

**SCHOOL DISTRICT OF FRANKLIN COUNTY
JOB DESCRIPTION**

Resiliency Coach

QUALIFICATIONS:

1. Bachelor's degree, preferably in the field of psychology, mental health, social work, guidance and counseling or related field OR AA degree in like field with degree plan for Bachelor's.
2. Experience in mentoring, counseling, advising, and/or related work.
3. Demonstrated success in working directly with adolescents (13-17 yrs old) and/or young adults through effective positive relationship-building and supportive networks.
4. Experience and ability to utilize multiple software programs and analyze/interpret data. (Microsoft, Word, Outlook, FOCUS, Data trackers)

Position Summary:

The Resiliency Coach is a dynamic, multi-tasking, relationship professional who is passionate about meeting the unique needs of every student while preparing all students for life after high school. The Resiliency Coach is a student-centered problem-solver who works closely with the assigned school-based team and community partners as a navigator to provide integrated and coordinated services to help secondary students by aiding in prevention and alleviation of barriers that interfere with successful graduation from high school and to bring them closer to their postsecondary goals.

UNDER THE SUPERVISION OF: SCHOOL PSYCHOLOGIST

REPORTS TO: DIRECTOR OF SPECIAL PROGRAMS

SUPERVISES: n/a

TERMS OF EMPLOYMENT: This is a grant-funded 12-month position; 231 days; 8 hours per day; an hourly rate paid consistent with the District's approved compensation plan as determined. The position is with benefits.

KNOWLEDGE, SKILLS, AND ABILITIES:

1. Ability to develop a solution-focused, strengths-based approach through trust, innovation and collaboration.

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2. Ability to manage multiple assignments simultaneously, be highly organized with attention to detail, and manage time effectively.
3. Have a strong ability to cultivate and maintain positive and authentic relationships and work with various constituencies, including faculty, administration, school counselors, social workers, parents, students, and community partners.
4. Impeccable customer service, outstanding professionalism, and consistent follow-through, as this role will work closely with students, their families, school-based teams, community partners, and more.
5. Ability to empathize, relate, understand, and serve students and families in need of interventions, resources, services, and support.

PERFORMANCE RESPONSIBILITIES:

1. Retrieve, organize and utilize data resources and personal coaching to track and impact graduation cohorts.
2. Work with an assigned portfolio of high school seniors who are at-risk of not graduating from high school based on specific academic, personal, and/or emotional well-being data. Risk factors may include: history of failure and retention, history of poor performance on state assessments, chronic absences, behavioral/emotional concerns or Family Status risk factors (transient, homeless, economic challenges).
3. Assist students in problem solving and conflict resolution in a safe and healthy manner.
4. Provide practical assistance to students directly and assist in the coordination of academic, personal, and wellness resources.
5. Understand and disseminate information to students, parents, and staff regarding the Student Progression Plan and state promotion requirements.
6. Work with the MTSS Coach to track student progress and interventions.
7. Work with the Guidance Department to create safety nets, plans, and course schedules for at-risk students, regularly monitoring their progress.
8. Create, organize, promote, and implement a mentoring/advisory program for at risk students to ensure on-time graduation/promotion and serve as a personal mentor/graduation coach.

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9. Create a network of support for at-risk students through school, district, and community organizations.
10. Develop outreach programs for parents of at-risk students and personally communicate with parents regularly regarding student status.
11. Participate in meetings that involve the students that are served, when applicable.
12. Develop new partnerships and be aware of current community resources and determine how these resources may be beneficial to the student and the family.
13. Assist the school in meeting goals for student discipline, attendance, truancy, suspensions, retention and graduation rates.
14. Collaborate with school leaders on special programs such as family nights and transition programs.
15. Collect data and report at least quarterly the progress of the mentoring/advisory program.
16. Assist the school and district leadership in evaluating the resiliency program.
17. Serve as a liaison between school, family and community.
18. Attend meetings, professional development, training, conferences and seminars as determined by supervisor.
19. Maintain efficient records for federal, state, and local reporting.
20. Perform such other duties as may be assigned by supervisor.

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

EVALUATION:

The performance of this job will be evaluated in accordance with the provisions of the School Board's policy on non-instructional evaluation of personnel.

I have read and discussed with my administrator the above job description. I am aware of the professional development opportunities available to meet these expectations.

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Supervisor Signature

Employee Signature

Date _____

Date _____

Stamp for Board Approval:

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