

**ST. MARY'S COUNTY PUBLIC SCHOOLS
EXEMPT 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 direct interventions to students.

ESSENTIAL FUNCTIONS:

- Ability to professionally relate to and collaborate with co-workers, students, and community members
- Ability to understand and maintain confidentiality
- Ability to use technology effectively to complete tasks
- Ability to report to work daily and on time
- Ability to organize, supervise, coordinate, and establish priorities of tasks to be completed
- Ability to work independently in the absence of detailed instructions and to follow complex oral and/or written instructions
- Ability to communicate orally or in writing, courteously and tactfully, with staff, students, parents, and the community in a timely manner
- Possess excellent time management skills and the ability to take initiative and make decisions within assigned responsibility in a challenging, fast-paced professional environment and be flexible in work responsibilities and hours
- Possess knowledge of the programs, policies, and procedures of the St. Mary's County Public Schools
- Possess knowledge of social-emotional programs and trauma sensitive curriculum
- Ability to analyze data to impact instruction
- Ability to develop and implement large group, small group, and individual programs

DUTIES AND RESPONSIBILITIES:

- Assumes primary responsibility for 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 as needed
- Coordinates behavioral intervention programs within the school
- Develops, monitors, implements, and revises individual student plans and works 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
- Actively participates in the PST and IEP process as needed and requested
- Collaborates 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)
- Collaborates 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
- Performs other school-based responsibilities as assigned

QUALIFICATIONS:

Required:

- Professional License/Certification
- Four (4) years of experience leading and delivering social-emotional programs for students and staff
- National Board Certification OR Master's degree OR 30-semester credits post-baccalaureate

Preferred:

- Certification in special education, counseling, or related content area
- Experience with at-risk populations

TERM OF EMPLOYMENT:

Full-time ten-month position.

SALARY GRADE RANGE: The salary for this EXEMPT position will be based on EASMC Teacher Career Ladder for ten-month employees.

BARGAINING UNIT ELIGIBILITY: EASMC

Updated: 07.2024, 04.2025, 09.2025