

South Burlington School District Position Description

Job Title: Assistant Coordinator, School-Based Student Mentoring Program
Location: District
Job Group: Non Union
Reports To: Program Coordinator, Healthy Schools/School-Based Student Mentoring Program

Summary: Supports School-Based Student Mentoring Program Coordinator in providing general oversight and management of a relationship-oriented, adult-to-child, school-based mentoring program within the District. The Assistant Coordinator will support all day-to-day program operations, including match development, mentor supervision and program logistics. As needed, collaborates with staff, program advisory board, other stakeholders, and the greater school community to ensure program growth and sustainability.

Essential Duties and Responsibilities:

1. Supports the Program Coordinator in ensuring that the focus of the mentor program is aligned with District needs and with the developmental priorities of students including, but not limited to the following:
 - a. Helps maintain and regularly convene an SB Mentoring Advisory Board comprised of District stakeholders and community members who support the goals of the program.
 - b. Develops and maintains school-based and community resources (i.e.: teachers, technology, agency partners) to deliver appropriate developmental training and support.
 - c. Identifies and connects students to appropriate resources.
 - d. Interfaces with school-based staff and administrators to coordinate use of school facilities by school-based mentoring pairs.
 - e. Communicates with administration and staff around student concerns, as needed.
2. Supports the Program Coordinator in managing the recruitment, assignment, and training process including but not limited to the following:
 - a. Manages ongoing outreach and marketing related to the program (i.e., newspaper articles, social media technologies, and District website).
 - b. Actively recruits, screens, and coordinates the on-boarding of adult mentors consistent with District protocols.
 - c. Works with school staff to identify, recruit, and coordinate appropriate mentor-mentee matches.
 - d. Coordinates meeting logistics, training needs, setting, and communicating program expectations.
3. Supports the Program Coordinator in the development, budget oversight, and data and records management of the program including but not limited to the following:
 - a. Writes, maintains, updates, and seeks annual input on the school-based mentoring program policies and procedures, including training manual for mentors, as assigned.
 - b. Designs, collects, and/or supports ongoing assessment efforts related to the mentoring program.
 - c. Maintains accurate and confidential records.
 - d. Provides data, as requested, to the superintendent and administration.
4. Supports Program Coordinator in providing on-site support, monitoring and recognition of adult mentors and student mentees including, but not limited to, the following:

- a. Facilitates and supervises youth-adult mentoring matches and periodically monitors process as directed.
 - b. Develops and implements annual recognition events.
5. Implements national mentoring best practices and remains current on subject matter related to assigned work. Actively participates in district and community meetings, regional network, and in external training, conferences, and seminars, as needed or requested.
 6. Performs other tasks as may from time to time be assigned by the SB Mentoring Program Coordinator.

Qualification Requirements: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily and work in a collaborative team. 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 Experience: Bachelor's Degree required. At least two years' experience in a school setting, human services, and/or volunteer management experience with children, and familiarity with the South Burlington schools and community is preferred. Formal youth mentoring background is preferred.

Language Skills: Ability to read, analyze, and interpret general periodicals, professional journals, technical procedures or governmental regulations. Ability to effectively present information and respond to questions from others.

Mathematical Skills: Ability to apply math concepts to practical situations.

Reasoning Ability: Ability to solve practical problems and deal with various situations. Ability to interpret instructions furnished in written, oral, diagram, or schedule form. Independent work ethic, ability to maintain confidentiality, good judgment, strong communicator, and enthusiasm are required.

Other Skills and Abilities: Ability to work collaboratively in a structure with a single manager. Willingness to observe and be observed. Ability to apply and share knowledge of current research and theory specific to assigned program. Ability to plan and implement plans based on school objectives and the needs and abilities of students to whom assigned. Ability to establish and maintain effective relationships with students, peers, parents, agency personnel, and greater school community. Skilled in oral, written, and interpersonal relationship communication.

Time Commitment: Ability to commit the time necessary for a successful adult-student mentoring program. A proven professional commitment to the school and district, including involvement in school/district projects, events, or committees.

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, stand, walk, climb stairs, talk, and hear. While performing the duties of this job, the employee may occasionally push, pull, or lift up to 40 pounds while moving or straightening up work space. Manual dexterity and repetitive motion is required for filing, keyboard, operating office machinery, and may require some twisting, bending, and reaching above the shoulders while

performing other related office duties. The employee is directly responsible for safety, wellbeing, 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.

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 moderate to loud. Duties are performed indoors and Occasionally outdoors. Some travel to other locations is required.

Terms of Employment: School Year or as specified on the Memorandum of Agreement.

Evaluation: Performance will be evaluated at least annually.

Date approved: 10/11/17/DY

The information contained in this job description is for compliance with the Americans With Disabilities Act (A.D.A.) and the ADA Amendments Act of 2008 (P.L. 110-325), which became effective on January 1, 2009 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.