

MINDFULNESS COORDINATOR [CEMS]

QUALIFICATIONS:

- Bachelor's degree in education, psychology, counseling, or related field; master's degree preferred
- Hold a valid state of Maine Criminal History Record Check (CHRC) approval
- Certification in mindfulness education or equivalent training in mindfulness-based interventions
- Minimum of 3 years of experience working in education, preferably in middle school settings
- Demonstrated experience and proficiency in mindfulness practices, with a strong personal mindfulness practice
- Excellent communication and interpersonal skills, with the ability to effectively engage with students, parents, teachers, and administrators
- Strong leadership abilities, including the ability to inspire and motivate others and lead collaborative initiatives
- Knowledge of child and adolescent development theories and practices
- Cultural competency and sensitivity to the diverse backgrounds and experiences of students and staff members, with a commitment to promoting diversity, equity and inclusion (DEI) in all aspects of the work
- Patience, empathy, and compassion in working with middle school-aged students
- Commitment to ongoing professional development and learning in the fields of education, mindfulness, and DEI

OVERVIEW

The Middle School Mindfulness Coordinator leads our school's mindfulness initiatives and promotes the well-being of our students. The ideal candidate will have a strong background in education, mindfulness practice, leadership, and a commitment to Diversity, Equity, and Inclusion (DEI), with a passion for supporting the social, emotional, and academic development of middle school-aged students.

REPORTS TO:

CEMS Principal

PROFESSIONAL RESPONSIBILITIES:

- Leading mindfulness for our 5th graders which helps to set them up for success as they roll into their adolescent years.
- Working with technology integrator to co-lead 6th grade Technology Class centered around learning how to use technology applications for learning and building mindful tech use habits.
- Cultivating equitable and inclusive learning environments through a wide variety of student leadership programming.
- Organizing and leading crucial Tier I programming designed to support students in feeling connected, supported, safe, and welcomed at school in order to improve outcomes in SEL, behavior, executive functioning, and academics. Examples include programming like a school wide advisory system and specific SEL programming

during W.I.N. ("what I need").

- Leading parent engagement and community outreach efforts to strengthen support networks for our young adolescents rooted in mindfulness.
- Growing staff's capacity to embed mindful practice into their classrooms by leading Mindful Moments during staff PD, supporting general PD around building advisory programming, and working collaboratively to support teacher planning.
- Driving school level DEI work amongst staff
- Be responsible for any other tasks that may be assigned.

TERMS OF EMPLOYMENT:

Twelve month year, with actual salary, benefits, and work year set by the Board of Education through contract negotiations and appropriate policies.

EVALUATION:

The basis of the evaluation will be the extent to which the performance responsibilities of the job are successfully handled and the extent to which yearly action plans and job goals are met. The Middle School Principal will perform the evaluation.

The Cape Elizabeth School Department expects that all employees will perform assigned duties diligently, professionally and efficiently and in compliance with all district policies and procedures as well as all federal and state laws.

NOTE:

The above job description reflects the general requirements necessary to describe the principal functions or responsibilities of the job identified and shall not be interpreted as a detailed description of all work requirements that may be inherent in the job, either at present or in the future.

School Board Approved: May 14, 2024

Revision #3

Created 17 June 2024 15:10:53 by Andrea Fuller

Updated 21 June 2024 19:45:46 by Andrea Fuller