



Job Description

Middle School Social Emotional Instructor

Purpose Statement

The Social and Emotional Learning (SEL) instructor position will assist in teaching a diverse population of children in an atmosphere of kindness that encourages active inquiry, fosters individual growth and promotes respect for self, others and the world in which they live. The SEL instructor will support Roses in Concrete Community School to cultivate an environment and culture that supports middle school teachers, and reinforces children and adults to effectively utilize the 5 SEL competencies. These include understanding and managing emotions, setting and achieving positive goals, feeling and showing empathy for others, establishing and maintaining positive relationships, and making responsible decisions.

This role exists to prevent, respond to, and minimize the barriers to learning that our students may experience by partnering with the Dean of Culture and collaborating with Middle School Team. The SEL Coordinator is responsible for coordinating and supporting the implementation of approved SEL curricula and programming in middle school. This includes providing and/or coordinating professional development and training opportunities, coaching, program evaluation and implementation, and providing direct support to Middle School staff, students, and families.

Key Responsibilities

The SEL Coordinator will have responsibilities such as, but not limited to, the following:

- Lead in the development and delivery of training related to SEL practices, the importance of and research behind SEL, and how to integrate SEL into the classroom and school culture and climate.
- Lead needs assessment activities across school and classrooms including conducting interviews and focus groups with key stakeholders.
- Coordinate planning sessions with key stakeholders to increase buy-in and progress monitor implementation of SEL programming.
- Plan and coordinate training series and consultation models for the implementation of SEL programming and projects.
- Lead and facilitate professional learning community for SEL program implementation.
- Manage communication and correspondence with school staff, students and families; monitoring project activities, proposal development and reporting.

SEL Integration



- Work with the team of SEL teachers, counselors, school leaders and regional leaders to support the integration of SEL into the fabric of the school with a focused emphasis on middle school;
- Collaborates with the middle school team to ensure that teacher classroom approaches are reflective of best practices around student social-emotional development;
- Collaborates with support staff to ensure that experiences outside of the classroom are reflective of best practices around social and emotional development; and
- Collaborates with Dean of Culture to ensure that school discipline systems are reflective of best practices for developing positive climate and culture and effective social and emotional development of students.

SEL Evaluation:

- Use data from tools that assess or reflect student social-emotional development to improve social-emotional programming with key stakeholders;
- Use data from tools that assess school culture and climate to improve social-emotional programming and approaches; and
- Use data from related sources (attendance, discipline, academics etc.) to improve social-emotional programming and approaches.

Skills and Qualifications

- Accomplished professional experience in one or more of the following settings: PK-12 schools, early childhood centers, middle school and out-of-school-time programs. The ideal candidate will have the following experience, expertise, and skills;
- Bachelor's degree in school psychology, social work, education, early childhood development, psychology, or related field or equivalent experience;
- Excellent oral and written communication skills;
- High level of interpersonal skills and relationship building;
- Excellent organizational skills;
- Knowledge of social and emotional learning, especially evidence-based curricula and practices;
- Demonstrated ability for project management- candidate should be prepared to demonstrate record of successful management of projects focused on systems level organizational change; and
- Demonstrated facility with utilizing data to inform programmatic decisions.

In addition to the qualifications noted above, staff will also be expected to:

- Share the mission and vision of the Roses in Concrete Community School;
- Model the high standards and professionalism;



- Maintain loving, positive, and productive relationships with families, community, and colleagues;
- Demonstrate ability to collaborate in an effective and productive manner with all stakeholders;
- Model a strong work ethic;
- Be flexible and resilient;
- Be highly organized;
- Show a consistent commitment to continuous intellectual growth.

Salary & Benefits

See website.

If you are interested in joining the Roses in Concrete team, please visit our website at www.rosesinconcrete.org.

As an equal opportunity employer, we are committed to identifying and developing the skills and leadership of people from diverse backgrounds. We do not discriminate on the basis of race, color, gender, disability, age, religion, sexual orientation, or national or ethnic origin.