



RESTORATIVE CLIMATE SPECIALIST

Lillie May Carroll Jackson Charter School
Baltimore, Maryland

POSITION SUMMARY

The Restorative Climate Specialist (RCS) helps build and sustain a safe, affirming, orderly, and restorative school culture in which scholars can thrive academically, socially, and emotionally. Working closely with school leadership, teachers, scholars, and families, the RCS provides proactive behavioral support, facilitates restorative interventions, and helps ensure that schoolwide expectations are implemented with consistency, dignity, and care.

The RCS is expected to be highly visible throughout the school day and firmly grounded in restorative practice. This person serves as both a relationship-builder and an accountability partner, helping scholars repair harm, resolve conflict, strengthen decision-making skills, and successfully return to learning.

REPORTS TO

Principal or designee

SCHEDULE

Full-time | Monday-Friday | 7:45 a.m.-3:45 p.m.

CORE RESPONSIBILITIES

School Climate & Scholar Support

- Promote and model positive behavior supports, conflict-resolution skills, and restorative approaches in all interactions with scholars.
- Maintain a consistent and visible presence during arrival, dismissal, class transitions, lunch, recess, assemblies, field trips, and other high-traffic or high-need times.
- Conduct hall sweeps and support scholars in arriving at assigned locations safely and on time.
- Respond to scholar behavior concerns after classroom-based interventions have been implemented, helping scholars reflect, regulate, repair harm, and return to learning.
- Address conflict and behavioral concerns across classrooms, hallways, cafeteria, auditorium, offices, outdoor spaces, school events, and field experiences.
- Facilitate restorative conversations, VOMPs, affective statements, restorative circles, conferences, and other appropriate restorative interventions.
- Manage the Restoration Room and ensure that scholars complete required reflection, intervention, communication, and re-entry processes.
- Support re-entry meetings for scholars and families following suspensions or significant behavioral incidents.
- Build strong, appropriate, and trusting relationships with scholars while maintaining clear professional boundaries and consistently high expectations.

Crew & Scholar Development

- Lead a Crew/advisory of approximately 10-12 scholars and serve as a mentor and advocate for each scholar.
- Facilitate team-building, reflection, goal-setting, compassion, leadership development, and preparation for scholar-led conferences.
- Help scholars develop the habits, communication skills, and self-awareness necessary to contribute positively to the school community.



Systems, Data & Documentation

- Partner with school leadership and the climate team to collect, review, and use school-climate data to identify trends, needs, and targeted supports.
- Monitor behavior and intervention data to identify scholars who may need additional or recurring support.
- Document interventions, restorative responses, family communication, re-entry supports, and follow-up in accordance with the school's Restorative Discipline System and other required systems.
- Support consistent implementation of schoolwide climate procedures, expectations, and response protocols.

Communication & Collaboration

- Communicate proactively and professionally with school leadership, teachers, families, mental-health partners, and other members of the scholar-support team.
- Provide timely updates regarding significant scholar concerns, interventions, patterns, and follow-up needs.
- Respond to school-related email and phone communication within established school expectations.
- Participate in regular climate-team and leadership check-ins to discuss scholar needs, goals, trends, and schoolwide priorities.
- Partner with teachers in ways that strengthen, rather than replace, classroom culture and teacher ownership of relationships and expectations.

Professional Learning & School Community

- Actively participate in schoolwide professional development, including Wednesday professional-learning sessions and training related to restorative practice, student support, school culture, and safety.
- Participate in school events, family engagement opportunities, student activities, and other community-building experiences as assigned.
- Model professionalism through communication, judgment, attendance, reliability, attire, and conduct.
- Adhere to all school policies, procedures, confidentiality expectations, deadlines, and student-safety requirements.
- Provide classroom, cafeteria, arrival/dismissal, or other school coverage when necessary and perform other related duties assigned by school leadership.

QUALIFICATIONS & PROFESSIONAL ATTRIBUTES

The strongest candidates will demonstrate:

- Successful experience working with adolescents in a school, youth-development, mentoring, behavioral-support, restorative-practice, community-based, or related setting.
- Skill in de-escalation, conflict mediation, relationship-building, and responding to challenging behavior without escalating or humiliating young people.
- A calm, confident presence and the ability to establish clear expectations while preserving scholar dignity.
- Strong judgment, reliability, emotional regulation, and follow-through, particularly during high-stress situations.
- Ability to work collaboratively with teachers, families, school leaders, and student-support professionals.
 - Strong oral and written communication and the ability to document interventions accurately and consistently.



- Commitment to culturally responsive practice and an asset-based view of scholars, families, and communities.
- Willingness to learn and consistently implement LMCJS restorative practices, Crew, schoolwide culture systems, and professional expectations.

MISSION ALIGNMENT

Lillie May Carroll Jackson Charter School is a Baltimore City public charter school serving girls in grades 5-8. Our mission is to offer a supportive 21st-century learning environment for scholars to reach their maximum potential through rigorous academic coursework, character development, and leadership opportunities.

Members of the LMCJS community are expected to:

- Believe deeply in the strengths, assets, intelligence, and potential of every scholar.
- Understand that strong relationships are essential to learning, accountability, and belonging.
- Approach challenges with a solution-oriented mindset and a commitment to continuous improvement.
- Practice restorative approaches to conflict and community repair.
- Engage thoughtfully in conversations about equity, power, identity, access, and inclusive excellence.
- Contribute actively to a professional community grounded in respect, trust, honesty, collaboration, flexibility, and shared responsibility for scholars.

EMPLOYMENT CONDITIONS

Employment is contingent upon successful completion of all required pre-employment requirements, including Baltimore City Public Schools background screening and fingerprint clearance, verification of employment eligibility, and completion of required LMCJS and district onboarding documentation.