

MAPLE RUN UNIFIED SCHOOL DISTRICT

Job Description

Job Title: Social Emotional Learning Interventionist

Location: St. Albans City School

Job Group: Educators

Reports to: Principal

Summary: Provide services and assistance to educators and students, to address the immaturity in social, emotional, and executive functioning skill development. Development of opportunities for skill practice through playful and high interest activities and structured play.

Essential Duties and Responsibilities:

1. Organize and lead structured play opportunities to model the use of these games to develop skills, or support teachers in organizing/designing these activities themselves.
2. Team teach structured play in classrooms where the skills are very or the teacher is struggling with student behavior.
3. Create a bank of games linked to the SEL skill they develop or enhance. Create, procure and organize necessary tools to support these games.
4. Assist teachers in creation of effective routines to assist in regulation – observe in classrooms where this is a challenge and coach teacher through effective implementation.
5. Model effective use of short connection activities to build a sense of belonging and increase internal motivation to engage.
6. Assist teachers in developing developmentally appropriate language to describe and communicate through the lens of skills (as opposed to observation of behaviors).
7. Maintains appropriate, accurate, and complete student records as required by law, district policy and administrative regulations.
8. Actively participates in professional development training, conferences and/or classes.
9. May perform other responsibilities as assigned.

Supervisory Responsibilities: Assists administration in establishing and maintaining a culture of conscious discipline and a positive learning environment.

Qualification Requirements: To perform this job successfully, an individual must be able to demonstrate a high degree of interpersonal and communication skills, attention to detail, and adaptability. Each essential duty must be performed in a satisfactory manner. The incumbent must have the ability to work independently, as well as a team member, assume responsibility and take initiative where appropriate.

Education and/or Experience: Master's degree in Social Work, Counseling, Behavioral

Specialist or related content area.

Certificates, Licenses, Registrations: Valid Vermont Teaching, Special Educator, Social Work or Counseling License with appropriate endorsement for assignment and/or level of assignment. Must maintain CEU licensure.

General Language Skills: Ability to read, analyze, and interpret general periodicals, professional journals, or regulations. Ability to write reports and correspondence and demonstrate the ability to effectively present information and respond to questions from students, parents, staff and the greater school community is essential. Must demonstrate effective consultation skills.

General Reasoning Ability: Ability to assess situations, problem-solve, implement decisions and evaluate outcomes in a variety of situations where limited standardization exists. 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 program. Is knowledgeable of special education regulations in order to participate in Instructional Educational Plans (IEP) teams and to assist in carrying out student IEP accommodations and goals. Demonstrated skill in decision making, negotiations, organization and planning are required. Ability to perform duties with awareness of all district requirements and Board policies. Must adhere to NASW code of ethics for Social Workers.

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 sit and talk or hear and sometimes walk and stand. While performing the duties of this job, the employee may occasionally push or lift up to 50 lbs., such as books and materials. The employee is directly responsible for the 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.

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 Professional Staff Master Agreement

Evaluation: Annually

Date: April 5, 2023

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 individual currently holding this position. The Board reserves the right to waive the essential requirements contained in this job description.