Job Description

Social Emotional Learning Specialist (SEL Specialist)

JOB TITLE: Social Emotional Learning Specialist

REPORTS TO: Director of Student Support Services

SALARY: Based on Certified State and Local Salary Schedules

STATUS: Time Limited, 12 months, Certified, Exempt

SUMMARY:
The Social Emotional Learning (SEL) Specialist supports the implementation, monitoring, and continuous improvement of Durham Public Schools' Social-Emotional Learning framework and initiatives. Under the direction of the District Social-Emotional/Mental Health Coordinator, the SEL Specialist provides coaching, professional learning, technical assistance, and implementation support to schools, with a primary focus on identified AT-TSI and CSI schools.

The SEL Specialist works collaboratively with school administrators, student support teams, educators, and community partners to strengthen SEL practices, enhance school climate and belonging, and improve student outcomes through the effective implementation of evidence-based SEL programming and initiatives.

RESPONSIBILITIES & DUTIES:

Program Implementation and Support

1. Supports the districtwide implementation of Social Emotional Learning initiatives and curriculum across assigned schools.
2. Provides targeted support to identified AT-TSI and CSI schools to ensure high-quality implementation of SEL programming and practices.
3. Assists schools in integrating SEL practices within Multi-Tiered System of Supports (MTSS) frameworks.
4. Monitors implementation fidelity and assists schools in developing action plans based on identified needs.
5. Supports the development and dissemination of SEL resources, tools, and implementation guidance.

Professional Learning and Coaching

1. Designs, coordinates, and facilitates professional learning opportunities related to social-emotional learning, school climate, student well-being, and related topics.

2. Co-facilitates the Fall and Spring SEL Academies for participating schools and staff.
3. Provides coaching and technical assistance to teachers, school counselors, social workers, administrators, and school-based teams.
4. Supports district and school leaders in building capacity for sustainable SEL practices and continuous improvement.

Data Analysis and Program Evaluation

1. Assists with collecting, analyzing, and interpreting district and school-level SEL, climate, belonging, behavior, attendance, and wellness data.
2. Supports the use of student voice and perception data to inform school improvement initiatives.
3. Develops reports, presentations, and recommendations to support decision-making and program enhancement.
4. Assists with evaluating SEL program effectiveness and identifying opportunities for continuous improvement.

Collaboration and Partnership Development

1. Collaborates with district departments, school leadership teams, and student support personnel to align SEL initiatives with district goals.
2. Supports coordination of community partnerships and external organizations that provide SEL and wellness-related services.
3. Participates in district committees, task forces, and initiatives focused on student well-being, school climate, belonging, and mental health.

Student Support and School Climate

1. Supports schools in implementing evidence-based practices to improve student connectedness, belonging, engagement, and resilience.
2. Assists with the development of strategies that promote positive school climates and support student success.
3. Supports the implementation of restorative and relationship-centered practices aligned with district priorities.

Other Duties

1. Performs other duties as assigned by the District Social-Emotional/Mental Health Coordinator, Executive Director, or Director of Student Support Services.

MINIMUM EDUCATION, EXPERIENCE AND REQUIREMENTS:
Candidates must possess a Master's degree in school counseling, school social work, social work, school psychology, educational leadership, mental health counseling, education or a related field.

Candidates should have a minimum of three (3) years of related experience in education, student support services, counseling, social work, mental health, MTSS, school climate, SEL implementation or related fields. Experience supporting school improvement efforts

are preferred. Experience designing and facilitating professional learning/development and coaching adults preferred. Expereience analyzing student outcome data and using data for continuous improvement is preferred.

Candidates must possess excellent assessment, case management, interpersonal, and communication skills. Must possess the ability to establish and maintain effective working relationships with students, parents, staff, and outside agencies.

Candidates must have a valid driver's license and own transportation. Must be available to work occasional evenings and weekends in order to participate in community awareness events and parent trainings.

Candidates must hold a North Carolina license in School Counseling, School School Social Work, School Psychology, Teaching, Educational Leadership, or related field required.

KNOWLEDGE, SKILLS, AND ABILITIES:

1. Ability to work independently and efficiently, including the ability to research and gather information from varied sources.
2. Ability to write departmental procedures and policies.
3. Ability to develop and present awareness workshops and trainings within the school system and the community
4. Ability to make independent decisions on an “as needed” basis and select and apply most appropriate procedures to achieve desired results.
5. Ability to develop, coordinate, and plan events for the District and community related to social-emotional learning.
6. Ability to perform at a high level, as a team player, in a team environment and relate well to a diverse group of people.
7. Strong organizational and problem-solving skills.
8. Ability to prioritize and manage multiple tasks in a fast-paced environment.
9. Ability to remain calm and professional in an environment with shifting priorities.
10. Strong knowledge of Social-Emotional Learning frameworks and evidence-based practices.
11. Knowledge of MTSS, restorative practices, school climate improvement, and student wellness initiatives.
12. Demonstrated ability to facilitate adult learning and deliver engaging professional development.
13. Ability to coach educators, school leaders, and school-based teams.
14. Ability to analyze multiple data sources and support data-informed decision making.
15. Strong project management and organizational skills.
16. Excellent written, verbal, and interpersonal communication skills.
17. Ability to establish positive relationships with diverse stakeholders.
18. Ability to work independently and collaboratively in a fast-paced environment.
19. Demonstrated commitment to equity, belonging, student wellness, and culturally responsive practices.
20. Strong proficiency with Google Workspace, Microsoft Office, data dashboards, virtual meeting platforms, and other educational technology tools.

PHYSICAL REQUIREMENTS:

Must be able to climb steps, and lift about 20 pounds
Work requires minor physical exertion and physical strain
Position requires frequent travel between schol sites and district locations
Must be able to work beyond the standard workday/workweek when needed

DISCLAIMER:

The following statements of the job description are intended to describe the general nature and level of work performed by an employee in this category. The description does not contain an exhaustive list of all responsibilities, duties, skills and other requirements necessary of employees to perform in this position.