

JOB DESCRIPTION

PATERSON BOARD OF EDUCATION

TEACHER

4738 Social Emotional Learning
(SEL) Instructional Specialist
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JOB TITLE: Social Emotional Learning (SEL) Instructional Specialist

REPORTS TO: Supervisor of Social Emotional Learning (SEL)

NATURE AND SCOPE OF JOB:

The Social Emotional Learning (SEL) Instructional Specialist provides continuous support to the overall educational and social environment which provides program development and ongoing training for administration, teachers, paraprofessionals, and parents. The SEL Instructional Specialist will play a key role in executing the PPS vision for adult SEL and staff development by creating safe, healthy, joyful, anti-racist, culturally and linguistically affirming environments that support staff growth in SEL. The SEL Instructional Specialist will provide technical assistance, coaching and support the delivery of professional development to school leaders, teachers, and staff on social-emotional learning programming, including standards, curriculum, assessment, teaching practices, professional development, and school-level action plan development and implementation.

QUALIFICATIONS:

1. Hold a valid New Jersey Instructional Certificate with five (5) years of classroom experience, in accordance with the requirements of N.J.S.A. 18A:27.1 et seq., and N.J.A.C. Title 6 Chapter 11.
2. Deep knowledge of SEL frameworks and instructional practices that promote supportive learning environments and optimize adult social-emotional development.
3. Knowledge of SEL competencies, research, curriculum, strategies, and learning and instruction frameworks.
4. Knowledge of best practices for coaching and providing feedback to adults.
5. Strong time management, analytical, interpersonal, and organizational skills.
6. Demonstrate effective problem solving, communications, organization, planning, record keeping and human relations skills.

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7. Demonstrates ability to work effectively with students, staff, parents, administrators and others.
8. Successfully complete required criminal history checks and has proof of U.S Citizenship or legal resident alien status.
9. Hold a valid driver's license with no serious violations.
10. Have excellent integrity and demonstrate good moral character and initiative.
11. Demonstrate effective organizational skills.
12. Exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with students, staff, administration, parents and the community, including difficult and emotional situations. Effectively communicate in English, both orally and in writing.
13. Provide proof of U.S. citizenship or legal resident alien status by completing Federal Form I-9 in compliance with the Immigration Reform and Control Act of 1986. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education. During the initial six-month period provide a sworn statement that the individual has not been convicted of a crime or a disorderly person's offense in accordance with 18A:6-7.1.
14. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:3-4A-4. Pass the State required Mantoux Intradermal Tuberculin Test as required by N.J.A.C. 6:3-4A-4.

VERIFICATION OF COMPETENCY:

1. District application and resume.

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2. A minimum of three letters of reference from former employers, teachers, professors or other professional sources, or copies of recent evaluations and observations of teaching and guidance performance.
3. Required documentation outlined in the qualifications above.
4. Employment interview.

EMPLOYMENT TERMS:

The Social Emotional Learning (SEL) Interventionist shall be employed under the following terms:

1. Work year of ten months.
2. Salaries, benefits, leave time, and conditions specified in the Collective Bargaining Agreement.
3. Conditions established by laws and codes of the State, and policies, rules, and regulations established by the Board of Education (N.J.S.A. 18A:27-4 et seq.).

JOB FUNCTIONS AND RESPONSIBILITIES:

The Social Emotional (SEL) Interventionist shall:

1. Support and build capacity of school leaders, educators, and support staff.
2. Provide training and support to school staff in culture and climate supports, behavior interventions, and academic interventions driven by SEL competencies.
3. Design and lead high-quality, engaging SEL professional development (PD) and professional learning community (PLC) opportunities for educators and school teams.
4. Support school-level implementation of SEL by working with school leadership teams to develop school-wide plans that integrate SEL practices into staff meetings and daily activities.
5. Deliver individualized coaching support in classrooms to help teachers integrate SEL practices into the design of instruction and content.

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6. Model and support the delivery of SEL lessons in the classroom using various coaching models, such as 1:1 coaching, peer coaching, and co-teaching.
7. Encourage the development of SEL skills in adults through applied practice and opportunities to reflect in partners or small groups.
8. Aid in the implementation of policies and procedures that will support the delivery and sustainability of inclusive practices, social emotional skill development and support, and trauma-sensitive practices across all settings.
9. Identify, connect, and build relationships with partners to bring district and school-level SEL resources, professional development, and supports
10. Work collaboratively with district employees to lend expertise and support on SEL competencies, skills and practices.
11. Cooperatively support building administrators in establishing and implementing effective parent/community and staff programs.
12. Connect parents/guardians with professional services as needed.
13. Assist parents and school staff with implementing local, state and federal program policies and procedures.
14. Use technology to fulfill job functions.
15. Maintain a safe and orderly environment.
16. Display ethical and professional behavior in working with students, parents, school personnel, and outside agencies associated with the school.
17. Serve as a role model for students and staff in demonstrating positive attitudes, appropriate attire and grooming, and effective work ethic.
18. Participate in appropriate in-service and workshop programs and attend any required meetings.

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19. Ability to travel between multiple school sites.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job.

Unless reasonable accommodations can be made, while performing this job the staff member shall:

1. Use strength to lift items needed to perform the functions of the job.
2. Sit, stand and walk for required periods of time.
3. Speak and hear.
4. Use close vision, color vision, peripheral vision and depth perception along with the ability to focus vision.
5. Communicate effectively in English, using proper grammar and vocabulary. American Sign Language or Braille may also be considered as acceptable forms of communication.
6. Reach with hands and arms and use hands and fingers to handle objects and operate tools, computers, and/or controls.

ENVIRONMENTAL DEMANDS:

The environmental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive.

1. Exposure to a variety of childhood and adult diseases and illnesses.
2. Occasional exposure to a variety of weather conditions.
3. Exposure to heated/air conditioned and ventilated facilities.
4. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment.
5. Function in a workplace that is usually moderately quiet but that can be noisy at times.

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EVALUATION:

The Supervisor of Social Emotional Learning (SEL) or designee shall evaluate the Socio-Emotional (SEL) Instructional Specialist in accordance with Policy No. 4220, Regulation No. 4220, this Job Description, and such other criteria as shall be established by the Board of Education.



Approved

6/9/22

Date