



**Job Title: Social Services Specialist - Network Level**

**Department:** Student and Family Support Services  
**Reports To:** Student Engagement Coordinator  
**Grade:** BG-05  
**Number of Days:** 190  
**Security Access:** Buildings within Assigned Network  
**Current Date:** March 3, 2016  
**Overtime Status:** Exempt

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**Job Objectives:**

The Social Services Specialist (SSS) Team Lead is part of a district-level multidisciplinary team whose main responsibility is to build a sustainable system of tiered supports to address student behavioral and mental health needs. The SSS Team Lead will be assigned to a set network of schools with a designated district-level team. This position requires the monitoring of student data across the network and within individual schools to identify social, behavioral and mental health supports needed to eliminate barriers to learning and enhance the academic success of students. The SSS Team Lead will problem solve and coordinate resources within and outside the district to meet the needs of student populations. This licensed professional will also oversee the community-based mental health agencies that provide therapeutic services within their assigned schools to ensure compliance to district, state and federal policies, procedures and laws. SSS Team Leads will provide professional development and support to build school personnel expertise in the unique needs of students with social, emotional and mental health issues and concerns.

**Minimum Qualifications:**

- Master's degree in Social Work, Counseling, or related field.
- Oklahoma licensure as one of the following:
  - Licensed Master's Social Worker (LMSW)
  - Licensed Social Worker (LSW)
  - Licensed Clinical Social Worker (LCSW)
  - Licensed Professional Counselor (LPC)
  - Licensed Marriage and Family Therapist (LMFT).

**Essential Job Functions:**

- Participate in proactive team efforts to achieve District, building, departmental and/or grade level goals.
- Work with a district-level multidisciplinary team to critically examine the social, emotional, and behavioral needs of at-risk students within a designated network of schools; identify needed resources to better meet the needs of students within those schools.

- Meet with school teams on a regular basis to develop relationships and an understanding of the unique dynamics of the school as well as to collect/discuss data and progress toward identified goals.
- Work with district and school-based multidisciplinary teams to conduct needs assessments to determine staff learning needs; design and deliver professional development programs to meet district priorities and facilitate teacher growth in social/emotional expertise.
- Work cooperatively with building administrators and participate in building level team and/or grade level meetings, as appropriate.
- Support school teams in crisis management situations when needed.
- Analyze data in collaboration with a school team and, based on the analysis, design an effective response to address identified social/emotional/mental health concerns/needs.
- Monitor community-based mental health agency services within assigned schools to ensure compliance to district, state, and federal policies, procedures and laws.
- Engage site-based educators in the development of a culture that is dedicated to the philosophy that all children can succeed and commitment to do what is necessary to make this a reality.
- Research best practices in the field of mental health, trauma-informed care, etc.; develop and disseminate resources in alignment with said research.
- Engage in on-going professional development to increase knowledge and skills for supporting all students, targeted students and students who represent sub-group populations (a tiered-support model).
- Provide leadership to others through example and sharing of knowledge/skill.
- Organize and schedule time commitments to meet demands of the job.

**Specific Training/Skills Required:** The following skills are representative of performance expectations. A reasonable accommodation may be made to enable a qualified individual with a disability to perform essential functions.

- Knowledge of TPS policies and procedures as well as campus and community resource availability.
- Expert knowledge of social work theory, knowledge of programs available to meet a range of mental health, health, academic, and social service needs, and knowledge of state, local, and federal laws impacting the lives of students (e.g., laws regarding confidentiality, laws regarding child abuse and neglect).
- Willingness and ability to effectively collaborate with teachers, leaders, and district personnel.
- Ability to collect and analyze data from a variety of sources, work with teams to set goals and develop action plans to address areas of need, and evaluate results of data-driven plans.
- Strong verbal and written communication skills.
- Expertise in training, coaching, and working with teams and individuals.
- Dedication to the philosophy that all children can succeed and commitment to do what is necessary to make this a reality.
- Exceptional skill in the various roles of a team lead: collaborator, action researcher, reflective practitioner, and learner advocate.
- Ability to organize and facilitate meetings in a professional manner.

- Intrinsic motivation, persistence, and excellent communication skills.

**Supervisory Responsibility:** Does not directly supervise any individuals.

**Working Conditions:** Exposure to the following situations may range from remote to frequent based on circumstances and factors that may not be predictable.

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