

**Social-Emotional
Learning Coach
New Hanover County Schools**

Job Description

Class: Certified

Dept: Student Support Services

TITLE: Social-Emotional Learning Coach

- QUALIFICATIONS:**
1. Bachelor's degree in Education or an educationally related field with valid North Carolina licensure.
 2. Four or more years' experience in the classroom with thorough knowledge of Social-Emotional Learning
 3. Other qualifications as the superintendent and board may find appropriate and acceptable.

REPORTS TO: Director of Student Support Services

JOB GOAL: To assist teachers and administrators by providing consulting and coaching services to support systemic implementation of Social-Emotional Learning for New Hanover County Schools.

ESSENTIAL FUNCTIONS AND RESPONSIBILITIES:

1. Follow all rules, policies and procedures of New Hanover County Schools, along with state and federal regulations pertaining to school issues.
2. Consults with the Director of Student Support Services and school based SEL Leadership Teams to identify SEL priorities, develop action plans, build capacity of school teams, and monitor and support implementation progress at assigned schools.
3. Plan, design, and lead ongoing professional learning opportunities to improve understanding and implementation of SEL for school and district staff.
4. Coordinate and deliver resources to school buildings to promote student's social-emotional learning.
5. Supports schools in developing school-based teams, cultivating ownership of SEL implementation, and promoting practices that support SEL for adults and students.
6. Provides programmatic leadership in school climate and SEL that is based on research and best practices and aligned with district and team priorities; and plans, develops, and delivers training and technical assistance for school-based staff.

7. Facilitate professional development to build capacity at school level to support teachers with the delivery of SEL lessons in the classroom and academic integration using various modes such as:1:1 coaching, peer coaching or co-teaching.
8. Liaise with school-based staff to support teachers with implementation of best practices to promote SEL, establish supportive learning environments, and develop supportive classroom management practices.
9. Uses data to identify and deliver school-specific targeted support and coaching to build the capacity of school staff in strategies and interventions to support positive school climate.
10. Design and lead high quality, engaging SEL coaching and professional learning opportunities for educators.
11. Provide regular updates to District SEL Leadership team and district staff regarding progress at assigned schools.
12. Consult with principals, school counselors, school psychologists, and teachers regarding the social and emotional needs of students.
13. Complete site based activity forms, maintain accurate records and provide reports of services rendered.
14. Identifies and disseminates current and appropriate resources for educating stakeholders about social and emotional learning.
15. Strives to maintain and improve professional competence. Participates in the development and support of the broad department vision.
16. Adheres to laws, policies, procedures, and ethical standards.
17. Performs related duties and responsibilities as required by the Director of Student Support Services.

The above statements describe the general nature and level of work being performed by individuals assigned to this job. This is not intended to be an exhaustive list of all responsibilities and duties required of personnel so employed.

Terms of Employment: Twelve-month work year/FLSA Exempt

Starting Salary and/or Grade: SA1

Evaluation: Performance of this job will be evaluated in accordance with provisions of the Board and local policy on evaluation of personnel.

Knowledge, Skills and Abilities:

- Plan and lead engaging professional development.
- Ability to communicate clearly and concisely, both orally and in writing; ability to communicate well with school personnel, employees and central office staff.
- Considerable knowledge of behavior management strategies and practices that maintain and support positive classroom environments.
- Demonstrate functional knowledge of computers and all aspects of the Microsoft Office Professional software programs.
- Ability to establish and maintain effective working relationships as necessitated by work assignment.
- Comply with confidentiality requirements in local, state and federal policies and statutes.
- Physical ability (able to exert up to 20 pounds of force occasionally) and dexterity to perform the duties and responsibilities of the job.