



<b>Job Title:</b>	Team Lead, High School
<b>Department:</b>	Education
<b>Position Reports to:</b>	Director of Education
<b>FLSA Status (Exempt or Non-exempt):</b>	Exempt

### **Position Summary:**

The role of the HS Team Lead is to assist in the daily operations of the Teens in Action program and specific Education Department projects. The (HS) Team Lead is responsible for leading high-quality project recruitment, implementation and evaluation. The (HS)Team Lead will also plan and implement high-quality evidence-based programming to youth using an array of best-practices identified by Frameworks of Tampa Bay, Inc. They also develop a positive school community with teachers, administrators, and parents through networking, training, and delivering presentations. This position directly reports to the Director of Education.

### **Essential Functions**

- Coordinate day to day implementation of education projects to include: delegation of project tasks, setting goals and timelines for project tasks, responsible for meeting project deadlines, ordering project supplies through Education Department. All in coordination with the Director of Education.
- Lead problem solving and collaboration for project.
- Monitor project program supply budget.
- Communicate budgetary issues to the Business Director and Director of Education.
- Set agendas for project meetings for review by the Director of Education.
- Provide feedback to Director of Education on SEL specialist team member performance for project.
- Plan and implement programming for youth according to the Frameworks of Tampa Bay Inc. standards.
- Coordinate and enhance existing curricula to best meet the needs of the program participants.
- Work closely with schools and partner agencies to establish meaningful connections and a positive cultures.
- Develop, plan, and facilitate workshops and presentations for parents, school faculty and staff, and community members.
- Support all staff and programs as needed.
- Administer surveys and questionnaires to evaluate various aspects of program performance.
- Assist with the marketing of youth SEL programs, and seek new as well as maintain existing community partnerships.
- Understand and be able to articulate and promote the mission of the organization.
- Support the attainment of the organization’s strategic goals and priorities.
- Consistently model and promote the behaviors and values associated with the mission of the organization in all written, verbal and non-verbal communication.

### **Essential Functions Specific to Teens in Action:**

The HS Team Lead is responsible for the management of all aspects of the Teens in Action (TIA) high school Social Emotional Learning (SEL) leadership program to include:

- Actively market the TIA program to seek and develop key stakeholder relationships to support youth recruitment and community partnerships
- Recruit youth and oversee each class
- Recruit and supervise teen leaders for each class
- Recruit and oversee community partnerships for service learning opportunities
- Recruit and supervise mentors for each service learning opportunity for each class
- Serve as a point of contact and communicate effectively and regularly with students, parents and community partners regarding events, all program related questions and volunteer opportunities
- Develop and conduct parent and educator programs to facilitate program understanding, as well as facilitate youth trainings and programs whenever needed  
Develop and implement SEL standards to ensure controlled growth and measurable outcomes
- Work with the Director of Development and Marketing to actively seek individual, corporate and foundation donors.
- Develop and deliver surveys and questionnaires to evaluate various aspects of the program and personnel performance
- Oversee the TIA alumnae program
- Develop the TIA annual budget and manage program expenses and revenue and support development of other aspects of the education budget
- And all administrative tasks associated with program management, participant databases and paperwork, and community service hour tracking

### **Non-Essential Functions:**

- Other duties as required.

### **Knowledge, Skills and Abilities:**

- *Math* – college level ability; to calculate variables, formulas, ratio and proportion; to use practical application of fractions, percentages, and statistics.
- *Reading* - Ability to read and understand technical journals, manuals, reference books, legal documents and financial reports.
- *Written Communication* - Ability to write business letters, expositions, summaries, training manuals and reports using proper format and conforming to rules of punctuation, grammar, diction and style.
- *Oral Communication* - Ability to be conversant in the principles and methods of effective and persuasive speaking and discussion; and to participate in panel discussions using clear and distinct speaking voice with appropriate pauses and emphasis, correct pronunciation, and variation in word order.
- *Reasoning Ability* - Ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret a variety of instructions; to plan work and develop procedures; to learn and/or evaluate information in order to make judgments and decisions.
- Ability to work collaboratively with a variety of people;
- Ability to take direction from others;

- Ability to be self-managed but work well to support a team effort;
- Work well under time constraints, and in stressful conditions;
- Excellent communication skills; verbal and written;
- Efficient time management and prioritization;
- High-energy, caring, self-starter, innovative.

**Education/Training:**

- Minimum Bachelor's degree in education, training, public or mental health administration/mgmt., or other related experience.
- Strong organization, oral and written communication skills and the ability to work effectively and collaboratively as a team member;
- Knowledgeable and experienced in Word, Excel and PowerPoint.

**Competences:**

- *Communication* - The ability to relate to people in situations involving more than giving and receiving instructions.
- *Direction, Control and Planning* - Adaptable to accepting responsibility for the direction, control, or planning of an activity. The employee may be in a position to negotiate, organize, direct, formulate practices, or make final decisions.
- *Feelings or Ideas* - Adaptable to situations involving the interpretation of feelings or ideas in terms of personal viewpoint. The employee may be called upon to use creativity, self-expression, or imagination.
- *Influencing* - Adaptable to influencing people in their opinions, attitudes, or judgments. The employee may be in a position to motivate, convince, or negotiate.
- *Measurable or Verifiable Criteria* - Adaptable to making generalizations, judgments, or decisions based on measurable or verifiable criteria. The employee may make evaluations on the basis of data.
- *Performing Under Stress* - Adaptable to situations requiring the precise attainment of set limits, tolerances, or standards. The employee may need to be precise, thorough, exacting, or meticulous in regard to material worked; or in activities such as numerical determinations, record preparation, or inspecting.
- *Repetitive, Continuous* - Adaptable to performing repetitive work, or to continuously performing the same work, according to set procedures, sequence, or pace. The employee may perform work that is inherently of a repetitive nature.
- *Sensory or Judgmental Criteria* - Adaptable to making generalizations, judgments, or decisions based on sensory or judgmental criteria. The employee may rely on one or more of the five physical senses, or rely on knowledge gained by experience to make evaluations.
- *Set Limits, Tolerances, or Standards* - Adaptable to performing under stress when confronted with emergency, critical, and unusual situations; or in situations in which working speed and sustained attention are make or break aspects of the job.
- *Variety and Change* – Adaptable to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure. Several duties in a job that require significant differences in technologies, techniques, procedures, working conditions, physical demands, and/or situations constitute this factor.

**Physical Demands:** 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 accommodations may be made to enable individuals with disabilities to perform the essential functions.

- *Light Work* - Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently, and/or a negligible amount of force frequently or constantly to lift, carry, push, pull, or otherwise move objects.
- *Balancing* - Maintaining body equilibrium to prevent falling when walking, standing or crouching on narrow, slippery, or moving surfaces.
- *Carrying* - Supporting the weight of an object with hands and arms and moving from one place to another.
- *Climbing* - Ascending or descending ladders, stairs, scaffolding, ramps, poles, and the like, using feet and legs and/or hands and arms.
- *Crouching* - Bending the body downward and forward by bending legs and spine.
- *Fingering* - Picking, pinching, or otherwise working with fingers.
- *Eye-Hand-Foot Coordination* - The ability to coordinate hand and/or foot motions with visual stimuli in order to engage in or perform physical activities, such as typing, operating vehicles or mechanical equipment, etc.
- *Handling* - Seizing, holding, grasping, turning, or otherwise working with fingers and/or hands.
- *Hearing* - Perceiving the nature, intent or meaning of sounds.
- *Kneeling* - Bending legs at the knee to come to a rest on knee or knees.
- *Lifting* - Raising objects from a lower to a higher position or moving objects horizontally from position-to-position.
- *Pulling* - Exerting a force so as to move an object toward the individual.
- *Pushing* - Using upper extremities to press against something with steady force in order to move forward, downward, or outward.
- *Reaching* - Extending hand(s) and arm(s) in any direction, especially upward in placing or retrieving objects.
- *Sitting* - To rest the body upright supported by the buttocks and thighs.
- *Standing* - To be upright supported by the buttocks and thighs.
- *Talking* - Expressing or exchanging ideas by means of the spoken word.
- *Walking* - Moving about on foot to accomplish tasks.
- *Seeing* - The ability to perceive the nature of objects by the eye. The important aspects of vision are:
  - (a) Clarity of vision at 20 inches or less.
  - (b) Clarity of vision at 20 feet or more.
  - (c) The ability to judge distance and space relationships.
  - (d) The ability to identify and distinguish colors.

#### **Other Requirements:**

- Travel - will require travel up to 25%
- Valid State Driver's License.
- Must pass background and fingerprinting check as well as drug test.

#### **Supervision/Contacts:**

- Receives direct supervision from the Director of Education, and indirect supervision from the Executive Director.

- Daily contact with Framework’s employees and management.
- Regular contact with board members, volunteers, donors and community partners.

**Environment:**

This job operates in a professional office environment. This role routinely uses standard office equipment such as computers, phones, photocopiers, filing cabinets and fax machines, calculator, alarm, reference books and automobile.

Frameworks of Tampa Bay is an Equal Employment Opportunity employer.

Job duties are subject to change with or without notice based on business needs.

*I certify that I have reviewed and understand all of the requirements of performing this job and that I am capable of meeting each and every requirement, with or without reasonable accommodation. I understand that the essential and/or non-essential functions and the associated abilities, requirements and conditions outlined above describe the general nature and level of the work performed. I understand that they are not intended to and in no way represent an exhaustive listing of all tasks involved in performing the job. I understand that business necessity may dictate changes in the position requirements at any time. I understand that even though I may be able to perform the job, there are other requirements I must meet before being offered the job. I understand that I must perform all essential and non-essential functions in a manner that is not hazardous to myself or to others. I also understand that any employment relationship with this company is of an “at-will” nature, which means that if employed I will be free to resign at any time, and that the Company may terminate my employment at any time, with or without prior notice.*

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Signature

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Date