

## Job Description

**Job Title:** Supervisor of Psychological Services  
and Social Emotional Learning

**Supervisor:** Executive Director, Student Advancement

**Position Code:**

**Pay Grade:** 42

**Job Classification:** Exempt

**Contract Length:** 245 Days

### Job Summary

Position works cooperatively as an interdisciplinary team member to provide services and to devise an appropriate advancement plan for referred students and their families. Position manages, monitors and facilitates the work responsibilities for departmental and contracted school psychologists, and coordinates the assignments for school psychology intern. Position performs specialized psychological work in an educational setting to enable students to achieve optimal learning. This position is responsible for the implementation of a comprehensive social emotional framework across the school division to promote safe and supportive learning environments. Position oversees a multi-tiered approach to SEL Practices that is designed to build relationships between individuals and social connections within school communities, to improve effective implementation of SEL competencies. Position will also coordinate a division-wide framework that promotes teaching students how to effectively apply the knowledge, attitudes, and skills necessary to encourage self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

### Essential Duties

1. Serves as a resource to teachers and staff regarding instructional and behavioral interventions.
2. Serves as a member of the interdisciplinary assessment team assigned to each school and works as a team member in making placement decisions, and planning programs to meet the advancement needs of children.
3. Supervisor, coordinate, manage, monitor, and facilitate the work responsibilities for departmental school psychologists.
4. Assists as a member of the interdisciplinary assessment team assigned to each school and works as a team member in making placement decisions, developing intervention plans, and planning programs to meet the special needs of children.
5. Communicates case findings and recommendations to teachers and other school personnel as needed.
6. Provides in-service training and workshops for teachers and staff regarding mental health issues and proper procedures for the identification and referral of students.
7. Monitors indicators for VDOE performance reports for indicators 2, 4, 9 & 10.
8. Serves as a liaison between the student, home, school, private counseling facilities and community resources such as social services, court services, and family service agencies.
9. Provides follow-up support and periodic re-evaluation services as necessary.
10. Chairs eligibility and IEP meetings as assigned by the Executive Director (Student Advancement)
11. Interprets and enforces federal and state laws and local policies/procedures regarding services to disabled students.
12. Acts as a member of the school crisis team to provide intervention to students as necessary.
13. Makes court appearances to present data and performs court-requested evaluations.
14. Compiles monthly reports and maintains accurate case records.
15. Maintains adequate and current testing materials required by school psychologists.
16. Assists the Department Supervisor in planning and conducting bi-monthly department staff meetings focused on student advancement
17. Develops framework for planning, implementing, supporting and evaluating SEL across schools.
18. Partners with identified schools to assist in the implementation of a restorative philosophy and social emotional learning that emphasizes school-wide prevention and early intervention approach.

19. Collaborates with various departments and schools to promote social-emotional learning and restorative practices and designs and coordinates all school-based professional learning and training led by designated RP leads and co-leads.
20. Provides oversight, mentoring, consultation, and monitors the fidelity and program goals.
21. Provides direct support to schools through coordinated site visits, staff consultations, and collecting feedback from students, parents, or others involved.
22. Collaborates with the Department of Curriculum and Development to embed SEL in content curriculum
23. Collaborate with schools and other departments to collect and analyze division-level data to evaluate the effectiveness and assess SEL program progress.
24. Provides guidance and support for the student support team process
25. Provides guidance on designing social emotional learning integration into the school.
26. Creates professional development to support the social emotional learning curriculum and instruction by using best practices, including research on learning theory and content standards.
27. Creates and works collaboratively with other departments for the integration of district wide social and emotional learning education aligned with the district's strategic plan.
28. Designs social and emotional learning education workshops for parents and community.
29. Assesses and verifies short-term and long-term goals of the SEL program.
30. Uses data to make decisions and adjustments to the SEL program.
31. Designs and implements professional development to support the social emotional learning curriculum and instruction using best practices, including research on theory and content standards.
32. Models nondiscriminatory practices in all activities.

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

#### **Other Duties**

1. Performs any other related duties as assigned by the Executive Director Student Advancement or other appropriate administrators.

#### **Job Specifications**

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 accommodation may be made to enable individuals with disabilities, who are otherwise qualified, to perform the essential functions.

#### **Minimum Qualifications (Knowledge, Skills and/or Abilities Required)**

Must possess a Master's degree and be eligible for a Virginia License as a school psychologist. Must possess the ability to synthesize and interpret diagnostic and assessment data. Must possess a comprehensive knowledge of school psychology theory, child development, substance abuse education, tests and measurements, and crisis management. Must possess the ability to practically apply assessment, counseling, interviewing, and crisis intervention skills. Must possess the ability to work cooperatively as an interdisciplinary team member. Must possess excellent communication and time management skills. Must possess the ability to establish and maintain effective working relationships with community agencies, students, families, team members, and others.

#### **Working Conditions & Physical Requirements**

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 accommodation may be made to enable individuals with disabilities to perform essential functions. Must have the ability to sit and stand; exhibit manual dexterity to dial a telephone, to enter data into a computer; hear and understand speech at normal levels; speak in audible tones so that others may understand clearly; physical agility to lift up to 25 pounds; to bend, to stoop, to sit on the floor, to climb stairs, to walk and to reach overhead.

**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. Duties are normally performed in an office or school environment. The noise level in the work environment is usually moderate to loud.

**Supervision Exercised:** Assigned Staff

**Supervision Received:** Executive Director, Student Advancement

*This job description in no way states or implies that these are the only duties to be performed by this employee. The Supervisor of Psychological Services and Social Emotional Learning will be required to follow any other instructions and to perform any other related duties as assigned by the Executive Director, Student Advancement or appropriate administrator. Newport News Public Schools reserves the right to update, revise or change this job description and related duties at any time.*

**Approvals:**

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Supervisor

Date

**I acknowledge that I have received and read this job description.**

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Employee Name (Print)

Signature

Date

08/2025