

## Social Emotional Learning Coach

<b>DEPARTMENT:</b>	Student Services	<b>REPORTS TO:</b>	Assistant Superintendent
<b>WORK SCHEDULE:</b>	10 months	<b>COMPENSATION:</b>	<a href="#">Certified Salary Schedule</a>
<b>FULL/PART TIME:</b>	Full time	<b>FLSA STATUS:</b>	Exempt

### Position Description

Support educators in improving their practice and implementation of social emotional learning, restorative practices, building strong learning communities and de-escalation strategies. Design and implement strategies that ensure that both adults and students are creating spaces in schools where they feel seen, heard, and connected. Assist building teams in problem solving around the needs of students across the PreK-12 grade bands.

Task Title	Essential Job Functions	Percent of Time Spent
Classroom Support	<ul style="list-style-type: none"> <li>Support teachers in implementing social emotional learning, restorative practices, community building, and de-escalation strategies in their classrooms</li> <li>Advise teachers on best practices in social emotional learning</li> </ul>	20%
Resource Curation	<ul style="list-style-type: none"> <li>Locate and/or develop resources for students and staff based on individual needs and broader trends observed throughout the district</li> </ul>	20%
Collaborative Problem Solving	<ul style="list-style-type: none"> <li>Collaborate with educators, administrators, parents/guardians, and/or service providers during meetings to address problems affecting one or more students, classrooms, or schools</li> </ul>	15%
Support for District Initiatives	<ul style="list-style-type: none"> <li>Influence and support district initiatives by participating in building and district meetings on a regular basis</li> </ul>	15%
Student Observation	<ul style="list-style-type: none"> <li>Observe students to assess potential needs or problems related to social emotional skills</li> <li>Recommend strategies or supports for students based on observed behaviors</li> <li>Conduct follow-up observations as needed to monitor progress</li> </ul>	10%
Professional Development	<ul style="list-style-type: none"> <li>Create training/professional development content for staff in areas including crisis prevention and de-escalation</li> <li>Deliver training to staff</li> <li>Assess the effectiveness of trainings, and make improvements as needed</li> </ul>	10%

Proactive and Responsive Supports	<ul style="list-style-type: none"> <li>● Facilitate both proactive and responsive restorative practices with students and staff</li> <li>● Support students in crisis</li> </ul>	10%
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The intent of this job description is to provide a representative description of the types of duties and responsibilities required for this position. Employees may be asked to perform other job-related duties as assigned.

**Supervisory Responsibilities**

- **Supervisory Responsibility:** Not responsible for supervising employees
- **Supervisory Activities:** Developing or training, Orienting or Onboarding
- **Budget Signing Authority:** No budget signing authority
- **Decision-making Authority:** Decisions impact the entire district

**Qualifications**

**Required**

- **Education:** Bachelor’s degree in education or a related field
- **Licensure:** Missouri teaching certificate
- **Certificates, Certifications, or Other Training:** Crisis Prevention Institute (CPI) Trainer certification, Restorative Practice Trainer certification, instructional coaching training
- **Previous Work-Related Experience:** 7-9 years
- Driver’s license and/or reliable transportation

**Knowledge & Skills**

**Knowledge**

- **Basic:**
  - Administrative: Administrative and office procedures, functions and basic office tasks
  - Management: Business/management principles involved in strategic planning, resource allocation, leadership, and coordination of people and resources.
  - Safety/Security: Equipment, policies, and procedures for the protection of people, data, property, and the organization.
  - Law/government: Relevant local, state, and national laws and government regulations including KSD Board of Education policy
- **Intermediate:**
  - Customer and personal service: Principles and processes for providing customer and personal services.
- **Advanced:**
  - Health Services: Treating and preventing disease, and improving and preserving physical and mental health and well-being.
- **Expert:**
  - Education/Training: Principles and methods for curriculum and training design, teaching and instruction, and measuring training effects.

**Skills**

- **Constantly (More than 5.6 hours or 69% of the day):** Reading comprehension, Speaking, Writing, Active learning, Active listening, Critical thinking, Learning strategies, Monitoring, Time

management, Coordination, Instructing, Negotiation, Persuasion, Service orientation, Social perceptiveness, Complex problem solving, Systems analysis

- **Frequently (Between 2.6 hours and 5.5 hours or 33% to 68% of the day):** Judgment and decision making, Systems evaluation
- **Occasionally (Up to 2.5 hours or 32% of the day):** Mathematics, Management of personnel resources
- **Rarely (Less than 1 hour or 12% of the day):** Management of material resources

## Working Conditions

### Physical Demands

- **Constantly (more than 5.6 hours or 69% of the day):** Finger Dexterity, Multi-limb coordination, Hearing, Color Vision
- **Frequently (Between 2.6 hours and 5.5 hours or 33% to 68% of the day):** Sitting, Standing, Walking, Pulling/Pushing, Reaching, Repetitive motion
- **Occasionally (Up to 2.5 hours or 32% of the day):** Crouching/Kneeling
- **Rarely (Less than 1 hour or 12% of the day):** Crawling, Climbing

### Mental and Psychological Demands:

- *High demands:* The job requires significant mental effort and involves high levels of stress (e.g., Frequent need to deal with difficult customers or manage emotions when interacting with others, often works under tight deadlines, exposure to public criticism, regularly requires extended periods of concentration on complex tasks).

### Work Type/Physical Demands

- *Light work:* Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated for light work.

### Working Environment

- *Everyday risk and discomfort level:* The environment involves everyday risks or discomforts that require normal safety precautions typical of such places as offices, meeting and training rooms, libraries, residences, or commercial vehicles, e.g., use of safe work practices with office equipment, avoidance of trips and falls, observance of fire regulations and traffic signals. The work area is adequately lighted, heated, and ventilated.

## EEO Statement

Kirkwood School District is an Equal Opportunity Employer and does not discriminate on the basis of race, color, religion, national origin, age, disability, or sex, including pregnancy, sexual orientation, and gender identity and other characteristics protected by law.

Last Updated: April 3, 2024