



Substitute Program Leader Job Description

I. PURPOSE OF THE JOB

- Substitute Program Leaders are an integral part of the SOAR Program and are in a position generally designed for one who can help advance the mission of SOAR by serving students and their families with the goal of providing a safe, fun place to further develop academic, social, and personal skills. Substitutes fill the role of Program Leaders when they are unable to work. Substitutes will sign up for shifts to fill throughout the school year.
- Specifically, the role detailed herein include (1) Program Development and Implementation (2) Student Management and Oversight (3) Program Monitoring and Evaluation (4) Cultivation and Stewardship of Stakeholder Relationships

II. QUALIFICATIONS & EXPERIENCE

- Substitutes must be at least 16 years old and currently attending high school. 18 years of age and high school graduates are preferred in this position. Prior experience with elementary students and education are preferred but not required.

III. RESPONSIBILITIES

SOAR Substitutes report directly to the SOAR Site Director and Assistant Site Director team and responsibilities include, but are not limited to the following:

● Program Development and Implementation

- Create and promote a healthy and collaborative team environment that aligns with the values, goals, vision, and mission of SOAR
- Serve as leads on implementing SOAR objectives for academic, social, and emotional development of students through flex time, discovery labs, and clubs
- Foster an environment conducive to learning for all types of students and learning styles
- Utilize creative and innovative methods for implementing programming in a way that will promote a love of learning in students
- Develop SOAR programming (lesson plans/clubs) as assigned by Site Leadership

● Student Management and Oversight

- Implementation and oversight of the SOAR Pillars and values that promote a culture of family, celebration, and growth for all stakeholders
- Lead efforts on fostering a healthy, communicative, and collaborative partnership between SOAR program and families

- Lead groups of up to 18 students with a standard of excellence, strong boundaries, and a culture in line with SOAR's pillars and values
- Implement and manage both the House System and Checkmark Systems with integrity and consistency
- **Program Monitoring and Evaluation**
 - Ensure each program's strict compliance to both SOAR and DHS policies and procedures by holding both oneself and all peers and supervisors to account
 - Adherence to goals and objectives as defined by site program grants and goals
 - Utilize continual reflection methods in flex, discovery lab, and club to continually evaluate practices, program content, and student progress
 - Participation in both internal and external surveys regarding staff members, students, and the program itself
- **Cultivation and Stewardship of Stakeholder Relationships**
 - Create and develop relationships with co-workers aligned with SOAR's core values and leadership commitment
 - Create and develop appropriate, loving, consistent relationships with SOAR students following the values of the SOAR program pillars
 - Create and develop relationships with families of SOAR students that craft an environment where families of students are not only known by staff but also know staff and the program

IV. ESSENTIAL SKILLS & FUNCTIONS

- Able to lift a 50-pound box
- Able to model compassionate and selfless love to students and staff
- Able to perform necessary CPR functions
- Able to demonstrate sensitivity to the needs of students and staff
- Able to be adaptable and flexible
- Able to follow directions
- Able to maintain appropriate relationships and boundaries with students and staff
- Able to maintain SOAR's standard of excellence while on and off duty.

I have read the above job description and essential functions and sign that I am capable of functioning safely within the demands of this position.

Signed

Date