

YMCA of the Central Bay Area

Job Description

JOB TITLE: Y-Scholars Program Lead Tutor

EXEMPT:	No	JOB CODE:	Grade IV
DEPARTMENT:	Academic Department	LOCATION:	Teen Center
REPORTS TO:	Academic Program Manager	DATE:	April 2014
PREPARED BY:	Teen Center		

GENERAL FUNCTION:

The Y-Scholars Program Lead Tutor is responsible for providing and modeling high quality academic assistance to participants enrolled in the Y-Scholars Program and leading a team of Program Tutors. The Lead Tutor will help students in the tutoring area and is responsible for handling any behavioral issues that arise within the designated area to maintain an academic learning environment. The Lead Tutor will also be responsible for leading, mentoring, and coaching a team of 10-15 Program Tutors to ensure their continual skill development in working with youth. He/she will take action steps to promote students' program and academic success.

The Y-Scholars Program Lead Tutor must possess leadership and supervisory skills. He/she must have an understanding of at-risk youth and the education issues associated with this population. Experience with supervision and leading others will be needed to build the team of staff. Experience working with at-risk youth in an educational setting is essential in carrying out the mission of the program. The Lead Tutor must also understand the Y-Scholars Program vision, build program culture, deliver program messages with clarity.

MINIMUM REQUIREMENTS:

The Lead Tutor needs to be able to take initiative and work independently but also collaborate with program staff, volunteers, and students to coordinate on how to best serve student participants. The Y-Scholars Program Lead Tutor needs to be able to develop rapport with students to better understand their academic needs and encourage a positive learning environment. The Lead Tutor needs to be able to provide training and feedback to Program Tutors to develop their knowledge and skills in youth work.

- Prior teaching/facilitation experience (especially with youth) is highly preferred.
- 1 year experience working with youth (preferably high school age)
- 1 year experience leading, managing, or supervising a group of people
- Committed to improving educational access and achievement for at-risk teens
- Interest in developing tutoring and advising skills for working with teens
- Ability to recruit and supervise adult volunteers and staff
- Organizational and computer skills for tracking student progress and attendance
- Ability to work with students and staff of diverse backgrounds

AVAILABILITY REQUIREMENTS:

- Minimum of 4 days (5 days preferred) Mon-Fri available to work from 2pm-6pm
- Minimum of 3 evenings (6:00-8:00pm) Mon-Fri for staff meeting, trainings, and events
- Mandatory staff meetings will be on Tuesdays and Thursdays from 6:00-8:00pm
- Must be able to start on 08/08/2016
- Must be able to attend the Fall Orientation and Training – Week of 08/15/2016
- Must be able to attend the Staff Retreat – 08/27/2016 to 08/28/2016
- Must be able to attend the Y-Scholars Spring Training – Week of 01/12/2016
- Must be able to stay in Berkeley and complete program by 05/30/2016
- All Program Staff are responsible for communicating and requesting time off.

DUTIES AND RESPONSIBILITIES:

1. Training: Participate in leadership training, program orientation, and any other relevant training. Participate in weekly trainings on staff development, mentoring and tutoring coordination, event planning, and case management.
2. Curriculum Development: Research and collaborate with tutor team create engaging curriculum material for weekly review sessions on designated subjects.
3. Group Tutoring Facilitation/Management: Increase subject knowledge and program engagement of Y-Scholars through tutoring sessions and weekly review sessions.
4. Student Coaching: Work individually with Y-Scholars to develop rapport and ensure commitment to their self-improvement plans and program assignments/projects. Coach students to improve in academics, life skills, study skills, professionalism, and character development. Assist 12th grade Y-Scholars with any college, financial, and scholarship application needs.
5. Tutor Coaching/Management: Supervise tutors and provide feedback and evaluation throughout the year. Lead and facilitate meetings with tutoring team for professional development and to address any issues in the tutoring area.
6. Case Management: Track program and academic progress of Y-Scholars through partnerships with Program Counselors – maintain and update records of grades, attendance, participation time in the Y-Scholars Database and Online Attendance profiles; connect with parents through meetings, phone calls or emails; communicate with teachers; make referrals to resources within the program or the Berkeley community.
7. Student Engagement: Build students' program engagement by raising their awareness of program participation and program offerings. Get students involved with program opportunities and encourage student contribution.
8. Student Assessment/Family Meetings: Evaluate students on their performances. Assist Program Counselors with self-improvement plans for all students. Participate in family meetings to review student evaluations, self-improvement plans, and program achievements.
9. Program Support and Participation: Plan, participate, and assist in program events as assigned.
10. Recruitment: Assist in the recruitment of volunteers and staff throughout the year.

11. Reporting: Communicate student concerns and issues to staff. Submit weekly reports regarding student case management. Submit monthly reports of students' performance in academics and in program.

SUPERVISORY RESPONSIBILITIES:

The Y-Scholars Program Lead Tutor supervises youth in the participation and completion of Y-Scholars Program requirements. The Lead Tutor also supervises the team of tutors in their work with the Y-Scholars Program participants.

KNOW HOW:

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, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:

Candidate must possess a high school diploma or GED. Candidate must display working knowledge of educational case management and the needs of at risk youth. Experience working with diverse populations is a must. Excellent interpersonal capacity is necessary. Candidates must pass DOJ background check.

LANGUAGE SKILLS:

Ability to read, analyze and interpret documents. Ability to respond effectively to the most sensitive inquiries or complaints. Intermediate Spanish strongly preferred.

MATHEMATICAL SKILLS:

Basic mathematic ability and ability to report on program numbers.

REASONING ABILITY:

The staff person must have the ability to relate to diverse populations and respond to sensitive and complex multicultural needs. Case management practices and social welfare theory are of key importance. As the Teen Center thrives to promote overall wellness, youth development must be understood as a holistic pursuit. Staff must be able to meet the varied concerns of youth participants.

OTHER SKILLS and ABILITIES:

Staff must be able to travel between all program sites as necessary.

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 regularly required to use hands to finger, handle, or feel objects, tools, or controls and talk or hear. The employee frequently is required to stand, walk, and sit. The employee is occasionally required to reach with hands and arms; stoop, kneel, crouch, or crawl; and taste or smell.

The employee must occasionally lift and/or move up to 100 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

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.

Program Tutors will work in a shared-office environment. The noise level in the work environment is usually moderate.

I have read and understand the responsibilities listed above. By my signature below, I verify that I have the qualifications for the job and am able to perform these functions.

Employee's Signature

Date

Supervisor Signature

Date