

**LEXINGTON / RICHLAND SCHOOL DISTRICT FIVE, SOUTH CAROLINA
JOB DESCRIPTION, APRIL 2018**

JOB TITLE: EXPECTATIONS COACH - ELEMENTARY

GENERAL STATEMENT OF JOB

Under occasional supervision, provides behavior coaching and prepares and monitors completion of academic assignments for students who have been assigned to in-school suspension; performs related work as required. Reports to the school principal.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Provides behavior coaching / character education sessions to help students correct inappropriate classroom behavior; reinforces behavior expectations of and attempts to build positive relationships with students.

Supervises students assigned to in-school suspension.

Coordinates with teachers on academic assignments and provides supplemental materials for students in in-school suspension; monitors completion of assignments.

Provides academic support for students in the in-school suspension environment and in classrooms as needed.

Implements and/or assists school staff in implementing proactive intervention techniques as necessary.

Serves on the school's CPI Team, which may require situations involving the use of physical restraint.

Uses data to analyze individual student progress.

Serves as a member of the school's Triage team.

Attends parent conferences as necessary.

Attends staff meetings as required; participates in in-service training programs.

Receives and responds to inquiries and requests for assistance in areas of responsibility.

Interacts and communicates with various groups and individuals such as students, teachers, school administrators, counselors and social workers, other school staff, District staff, parents and the general public.

Attends training, conferences, workshops, etc., as appropriate to enhance job knowledge and skills.

Operates basic office equipment.

ADDITIONAL JOB FUNCTIONS

Assists with morning and afternoon bus/carpool procedures as scheduled; monitors students in the classroom, cafeteria, recess, and during other activities as requested.

Assist with special school projects, programs and events as requested.

Performs related duties as required.

MINIMUM TRAINING AND EXPERIENCE

Requires Associate's degree or an equivalent to the satisfactory completion of two years of college education, supplemented by some experience working with children in an educational setting, or an equivalent combination of education, training and experience that provides the required knowledge, skills and abilities. Must possess a valid state driver's license.

**MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED
TO PERFORM ESSENTIAL JOB FUNCTIONS**

Physical Requirements: Requires light work that involves walking or standing most of the time and involves exerting up to 20 pounds of force on a recurring basis; must be able to physically restrain students of varying heights and weights.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural or compositional characteristics (whether similar to or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability of speaking and/or signaling people to convey or exchange information. Includes receiving assignments and/or directions from supervisors and giving instruction and/or assignments to students.

Language Ability: Requires the ability to read a variety of policy and procedure manuals, curriculum materials, texts, etc. Requires the ability to prepare reports, records, etc., with proper format, punctuation, spelling and grammar, using all parts of speech. Must be able to speak with poise, voice control and confidence and to articulate information to others.

Intelligence: Requires the ability to apply principles of rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in oral, written, diagrammatic or schedule form. Requires the ability to use influence systems in student instruction and guidance. Requires the ability to make routine independent judgments in the absence of supervisor; to acquire knowledge of topics related to primary occupation. Must have the ability to comprehend and interpret received information and the ability to comprehend and implement basic office machinery functions.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow and give oral and written instructions; to counsel and teach students. Must be able to communicate effectively and efficiently with persons of varying ages and educational/cultural backgrounds.

Numerical Aptitude: Requires the ability to add and subtract totals, to multiply and divide, to determine percentages and decimals, to determine time. Must be able to use practical applications of fractions, percentages, ratio and proportion.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape, and visually read various information.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using automated office equipment and communications machinery.

Manual Dexterity: Requires the ability to handle a variety of items including computer keyboards, office equipment, control knobs, switches, etc. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Requires the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under minimal levels of stress when confronted with an emergency or tight deadline. The worker may be subject to danger or risk to a slight degree, or to tension as a regular, consistent part of the job.

Physical Communication: Requires the ability to talk and hear: (talking: expressing or exchanging ideas by means of spoken words; hearing: perceiving nature of sounds by ear). Must be able to hear and understand communications through a telephone.

PERFORMANCE INDICATORS

Knowledge of Job: Is knowledgeable in the methods, policies and procedures of the Lexington Richland School District Five pertaining to specific duties of the Expectations Coach – Elementary. Is knowledgeable in the laws, ordinances, standards and regulations pertaining to the specific duties and responsibilities of the position. Has the ability to comprehend, interpret and apply regulations, procedures and related information. Has knowledge of the characteristics of the age group assigned. Is able to establish and maintain positive relationships and work effectively with adults and children. Is able to supervise, guide and support students with patience and kindness. Is able to teach and reinforce positive character traits and standards of appropriate classroom behavior. Is able to assist students academically by tutoring and reinforcing classroom instruction. Is able to motivate students to participate appropriately in educational activities. Is able to perform job tasks professionally in an environment where discrimination and other public issues are constant concerns. Has knowledge of and is able to use modern office practices and equipment. Has knowledge of proper English usage, vocabulary, punctuation and spelling; has the mathematical ability to handle required calculations. Is skilled in applying a responsible attention to detail as necessary in preparing records and reports. Is able to read and interpret various materials pertaining to the responsibilities of the job. Is able to take the initiative to complete the duties of the position without the need of direct supervision. Is able to use independent judgment in performing routine tasks. Has the ability to plan, organize and prioritize daily assignments and work activities. Is able to offer assistance to fellow employees as necessary. Knows how to maintain effective relationships with co-workers, personnel of other departments, parents, students and members of the public through contact and cooperation. Has knowledge of the occupational hazards and safety precautions of the position. Knows how to react calmly and quickly in emergency situations; is able to professionally and effectively handle volatile situations. Has the ability to learn and utilize new skills and information to improve job performance and efficiency.

Quality of Work: Maintains high standards of accuracy in exercising duties and responsibilities. Exercises immediate remedial action to correct any quality deficiencies that occur in areas of responsibility. Maintains high quality communication and interaction with internal and external entities with whom the position interacts.

Quantity of Work: Performs described Essential Functions and related assignments efficiently and effectively in order to produce quantity of work which consistently meets established standards and expectations.

Dependability: Assumes responsibility for completing assigned work. Completes assigned work within deadlines in accordance with directives, policy, standards and prescribed procedures. Maintains accountability for assigned responsibilities in the technical, human and conceptual areas.

Attendance: Attends and remains at work regularly and adheres to policies and procedures regarding absenteeism and tardiness. Provides adequate notice to higher management with respect to vacation time and leave requests.

Initiative and Enthusiasm: Maintains an enthusiastic, self-reliant and self-starting approach to meet job responsibilities and accountabilities. Strives to anticipate work to be accomplished, and initiates proper and acceptable action for the completion of work with a minimum of supervision and instruction.

Judgment: Exercises analytical judgment in areas of responsibility. Identifies issues or situations as they occur and specifies decision objectives. Identifies or assists in identifying alternative solutions to issues or situations. Implements decisions in accordance with prescribed and effective policies and procedures and with a minimum of errors. Seeks expert or experienced advice where appropriate and researches issues, situations and alternatives before exercising judgment.

Cooperation: Accepts supervisory instruction and direction and strives to meet the goals and objectives of same. Questions such instruction and direction when clarification of results or consequences are justified, i.e., poor communications, variance with established policies or procedures, etc. Offers suggestions and recommendations to encourage and improve cooperation intra- and inter-departmentally.

Relationships with Others: Shares knowledge with managers, supervisors and co-workers for mutual benefit. Contributes to maintaining high morale among all employees. Develops and maintains cooperative and courteous relationships inter- and intra-departmentally, and with external entities with whom the position interacts. Tactfully and effectively handles requests, suggestions and complaints in order to established and maintain good will. Emphasizes the importance of maintaining a positive image.

Coordination of Work: Plans and organizes daily work routine. Establishes priorities for the completion of work in accordance with sound time-management methodology. Avoids duplication of effort. Estimates expected time of completion of work elements and establishes a personal schedule accordingly. Attends required meetings, planning sessions and discussions on time. Implements work activity in accordance with priorities and estimated schedules.

Safety and Housekeeping: Adheres to all established safety and housekeeping standards. Ensures such standards are not violated.

DISCLAIMER: This job description is not an employment agreement or contract. Management has the exclusive right to alter this job description at any time without notice.