

Learning Center Coordinator - Middle School

Full Time Clerical

Central Office, Cambridge, MA, US

Salary Range: \$25.0000 To 25.0000 Hourly

POSITION TITLE: LEARNING CENTER COORDINATOR - Middle School

GRADE: NONE

DEPARTMENT: The Work Force – Resident Services

REPORTS TO: Director of The Work Force

FLSA STATUS: Non-Exempt

UNION: None

Summary

The primary purpose of this position is to provide after-school instructional support to the students enrolled in the Work Force Middle School program and to assist in managing the daily operation of the classroom. The Work Force is a comprehensive after-school educational support, college prep, and employment training program that provides holistic support to public housing students from the 6th grade through their senior year in high school and provides coaching for persistence for the duration of participants' post-secondary degree programs. The mission of the Work Force is to empower adolescents living in Cambridge public housing to create their own pathways to educational success and economic mobility.

This Learning Center Coordinator Middle School is a year-round position, operating during the academic school year from October until early June, and six-weeks during the summer, from July to mid-August. The incumbent will work approximately 12 hrs./week between 3-6 pm M-Th during the school year and 16 hours a week from 8:30 am-12:30 pm during the summer. This position has no benefits.

All activities must support the Cambridge Housing Authority's ("CHA" or "Authority") strategic goals and objectives and produce results that accomplish the goals of the Resident Services Department.

Qualifications

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, skills, and/or ability required.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience

Associates Degree, or 48 college credits, or equivalent work experience. Qualified applicants will possess a background in education and adolescent development and have demonstrated behavioral management skills. Previous coursework related to middle school pedagogy and/or teaching experience of middle-school aged children is preferred.

S/he will possess an ability to motivate and sustain participants' interest in learning and to build strong relationships while maintaining important professional boundaries. Strong team-building skills, resourcefulness, a developed sense of professionalism, and an interest in adolescent development are highly valued. Knowledge of Haitian Creole, Spanish, or Amharic is a plus.

Technical Skills

To perform this job successfully, an individual should have strong computer skills (MS Word, MS Excel, MS Access, and MS Outlook). Ability to learn other computer software programs may be required by assigned tasks.

Essential Duties and Responsibilities

The below statements describe the general nature and scope of work being performed by this position. This is not a complete listing of all responsibilities, duties and/or skills required. Other duties may be assigned.

- Assists with running daily classroom activities; specifically, co-teaching content and running specific activities under the instruction of the Teacher-Counselor at the site;
- Provides behavioral feedback and direction to scholars during program and classroom time;
- Works collaboratively with the Teacher-Counselor and the General Support Learning Center Coordinator(s) to oversee and implement all components of the program;
- Works collaboratively with the Teacher-Counselor and other staff and the school staff to provide scholars with positive academic and social engagement;
- Assists in communication with parents about their children's performance at the site;
- Assists with homework center activities as needed;
- Helps with all special events and general upkeep of the site;
- Performs other related duties as assigned

Competencies

To perform the job successfully, an individual should demonstrate the following competencies:

Behavioral Competencies

Commitment: Sets high standards of performance; pursues aggressive goals and works hard/smart to achieve them; strives for results and success; conveys a sense of urgency and brings issues to closure; persists despite obstacles and opposition.

Customer Service: Meets/exceeds the expectations and requirements of internal and external customers; identifies, understands, monitors and measures the needs of both internal and external customers; talks and acts with customers in mind; recognizes working colleagues as customers.

Effective Communication: Ensures important information is passed to those who need to know; conveys necessary information clearly and effectively orally or in writing; demonstrates attention to, and conveys understanding of, the comments and questions of others; listens effectively.

Responsiveness and Accountability: Demonstrates a high level of conscientiousness; holds oneself personally responsible for one's own work; does fair share of work.

Teamwork: Balances team and individual responsibilities; exhibits objectivity and openness to others' views; gives and welcomes feedback; contributes to building a positive team spirit; puts success of team above own interests; able to build morale and group commitments to goals and objectives; supports everyone's efforts to succeed.

Job Competencies

- Ability to work effectively with a broad range of adolescents, with an interest in developing counseling and teaching skills;
- Strong behavioral management skills, with an ability to set and maintain limits with adolescents;
- Strong ability to motivate, inspire, and sustain participants' interest in learning;
- Mature sense of professional accountability, with excellent follow-through;
- Developed organizational skills, with an ability to prioritize and multi-task;
- Strong computer skills, particularly Word and Excel;
- Strong written/oral communication skills;

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. 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 maintain a stationary position, operate computers and other office equipment, move about the office, attend onsite and offsite meetings, and communicate. The employee must be able to accurately exchange information in person, in writing and via e-mail and telephone. The employee must occasionally transport up to 10 pounds.

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.

Office environment: The noise level in the work environment is usually moderate.

As assigned by supervisor, Monday through Thursday.

Approximately 12 hrs./week between 3-6 pm M-Th during the school year and 16 hours a week from 8:30 am-12:30 pm during the summer