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Job Title: Student Success Intern
Department: Student Success Division
Supervisor: Dean of Academic Affairs
Appointment: School-Year Position
Schedule: Approximately 12–20 hours per week, including scheduled training and supervision

Job Summary

Franklin Academy is seeking motivated and collaborative undergraduate and graduate students for its Student Success Internship Program. This paid internship provides emerging professionals with practical experience supporting neurodivergent students in a specialized educational and residential setting. Interns will work within Franklin Academy's dyadic advising model, partnering with an established academic and student life advising team to reinforce skill development across classrooms, residence halls, and the broader school community.

Interns will support students in developing executive functioning, academic engagement, self-advocacy, residential routines, and independent living skills. Through observation, supervised practice, structured interventions, and ongoing professional development, interns will learn how responsive educational support helps students build skills and apply them across settings.

The program is designed for college juniors and seniors, as well as graduate students, studying education, psychology, counseling, social work, human services, or related fields. The ideal candidate is student-centered, dependable, reflective, and interested in developing the professional skills needed for a career in education or student support services.

Key Responsibilities

1. Advising Group Support & Case Management

- Work alongside an assigned academic and student life advising duo to support a grade-based Advising Group.
- Assist with student observations, documentation, and follow-through on advisor-directed support plans.
- Share relevant observations and progress updates with supervising advisors in accordance with school procedures.

- Help reinforce established student goals, interventions, and strategies across academic and residential settings.
- Maintain appropriate documentation and protect confidential student information.
- Recognize when student needs or concerns require consultation with a supervising advisor.

2. Executive Functioning & Academic Support

- Coach a small group of students in foundational executive functioning skills, including organization, task initiation, planning, prioritization, time management, and assignment completion.
    - Support students in developing consistent study habits, tracking responsibilities, and managing academic materials.
    - Assist with structured study sessions and group-based interventions focused on academic engagement and skill development.
    - Reinforce strategies modeled by academic advisors and teachers, adjusting support in response to student needs and advisor guidance.
    - Encourage self-advocacy and help students develop strategies for seeking assistance appropriately.
    - Gradually adjust the level of support as students demonstrate increased independence.

3. Residential Routines & Independent Living Skills

- Collaborate with student life advisors to reinforce residential routines and expectations.
    - Support students in developing skills related to room organization, cleaning, managing belongings, and preparing for the next day.
    - Assist students in establishing routines that promote responsibility, self-management, and independence.
    - Reinforce consistent strategies across academic and residential environments to help students transfer skills to different settings.
    - Support students in practicing age- and developmentally appropriate independent living skills under the direction of supervising advisors.

4. Professional Development & Training

- Participate in an initial and ongoing training sequence developed by the Student Success Division.

- Engage in training related to neurodiversity, responsive intervention, executive functioning, skill-based instruction, documentation, professional boundaries, and Franklin Academy's dyadic advising model.
- Progress from observation and modeling to supported practice as readiness and competencies develop.
- Attend weekly supervision meetings and regular intern cohort training sessions.
- Reflect on experiences, incorporate feedback, and identify areas for continued professional growth.
- Where applicable, coordinate with university programs to clarify placement expectations, academic credit requirements, and clinical supervision requirements.

Qualifications

Education: Current undergraduate student in their junior or senior year, or graduate student, pursuing a degree in education, psychology, counseling, social work, human services, or a related field.

Experience: Prior experience working with adolescents, neurodivergent individuals, or students requiring educational or social-emotional support is preferred but not required. Relevant experience may include tutoring, mentoring, coaching, residential programming, or community-based support.

Skills:

- Strong interpersonal, communication, and organizational skills.
- Ability to build positive, appropriate, and professional relationships with adolescents.
- Interest in executive functioning, skill-based instruction, and the development of student independence.
- Ability to follow established plans, document observations accurately, and communicate relevant information to supervising staff.
- Willingness to learn, accept feedback, and reflect on professional practice.
- Ability to maintain confidentiality and appropriate professional boundaries.
- Flexibility and sound judgment when responding to student needs.
- Ability to collaborate with a multidisciplinary team and follow supervisory direction.

Ideal Candidate

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The ideal candidate is interested in learning how educational and residential support can work together to help neurodivergent students build meaningful, transferable skills. They approach students with empathy, curiosity, and respect while recognizing the importance of structure, consistency, and accountability. They are eager to learn from experienced professionals, contribute to a collaborative advising team, and develop the skills necessary for future work in education, counseling, psychology, social work, or related student support fields.

Compensation & Schedule

- Expense Stipend: The stipend is intended to help offset expenses associated with participation in the seven-month (Nov. 1 to May 31) program, including travel and other internship-related expenses.
    - Undergraduate Intern Stipend: $7,500
    - Graduate Intern Stipend: $10,000
- Meal Plan: Interns will have access to meals on-campus during their internship, valued at $500 for the duration of the internship.
- Commitment: Approximately 12–20 hours per week, with scheduling coordinated around academic coursework and Advising Group needs.
- Training & Supervision: The internship includes structured training, regular supervision, and opportunities for professional development.
- Paid responsibilities: Required training, scheduled supervision, and assigned documentation responsibilities will be included in paid working hours.
- Placement: School-year placement, with the possibility of coordinating university-based academic credit or other placement requirements when applicable.

Advising Group Placement

The Student Success Division intends to recruit one intern for each of Franklin Academy's four grade-based Advising Groups:

- Grades 8–10: Foundational organization, routines, study habits, and developing self-management skills.
- Grade 11: Strengthening executive functioning, academic responsibility, self-advocacy, and preparation for postsecondary expectations.
- Grade 12: Increasing independence, planning, self-management, and preparation for the transition beyond high school.
- Franklin College & Career (FCC): Applying skills in college, career, community, and independent living contexts.

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Each intern will be paired with an established academic and student life advising duo. Specific duties and student support responsibilities will be determined by the advising team based on the developmental priorities and needs of the assigned group.