

**MAPLE RUN UNIFIED SCHOOL DISTRICT**  
**Job Description**

**Job Title:** Student Support Center Teacher- SEL Focus  
**Location:** Bellows Free Academy High School  
**Job Group:** Professional Staff  
**Reports To:** Assistant Principal of Curriculum and Instruction

**Summary:** As a Student Support Center Teacher, you will provide opportunities for students to learn, practice, and demonstrate social-emotional skills within academic contexts. You will primarily support students with identified social, emotional, and behavioral needs, as well as students with individualized plans. You will be responsible for explicitly teaching academic and social-emotional learning lessons to students during class and other small group settings, using evidence-based strategies and programs such as restorative or social-emotional learning circles. You will also partner with special education and general education teachers, the administrative team, and parents to discuss students' individual needs and to develop and implement intervention plans.

**Essential Duties and Responsibilities:** *The duties, responsibilities, and expectations for this position are to be carried out in a manner that will ensure the continued goodwill, cooperation, and confidence of parents, staff, administration, and the Board of School Directors.*

1. Provide academic and social-emotional learning instruction throughout the school day, giving students the opportunity to learn and practice SEL skills along with academics.
  - a. Directly teach social and emotional skills, emotion regulation strategies, and conflict resolution skills to individual students and small groups.
  - b. Proactively identify ways to increase inclusion opportunities for students.
  - c. Collaborate with teachers, administrators, and parents to understand student needs, identify appropriate interventions, and modify curriculum for students as needed.
  - d. Assist with designing and implementing student plans.
  - e. Gather and analyze data to monitor student progress towards goals.
  - f. As needed, meet with parents, counselors, and agency representatives regarding SEL or behavioral issues.
  - g. Engage in ongoing professional development and stay current with SEL research and best practices to be implemented in the classroom.
  
2. Coordinate social-emotional learning (SEL) supports for students as well as SEL professional development for staff.
  - a. Communicate effectively with students, parents, school staff, community members and state organizations in written and oral presentation.
  - b. Assist staff with the identification of students who need additional (moderate/Tier II or intensive/Tier III) SEL support.
  - c. Ability to provide Tier II and/or Tier III SEL interventions directly or through consultation to other educators and support staff.

- d. Conduct staff and community education on SEL.
  - e. Maintain professional practice and development, staying current with recent approaches to improving SEL for students, staff, and families.
  - f. Gather and track data on student progress.
  - g. Work independently, with minimal supervision and guidance, in performing all assigned responsibilities in an efficient and correct manner.
3. Provides curriculum approved, standards based appropriate learning experiences by:
- a. Providing individualized instruction and content support in assigned subject matter as indicated by ILP and designing instruction for student in identified skill area that is relevant and meaningful.
  - b. Assessing and monitoring learning in identified area using a variety of methods and adapting the curriculum according to individual student needs.
  - c. Establishing and maintaining standards of student behavior to optimize an effective learning atmosphere.
  - d. Collecting materials appropriate for the specific identified area of need in a student's ILP.
  - e. Supervising and monitoring paraprofessional staff in the implementation of academic and behavioral expectations.
4. Maintains effective professional interactions with teachers, students, parents, school psychologist and other appropriate contacts by:
- a. Being available to teachers, students and parents for education-related purposes outside the instructional day and as indicated by the ILP.
  - b. Providing consultation to and regular communications with mainstream teachers regarding academic accommodations, adaptations and behavior interventions/strategies.
  - c. Identifying student needs and developing strategies for individual learning plans.
  - d. Modeling appropriate behavior, a positive attitude, and effectively communicates with staff and others.
  - e. Demonstrating an ability to adapt to situational demands and adopting a variety of roles and adjusting well and calmly to crisis situations.
5. Ensures the integrity of the Program and Staff by:
- a. Processing with each student regarding daily course and/or skill development work that will be done. Also oversees daily progress of all students.
  - b. Supervising daily operations of staff and program. Follows expectations for service delivery and provides timely feedback to staff.
  - c. Acquiring and exhibiting a working knowledge of program operating procedures and routines and current best practices in Special Education, behavioral management strategies and other professional related areas as assigned.

- d. Attends faculty, department, and committee meetings as required. Participates actively in and contributes cooperatively to meetings and program development.
- e. Works collaboratively with Student Support Center Coordinators and others.
- f. Participates in conferences, meetings as appropriate or assigned.

6. May perform other responsibilities as assigned.

**Supervisory Responsibilities:** Supervises students and may supervise paraprofessionals and other staff members. Monitors student discipline through appropriate behavior management techniques. Assists administration in establishing and maintaining school-based discipline and a positive learning environment.

**Qualification Requirements:** To perform this job successfully each essential duty must be performed in a satisfactory manner. An individual must be able to demonstrate a high degree of interpersonal, coping, communication, organizational and time management skills, attention to detail and adaptability. The incumbent must also model appropriate professional behavior and positive attitudes at all times. The ability to work collaboratively in a team environment at times and at other times working independently assuming responsibilities and demonstrating initiative is a must.

**Education and/or Experience:** Bachelor's degree and teaching experience required, Master's degree and 3+ years relevant experience preferred. Deep knowledge of SEL competencies, research, curriculum, strategies, and learning and instruction frameworks. Knowledge of positive behavioral supports, de-escalation strategies, and trauma-informed practices. Outstanding oral and written communication skills. Strong interpersonal skills.

**Certificates, Licenses, Registrations:** Valid Vermont Teaching License (9-12 or K-12).

**General Language Skills:** Ability to read, analyze, and interpret general periodicals, professional journals, procedures, or governmental regulations. Ability to write Individual Learning Plans, reports, and correspondence. Ability to effectively present information and respond to questions from students, parents, and staff. Ability to use a variety of assessments for student work.

**General Mathematical Skills:** Ability to work with mathematical concepts such as probability and statistical inference, fundamentals of algebra, and geometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

**General Reasoning Ability:** Ability to assess situations, solve problems, cope with a variety of situations where limited standardization exists and implement decisions is required. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

**Other Skills and Abilities:** Ability to apply knowledge of current research and theory specific to assigned instructional academics program; ability to plan and implement plans based on school objectives and the needs and abilities of assigned students. Ability to perform duties with awareness of all School District requirements, Board policies and Special Education guidelines, rules and regulations. The ability to plan, organize or manage time effectively is required.

**Physical Demands** The physical demands described here represent those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to stand, talk and hear and sometimes walk and sit. While performing the duties of this job, the employee may occasionally push or lift up to 50 lbs. such as books or assisting in the mobilization of students. The employee is directly responsible for safety, well-being, or work output of other people. Specific vision abilities required by the job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

**Emotional Demands:** The individual must be able to work with others in a collegial and cooperative manner, must show acceptable interpersonal skills and follow directions of school leadership. The ability to react quickly and calmly in crisis situations is required.

**Work Environment:** The work environment characteristics described here represent those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is moderate to loud. Duties are primarily performed indoors and occasionally outdoors.

**Terms of Employment:** Per Master Agreement

**Evaluation:** Per established Performance Review Cycle

**Date:** April 30, 2021

*The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual(s) currently holding this position and additional duties may be assigned. The Board reserves the right to waive the essential requirements contained in this job description.*