

CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM
CLARKSVILLE, TENNESSEE
Job Description

Job Title: Director of Social and Emotional Learning (SEL)
ESSER Funded

Department: Instruction

Job Description

Date Reviewed: May 2021

Reports To: Director of Middle Schools

Grade: 503

Purpose of Job

The purpose of this position is to lead the development and implementation of research-based strategies and resources aimed at supporting the social and emotional needs of students. The ideal candidate will view social and emotional development as skills that can be taught and reinforced rather than a set of problems that exist within a child. The Director of SEL will work collaboratively with the Senior Instruction Team and related departments to provide high-quality professional development, curate resources, and support the district's social and emotional learning work.

Essential Duties and Responsibilities

The following duties are normal for this job. These are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.

- Partner with district staff and building leaders to align SEL goals to district priorities and ensure a cohesive approach to addressing students' SEL and developmental needs.
- Direct and provide research-based professional learning for school and district staff leading to improved support of students' SEL needs.
- Support school leadership teams in the implementation of Response to Instruction and Intervention-Behavior (RTI2-B).
- Collaborate on district policies related to SEL and educational equity, including but not limited to the Student Code of Conduct.
- Work collaboratively with district departments and school leaders to integrate social-emotional learning programs aligned with the district's strategic work.
- Collaborate with district and school staff in using data to problem solve, identify interventions, and measure the effectiveness of programs designed to support students.
- Supervise and collaborate with SEL Data Strategist to analyze student discipline and SEL intervention data across the district.
- Collaborate with lead counselors, behavior consultants, social workers, and school psychologists to ensure alignment to the strategic work of the district.
- Liaison with Mental Health Cooperative to monitor effectiveness and efficient use of resources.
- Supervise all personnel and procedures related to mental health placement and services.
- Collaborate with district interventionists to train and monitor school Support Teams.
- Support Suicide Prevention Teams and collaborate with lead counselors and local agencies to provide training.
- Supervise Lead Counselors in creating, developing and implementing SEL curriculum resources.

Additional Job Functions

Performs other duties as required.

Minimum Training and Experience Required to Perform Essential Job Functions

Minimum 3 years leadership experience in an educational system; Master's Degree or higher; demonstrated knowledge of SEL, school climate, and the role of SEL in improving students' academic and behavioral outcomes; or any combination of training, education and experience deemed by the Director of Schools to be an appropriate substitute for the foregoing requirements. Tennessee Driver's License.

(ADA) MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

PHYSICAL REQUIREMENTS: Must be physically able to operate a variety of office machines. Must be able to use body members to work, move or carry objects or materials. Must be able to exert up to twenty pounds of force occasionally, and/or up to ten pounds of force frequently. Physical demand requirements are at levels of those for sedentary work. Must be able to lift and/or carry weight of twenty to forty pounds.

DATA CONCEPTION: Requires the ability to compare and or judge the readily observable functional, technical, structural, or compositional characteristics (whether similar to or divergent from obvious standards) of data, people, or things.

INTERPERSONAL COMMUNICATION: Requires the ability of speaking and/or signaling people to convey or exchange information. This includes giving assignments and/or directions to co-workers or assistants.

LANGUAGE ABILITY: Requires the ability to read a variety of informational documentation, directions, instructions, and methods and procedures related to the job of Direct of Social and Emotional Learning. Requires the ability to write reports with proper format, punctuation, spelling and grammar, using all parts of speech. Requires the ability to speak with and before others with poise, voice control, and confidence using correct English and a well-modulated voice.

INTELLIGENCE: Requires the ability to learn and understand complex principles and techniques; to make independent judgments in absence of supervision; to acquire knowledge of topics related to the job of Direct of Social and Emotional Learning.

VERBAL APTITUDE: Requires the ability to record and deliver information to supervisors and officials; to explain procedures and policies; and to follow verbal and written instructions, guidelines and objectives.

NUMERICAL APTITUDE: Requires the ability to utilize mathematical formulas; add and subtract totals; multiply and divide; determine percentages; determine time and weight.

FORM/SPATIAL APTITUDE: Requires the ability to inspect items for proper length, width, and shape, visually.

MOTOR COORDINATION: Requires the ability to coordinate hands and eyes in using automated office and departmentally-related equipment.

MANUAL DEXTERITY: Requires the ability to handle a variety of items, office equipment, control knobs, switches, etc.

COLOR DISCRIMINATION: Requires the ability to differentiate colors and shades of color.

INTERPERSONAL TEMPERAMENT: Requires the ability to deal with people (i.e. staff, supervisors, general public, and officials) beyond giving and receiving instructions such as in interpreting departmental policies and procedures. Must be adaptable to performing under considerable stress when confronted with an emergency.

PHYSICAL COMMUNICATION: Requires the ability to talk and/or hear: (talking - expressing or exchanging ideas by means of spoken words). (Hearing - perceiving nature of sounds by ear).

ATTENDANCE: A regular and dependable level of attendance is an essential function for this position.

KNOWLEDGE OF JOB

Has the ability to provide leadership while implementing change. Considerable knowledge in developing curriculum and leading professional learning. Is able to collect and analyze data to drive improvement. Knowledge of the policies, procedures, and activities of the school system, and supervisory practices as they pertain to the performance of duties relating to the position. Capability to develop and implement long-term goals. Knows how to keep abreast of any changes in statutes, policy, procedures and methods as they pertain to public education. Is able to effectively communicate and interact with team members at all levels, supervisors, members of the general public, and other groups involved in the operation of the school system. Is able to assemble information and make written reports and documents in a concise, clear, and effective manner. Has good organizational, management, interpersonal and technical skills. Is able to use independent judgement and discretion in supervising team members, including the handling of emergency situations, determining and deciding upon procedures to be implemented, setting priorities, maintaining standards, and resolving problems.

The Clarksville-Montgomery County School System is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the school system may provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer. Signatures below indicate the receipt and review of this job description by the employee assigned to the job and the immediate supervisor.

Employee's Signature

Supervisor's Signature

Employee's Munis Number

Date

Date