



OFFICE OF HUMAN CAPITAL

POSITION DESCRIPTION

JOB TITLE: Educator – Trauma Informed Care Job Class:	
DATE	Office of Academics Project AWARE Grant
Pay Range: \$ 200 days	FLSA STATUS: <input checked="" type="checkbox"/> Exempt <input type="checkbox"/> Non exempt Management Approval:
POSITION SUMMARY and PURPOSE:	

ESSENTIAL FUNCTIONS: Indicate the approximate percentage of time devoted to each major task or group of related tasks. Summarize position in no more than 15 tasks, each of which requires at least 5% of incumbent's time.

NOTE: An essential function must meet the following criteria:

- 1) The reason the position exists is to perform that function,
- 2) No other employee is available to perform that function,
- 3) The function is highly specialized, and
- 4) Removing the function would fundamentally alter the job.

1. Serves as a spokesperson for Trauma Informed; clearly articulates and explains the benefits of Trauma Informed Care.
2. Provides professional development around Trauma Informed Care and Social Emotional Learning to staff and/or parents in middle and high school as defined in the Project AWARE Grant.
3. Provides coordination and facilitation of training and technical assistance to schools implementing Trauma Informed Care.
4. Provides ongoing professional development and site-based coaching to site leadership, teachers, support staff and community partners on Trauma Informed Care.
5. Participates as a collaborative member of the Project AWARE Core Management Team.
6. Participates in the coordination and implementation of the Youth Risk Behavior Survey (YRBS) in each of the grant middle and high schools.
7. Provides coaching, support and technical assistance to school teams, staff members and the community on the implementation of Trauma Informed Care.
8. Assists with youth focus groups to analyze and develop action plans around data related to mental health needs in the school.

9. Assists with data collection and analysis related to suspension and other pertinent student data in each of the grant schools.
10. Participates on school /district work teams to define/develop policies, procedures, practices and safety planning as it relates to creating a trauma informed school.
11. Works collaboratively with the Violence Prevention Program district staff to ensure that professional development and coaching support is aligned with current practices.
12. Actively supports the MPS Strategic Plan.
13. Performs other duties as assigned.

SUPERVISION RECEIVED: (Indicate the extent to which work assignments and methods are outlined, reviewed, and approved by others.)

Reports to the.

SUPERVISION EXERCISED: (List the number and titles of personnel directly supervised. Specify the kind and extent of supervision exercised by indicating one or more of the following: (a) assign duties; (b) outline methods; (c) direct work in process; (d) review completed work; (e) sign or approve work; (f) make hiring recommendations; (g) prepare performance appraisal; (h) take or recommend disciplinary action.

N/A

JOB 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 ability required. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

Education Requirements (Include certificates, licenses, and/or registrations required.)

Master's degree in one of the following areas: Counselor, Psychologist, Social Worker, Nurse or Licensed professional educator with demonstrated experience in Trauma Informed Care.

Experience Requirements

Experience working in an urban school district environment and three - five years of related work experience in the area of Trauma Informed Care is required. Experience providing training and coaching to educators preferred.

**Any combination of education, training and/or experience equivalent to a master's degree from an accredited college or university and 3 years direct experience implementing restorative practices.*

Knowledge, Skills, and Abilities

Excellent oral, written and communication skills are essential. Proven commitment to school success, student achievement and positive child, youth and family development. Ability to provide professional development to varied audiences. Strong management skills including planning, attention to detail and organizational skills. Some experience/knowledge of Social Emotional Learning (SEL) and Restorative Practices. Knowledge of mental health/community resources for children and their families. Computer skills and knowledge of databases and MS Office software is required. The ability to work with a diverse population is required.

WORKING ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

General office environment. Frequent travel to school locations throughout Milwaukee. Reasonable accommodations requested by qualified individuals with disabilities will be made in accordance with the Americans with Disabilities Act (ADA) of 1990.

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 with or without reasonable accommodation.

General office environment, must be able to handle light lifting and occasional standing, bending.

THIS DESCRIPTION DOCUMENTS THE GENERAL NATURE AND LEVEL OF RESPONSIBILITY ASSOCIATED WITH THIS POSITION. IT IS NOT INTENDED TO BE A COMPREHENSIVE LIST OF ALL ACTIVITIES, DUTIES AND RESPONSIBILITIES REQUIRED OF INCUMBENTS. IT IS NOT INTENDED TO LIMIT OR MODIFY THE RIGHT OF ANY SUPERVISOR TO ASSIGN, DIRECT, AND MONITOR THE WORK OF EMPLOYEES UNDER SUPERVISION.