

ST. MARY'S COUNTY PUBLIC SCHOOLS CERTIFICATED POSITION DESCRIPTION

SOCIAL EMOTIONAL LEARNING COACH AND INTERVENTIONIST

POSITION: Social Emotional Learning Coach and Interventionist

REPORTS TO: Site Administrator

LOCATION: Spring Ridge Middle School

NATURE OF WORK:

This is a professional position designed to meet the social-emotional needs of students by providing data-driven professional development, support for staff, and provide direct interventions to students.

ESSENTIAL FUNCTIONS:

- Responsible for supporting the ongoing social and emotional learning within the classroom and with individual identified students;
- Leads the Multi-Tiered System of Supports (MTSS) committee;
- Provides ongoing intervention services in the area of social and emotional learning and academic areas;
- Coordinates behavioral intervention programs within the school;
- Develops, implements, and monitors individual student intervention plans with administrative input and support;
- Provides coaching and professional development on social-emotional learning strategies for staff;
- Participates in the Pupil Services Team (PST) and Individualized Education Program (IEP) process, as appropriate;
- Works collaboratively with Student Services in the development, facilitation, and implementation of sustainable and effective social-emotional strategies;
- Models and provides coaching for other staff in social-emotional learning program implementation;
- Provides service to identified students, focusing on areas identified through climate surveys and school data;
- Monitors student progress and assists teachers in the maintenance of data collection systems specifically focusing on social-emotional areas;
- Provides mentoring and support for teachers and staff providing service to identified students;
- Provides direct social-emotional or academic instruction to identified students for small group interventions or extension programs;
- Conducts professional development for parents, teachers, and other colleagues on social foundations and social and emotional learning;
- Serves on the School Improvement Team (SIT);
- Works collaboratively with the counselors, social worker, and school psychologist to plan, develop, and implement social-emotional and academic best practices for identified students;
- Collects and analyzes climate data and leads monthly climate and culture meetings;
- Reports to work daily, and on time; and
- Other school-based responsibilities as assigned.

DUTIES AND RESPONSIBILITIES:

This position will provide the following service for students at Spring Ridge Middle School:

- Assumes major responsibility for the ongoing social and emotional learning within the classroom and with individual identified students;
- MTSS Chair;
- Provides ongoing intervention services in the area of social and emotional learning and academic areas as needed;
- Coordinate behavioral intervention programs within the school;
- Develop, monitor, implement, and revise individual student plans and work with the school leadership team to determine the most appropriate intervention;
- Provides coaching and professional development on social-emotional learning strategies for school-based staff;
- Active participation in the PST and IEP process as needed and requested;
- Work collaboratively with Student Services in the development, facilitation, and implementation of sustainable effective social foundations strategies with staff and students;
- Provides leadership in social-emotional learning program implementation;
- Models and provides coaching for other staff, providing service to identified students, focusing on areas identified through climate surveys and school data;
- Monitors student progress and assists teachers in the maintenance of data collection systems specifically focusing on social-emotional areas;
- Provides mentoring and support for teachers and staff providing service to identified students;
- Provides direct social-emotional or academic instruction to identified students for small group interventions or extension programs;
- Conducts professional development for parents, teachers, and other colleagues on social foundations and social and emotional learning;
- Serves on the School Improvement Team (SIT);
- Works collaboratively with the counselors, social worker, and school psychologist to plan, develop, and implement social-emotional and academic best practices for identified students;
- Collects and analyzes climate data and leads monthly climate and culture meetings;
- Develops and implements equity-centered capacity building professional development for faculty;
- Develops and implements a wellness program for faculty and staff; and
- Other school-based responsibilities as assigned.

QUALIFICATIONS:

- Possess advanced professional certificate or eligible to receive APC in 2021-2022 school year;
- Possess valid teaching certificate and certification in special education, counseling, OR related content area preferred;
- Minimum of four years of successful teaching experience or experience in a related area (i.e. counseling);
- Experience with at risk populations preferred;
- Knowledge of social-emotional programs and trauma sensitive curriculum;
- Ability to relate well to students, colleagues, parents, and community members;
- Ability to develop and implement large group, small group, and individual programs; and
- Ability to analyze data to impact instruction.

TERM OF EMPLOYMENT:

Full-time ten-month position.

SALARY GRADE RANGE:

The salary for this EXEMPT position will be based on EASMC salary schedule (#1) for ten-month employees.

BARGAINING UNIT ELIGIBILITY: EASMC