

 **JOB DESCRIPTION**

*To perform this job successfully, an individual must be able to perform the essential job functions satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the primary job functions herein described. Since every duty associated with this position may not be described herein, employees may be required to perform duties not specifically spelled out in the job description, but which may be reasonably considered to be incidental in the performing of their duties just as though they were actually written out in this job description.*

**Academic Enrichment & Support Coordinator**

**Department: Clinical and Community Services**

**FLSA Status:**  **Non-Exempt**

**JOB SUMMARY**

This grant-funded, professional position will assist with the implementation of SWAG Family Resource Center’s Academic Success and Enrichment program, serving local children and youth. With the support of staff and volunteers, the position will be responsible for curriculum development and implementation; also acting as a liaison with local schools, collaborating with partner agencies, and building positive relationships with parents/caregivers. In addition, the position will act as an on-site, family support coordinator for the families of children attending the Child Center for Early Learning, with a requirement to be on-site at the Child Center approximately 10-15 hours per week. The position will report the SWAG Family Resource Center Manager.

**ESSENTIAL JOB FUNCTIONS**

Academic Enrichment Coordinator:

* Use a collaborative approach to plan and execute developmentally appropriate and culturally relevant activities and curriculum for students participating with SWAG FRC’s year-round Academic Success and Enrichment Program.
* Create and maintain a learning environment that is conducive to successful instruction, including decisions about structure, organization, and course activities that support students by managing their expectations and behaviors.
* Oversee implementation of testing and interventions for children with learning differences.
* Develop and maintain professional, positive relationships with families by regularly communicating student progress, actively encouraging parent/caregiver participation in program activities, and connecting families with relevant support services as needed.
* Monitor student progress and educational needs through contact with local schools, including phone calls, emails, in-person meetings, conducting outreach, and engaging with students during school visits or lunches.
* Maintain accurate student files/records using required forms/database, to measure student success and develop individualized behavior and academic goals for the students.
* Complete reporting related to SWAG FRC program attendance, student goal attainment and program outcomes.
* Assist with the recruitment and retention of program volunteers, working with the Resource Center Manager to better understand volunteer needs and develop a volunteer recruitment plan.
* Assist with purchasing of program materials and monitoring of the program budget, under the guidance of the Resource Center Manager.

Community Liaison:

* Collaborate with the Child Center and partner agencies to oversee implementation of additional supports needed by families attending the Child Center.
* Conduct face-to-face consultations with Child Center families, using a non-judgmental and encouraging environment, to appropriately link them to crisis intervention services, Help Me Grow Alachua, SWAG FRC activities and/or community services, as appropriate.
* Keep records on any interventions or supports provided to Child Center families, including required demographic information, service needs, and service delivery status, ensuring the information is appropriately documented in PSF’s data management system, along with Child Center files (with the consent of the parent/legal guardian).
* Work with Child Center teachers and staff to create opportunities for families to be actively engaged in their children’s learning, both inside and outside of the classrooms. This will include parent programing and workshops, and formal and informal in-class engagement opportunities.
* Complete all required DCF and O2B Kids paperwork, including but not limited to forms required by the O2B Kids “Big People Policies.”

General:

* Develop and maintain professional and positive relationships with families. Regularly share student progress and encourage parent/caregiver involvement with the program and related activities.
* Create a warm and welcoming environment where students and families are greeted by name, and the cultures of the community are represented through activities, displays, books, etc.
* Understand and be able to identify the causes and effects of trauma and victimization including the impact of early and cumulative trauma and victimization along with techniques for management and recovery.
* Manage conflicts and deal appropriately in difficult situations with clients, service providers, community partners, supervisors, and/or peers.
* Perform other related job duties, special projects, and tasks as assigned.

*The position may involve acquiring, accessing, using, and safeguarding Protected Health Information according to applicable law and agency Policies and Procedures for Protected Health Information*

**QUALIFICATIONS**

**Education and Experience:**

REQUIRED:

* Bachelor’s degree in Social Work, Education, or a related field with 2 years of experience in the areas of child welfare, social work, education or other relevant fields.
* Excellent communication and interpersonal skills, and proficiency in MS Office Suite.
* Must have an understanding of child development and risk factors that may lead to child abuse and neglect.

PREFERRED:

* 3 years’ experience in the areas of child welfare, social work, education, early childhood or other relevant fields.
* Program Development, and/or Service Coordination experience.
* Experience working with at-risk families and children.
* Experience and/or familiarity with the IEP and 504 process within the school system, as well as the interventions available to children that qualify.

**Special Qualifications:**

* Must possess a valid driver’s license in the state of residence.

**Knowledge, Skills and Abilities:**

* Knowledge of best practices in child welfare/social work.
* Knowledge of Department operations, policies, and procedures.
* Knowledge of modern office standards, policies, and procedures.
* Skill in the use of computers and software applications related to the essential functions of the job.
* Skill in effective communication, both orally and in writing.
* Skill in the use of various types of office equipment (e.g., copier, fax, multi-line telephone system).
* Strong analytical and problem-solving skills.
* Ability to manage a limited budget effectively.
* Ability to organize and plan with a high level of effectiveness.
* Ability to maintain a positive and reliable attitude concerning all aspects of working in a challenging environment, including significant patience and respect for children and families who can become quite demanding.
* Ability to be sensitive to cultural needs and willingness to serve as a positive member of a working team.
* Ability to be proactive, decisive, and employ crisis intervention principles appropriately.
* Ability to prioritize multiple tasks and projects.
* Ability to work independently with minimal supervision.
* Ability to establish and maintain effective working relationships with other personnel and the public.

**PHYSICAL DEMANDS**

The work is sedentary work which requires exerting up to 40 pounds of force occasionally and/or negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Additionally, the following physical abilities are required:

* Sitting/Standing: Particularly for sustained periods of time.
* Fingering: Picking, pinching, typing, or otherwise working, primarily with fingers rather than with the whole hand as in handling.
* Walking: Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
* Kneeling: Bending legs at knee to come to a rest on knee or knees.
* Stooping: Bending body downward and forward by bending spine at the waist. Occurs to a considerable degree and requires full motion of the lower extremities and back muscles.
* Reaching: Extending hand(s) and arm(s) in any direction.

**WORK ENVIRONMENT**

Work is performed primarily in a safe and secure office environment. This position may require frequent same day travel.

**AAP/EEO STATEMENT**

Partnership for Strong Families is an Equal Opportunity/Affirmative Action/ Drug Free Workplace and does not tolerate discrimination or violence in the workplace.  Applicants requiring a reasonable accommodation as defined by the Americans with Disabilities Act, must notify the Human Resource Department at 1-352-244-1527.  Notification to the Human Resource office must be made in advance to allow sufficient time to provide the accommodation.

**DRUG-FREE WORKPLACE**

Partnership for Strong Families maintains and enforces a Drug-Free Workplace program.  New employees are required to be drug tested prior to employment.  In appropriate circumstances, current employees may also be required to submit to drug and/or alcohol testing.  Information on the Drug-Free Workplace Policy is contained in the Employee Handbook and set forth in the Drug-Free Workplace Policy, both of which are available through the organization’s inter/intranet.

**Signature Block:**

By signing below, I agree and understand that I must satisfactorily perform each responsibility set forth to continue my employment with PSF.

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**Employee Name (Print) Supervisor’s Name (Print)**

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**Employee Signature Supervisor’s Signature**

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**Date Date**