

## MARION COUNTY JOB DESCRIPTION

Position Title: Social Emotional Learning Educator and Coordinator of Support Services

Department: Central Office

Reports To: Superintendent/Superintendent Designee

Approved By: Marion County Board of Education

Date: July 2022

**SUMMARY:** Provides leadership in systemic equity and instructional practices. Fosters the academic and social/emotional growth of all students through the promotion of a culture of inclusion and support students and staff to address issues and opportunities that impact student learning. Works with Superintendent and instructional team to assist in eliminating barriers by providing leadership and direction toward ensuring that all students develop the skills they need to succeed in school and life. Leads the development, implementation, and evaluation of a comprehensive approach to SEL while ensuring that all programs align with district priorities. Partners with the instructional team and other leaders to build an integrated approach to SEL and academics. Ensures SEL and student support services are deeply embedded in the classroom and after-school programs.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES: Other duties may be assigned.**

- Provides academic support and Social Emotional Learning including partners/programs as assigned
- Oversees all SEL practices and interventions to support student success
- Provides leadership, planning, coordination, and management to support the development of infrastructure that creates the conditions for educational equity
- Evaluates the impact existing systems and structures have on student achievement and social-emotional needs and recommend growth areas
- Collaborates to assure a culturally proficient workforce (Professional Development)
- Advises the Superintendent/building leadership teams about alternative education programming for at-risk students
- Supports the use of multiple sources of data collection to analyze barriers to student achievement and to access, identify, and apply to instructional improvement
- Coordinates and plans for districtwide implementation of Social Emotional Learning, student re-engagement and systems to promote positive cultures
- Serves as a liaison to the schools for development/improvement needs
- Acts as coordinator with relevant economic and community development entities to enhance/improve/develop appropriate curricula/learning experiences with the district and industry environments
- Supervises appropriate personnel

- Meets the needs and program requirements for supporting specific programming
- Provides leadership in all district programs related to SEL and student support services
- Assists principals and teachers in developing and refining related instructional practices within and among schools
- Assists in the planning, organization and coordination of staff development workshops and clinics, field trips, assemblies, and a variety of other school improvement and remediation educational functions and activities
- Collaborates with instructional personnel concerning school improvement and remediation functions and activities
- Supervises and coordinates staff in providing support for learning among students and staff
- Coordinates and facilitates the selection and purchase of instructional materials in the district
- Carries out projects that are assigned by the Superintendent to enhance district improvement
- Collaborates with appropriately assigned staff to ensure compliance all applicable regulations and statutes
- Demonstrates effective leadership skills, communication skills, organizational skills, problem-solving skills, and decision-making skills
- Demonstrates positive, professional relationships with district personnel, parents and community
- Performs other duties as may be requested by the Superintendent

**SUPERVISORY RESPONSIBILITIES:** This position classification requires subject matter expertise commonly associated with counseling, curriculum, and instruction knowledge and skills, and the ability to effectively share this knowledge and skills with supervised staff. Relevant teaching and instruction experience is required to: demonstrate expected teaching methods, conduct in-service training, and execute all levels of problem and procedural analysis.

When required, this position and those it supervises may meet with school administrators, teachers, internal staff and members of the community to communicate information, data, and alternative problem solutions.

In conjunction, is responsible for appraising performance; addressing complaints and resolving problems as pertaining to this position and the staff that may be supervised.

Must carry out all supervisory responsibilities in accordance with district policies, state and federal statutes, and all other applicable regulations.

**QUALIFICATION REQUIREMENTS:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are

representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**EDUCATION and/or EXPERIENCES:** Master's Degree in Education; must have strong leadership and communication skills.

**CERTIFICATION REQUIREMENTS:** Must meet certification requirements as prescribed in the Kentucky Local Educator Assignment Data Manual. Administrative or school counselor certification preferred.

**LANGUAGE SKILLS:** Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to administrators, public groups/community, and board of education.

**MATHEMATICAL SKILLS:** Ability to work with mathematical concepts. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

**TECHNOLOGY SKILLS:** Ability to use technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleges, parents, and the community; and conduct research/solve problems. Proficiency in technology skills must be demonstrated based on the performance criteria set out in the KDE teacher standards for technology.

**REASONING ABILITY:** Ability to define problems, collect data, establish facts, and draw valid conclusions; ability to interpret and extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

**OTHER SKILLS and ABILITIES:** Principles, goals and objectives of public education; methods, techniques, procedures and strategies pertaining to the assessment and evaluation of the District special projects; legal mandates, policies, regulations, and operational guidelines pertaining to the special funded programs and public school administrative processes; County, State and Federal special funding sources and the trends pertaining to grant proposal development; research techniques, strategies and procedures; provide specialized resource support, and the coordination of creative and innovative special funded school improvement and remedial curriculum and instructional programs; analyze, evaluate and assess school improvement and remediation programs; plan, organize and develop research and survey techniques;

plan, organize and participate in the evaluation and assessment of the special funded project programs and activities; effectively serve as a resource to administrative and instructional personnel and community members concerning school improvement and remedial programs; establish and maintain a budget planning and expenditure control procedure; establish and maintain effective organization, community and public relationships; communicate effectively in oral and written form; understand and carry out oral and written directions with minimal accountability controls.

**PHYSICAL DEMANDS:** The physical demands described here are representative of 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 and talk or hear and sometimes walk and sit. Occasionally the employee will bend or twist at the neck more than the average person. While performing the duties of this job, the employee may occasionally push or lift up to 50 pounds. The employee is directly responsible for safety, well-being, or work output of other people.

Specific vision abilities required by this 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.

**WORK ENVIRONMENT:** The work environment characteristics described here are representative of 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 usually quiet.

The information contained in this job description is for compliance with the American 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 individuals currently holding this position and additional duties may be assigned.