and follow both oral and written instructions.
- Ability to maintain routines independently.
- Possess interpersonal and communication skills to positively interact with students and staff, including the ability to model appropriate school and workplace interactions.
- Understanding of and ability to model appropriate social skills in a professional setting.
- Experience working with special education students preferred.
- Experience using or ability to model the use of AAC devices.
- Ability to function independently while also working as part of a team.
- Ability to implement feedback from supervisors.
- Positive attitude and commitment to supporting individuals with disabilities in achieving their goals.
- Ability to establish and maintain effective work relationships with students, teachers, parents, and the general public.

- Ability to handle confidential materials with discretion.

REPORTS TO

Director of Special Education or Designee. Employees in this classification receive general supervision within a well-defined framework of standard policies and procedures in special education classrooms.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Provide mentorship, encouragement, and support to students with disabilities as they gain functional academic, communication, adaptive, and workplace skills.
- Model expected behaviors, including learning behaviors, communication, social interactions, and professionalism.
- Follow directions and reinforce established routines and procedures in both educational and work environments.
- Model and encourage the use of effective communication strategies, including AAC devices, where applicable.
- Assist students in developing appropriate social skills and school-workplace etiquette.
- Encourage self-advocacy and confidence in students transitioning into the workforce.
- Demonstrate and promote independence in work-related tasks and responsibilities.
- Work collaboratively with supervisors, educators, and other support staff to ensure a positive and productive learning environment.
- Maintain a respectful and supportive attitude while working with students of varying abilities.
- Participate in training and professional development as required.

MARGINAL DUTIES

- Performs related duties as required.

SUPERVISION RECEIVED

Employees in this classification receive general supervision within a well-defined framework of policies and procedures.

SUPERVISION EXERCISED

None.

PHYSICAL ACTIVITY REQUIREMENTS

Work Position (Percentage of Time):

Standing (15%)

Walking (15%)

Sitting (70%)

Body Movement (Frequency):

None (0)

Limited (1)

Occasional (2)

Frequent (3)

Very Frequent (4)

Lifting – lbs. (0-40)

Lifting (2)

Bending (3)

Pushing and/or
Pulling Loads (3)

Reaching
Overhead (2)

Kneeling or
Squatting (3)

Climbing Stairs (2)

Climbing Ladders (1)