

Heartland Christian Academy

**Position Description:** Student Management Facilitator/Mentor

**Reports to:** Director

**Department:** Instructional

**Hourly:** part-time or full-time

**Primary Purpose:** The primary purpose of the Student Management Facilitator/Mentor Teacher position is to provide comprehensive support to students in organizing assignments, setting achievable goals, and ensuring consistent progress throughout the academic week. This role is instrumental in fostering a structured and conducive learning environment, empowering students to manage their time effectively, stay motivated, and fulfill their academic potential. By offering personalized guidance, encouragement, and accountability, the Student Management Facilitator/Mentor Teacher cultivates a culture of academic excellence, instilling vital skills for success inside and outside the classroom.

**Qualifications:**

- High school diploma or higher preferred

**Special Knowledge or Skills**

- Spiritual maturity and a clear relationship with Jesus Christ
- Regular church attendance and fellowship with a body of Christian believers
- Strong organizational, communication, and interpersonal skills
- Must have the ability to arrive to work regularly
- Punctual with work schedule and duties
- Ability to maintain an orderly learning environment
- Ability to maintain confidentiality as required by law
- Use of Google Suite and relevant software/technology

**Experience:**

Relevant experience working with children

**Major Responsibilities and Duties:**

Classroom Management:

1. **Maintain a Positive Learning Environment:** Create and sustain a conducive atmosphere for learning by establishing clear expectations for behavior, fostering mutual respect among students, and modeling appropriate conduct.
2. **Establish and Enforce Classroom Rules:** Develop and communicate consistent rules and procedures to promote order, safety, and respect within the classroom, and consistently enforce these rules fairly and impartially.
3. **Proactive Behavior Intervention:** Anticipate potential disruptions or conflicts and implement proactive strategies to prevent them, such as implementing engaging lesson plans, providing clear instructions, and using positive reinforcement techniques.

4. **Address Behavioral Issues:** Promptly address disruptive behavior by employing a range of corrective measures, such as verbal reminders, redirection, or individual conferences. Implement appropriate consequences when necessary while also considering opportunities for restorative practices.
5. **Classroom Organization:** Maintain an organized and functional classroom layout, ensuring that materials, resources, and instructional aids are readily accessible and conducive to learning while also minimizing distractions and clutter.
6. **Positive Relationship Building:** Foster positive relationships with students based on trust, empathy, and mutual respect, actively listening to their concerns, providing guidance and support, and serving as a trusted mentor and role model.
7. **Collaboration with Colleagues:** Collaborate with fellow educators, support staff, and administrators to share best practices, coordinate interventions, and develop strategies for addressing classroom management challenges, fostering a collaborative and supportive professional learning community.

### **Student Mentoring and Facilitation:**

1. **Individualized Student Support:** Provide personalized assistance to students in organizing assignments, prioritizing tasks, and setting realistic goals tailored to their abilities and aspirations.
2. **Weekly Goal Setting:** Collaborate with students to establish weekly academic and personal development objectives, ensuring they are aligned with long-term educational goals and aspirations.
3. **Time Management Guidance:** Offer strategies and tools to help students manage their time efficiently, including creating schedules, breaking tasks into manageable chunks, and avoiding procrastination.
4. **Progress Monitoring:** Regularly assess student progress toward goals by reviewing completed assignments, tracking achievements, and identifying areas for improvement.
5. **Academic Coaching:** Guide study skills, note-taking techniques, test preparation strategies, and effective communication with teachers to enhance academic performance.
6. **Motivational Support:** Encourage and inspire students to stay focused, persevere through challenges, and maintain a positive learning and personal growth mindset.
7. **Accountability Framework:** Establish clear expectations and accountability measures to ensure students remain committed to their goals, follow through on tasks, and address any obstacles.
8. **Communication Liaison:** Serve as a bridge between students, teachers, parents, and other support staff, facilitating open communication channels to address concerns, share progress updates, and coordinate interventions when necessary.
9. **Resource Referral:** Connect students with additional academic support services, extracurricular opportunities, and community resources to supplement their learning and holistic development.
10. **Data Analysis and Reporting:** Collect and analyze data on student performance, attendance, and behavior to identify trends, patterns, and areas requiring intervention and generate reports to inform decision-making and program improvement efforts.

11. Professional Development: Engage in ongoing training and professional development activities to stay abreast of best practices in student support, mentoring, and educational psychology, continuously refining strategies to meet evolving student needs.
12. Collaboration: Collaborate with other educators, counselors, and administrators to develop comprehensive student support plans, align interventions with school-wide initiatives, and foster a cohesive and supportive learning environment for all students.
13. Additional duties as assigned by the Director or designee

**Supervisory Responsibilities**

none

**Working Conditions**

Maintain control under stress; work with frequent interruptions; maintain appropriate student-teacher relationships; manage and supervise students appropriately; collaborate with other educators; and be able to sit, stand, walk, and talk for extended periods.