



Position Description

School Social Worker: Special Education

Salary Level: As Per AEA Contract for Certificated Professionals

Prepared Date: November 7, 2021

Contract/Benefits: AEA Contract

***Prepared by: Brian Siket,
Executive Director of Special Education***

Department or Area: Special Education

***Approved By: Tony Pidgeon,
Executive Director of Human Resources***

Reports To: Executive Director of Special Education

Qualifications:

1. Master's degree in Social Work, Counseling or other related field is preferred.
2. Hold a current license as a Social Worker (LSW) or licensed Clinical Social Worker (LCSW) in the state of PA.
3. Possess appropriate PDE Certification in PK-12 School Social Worker Educational Specialist.
4. Satisfactory work record & criminal/child abuse clearances (Acts 34, 114, and 151), FBI clearances.
5. Minimum of two years' experience working with programs which required extensive coordination between agencies.
6. 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 accommodations may be made to enable individuals with disabilities to perform the essential functions.
7. Such additional or alternatives to the above qualifications as the board or superintendents may determine appropriate and acceptable.

Summary

Under the supervision of the Executive Director of Special Education, the School Social Worker is responsible to provides behavioral, emotional and educational counseling to groups and individuals, assists students in adjusting to school and community life and serves as liaison to other agencies. The School Social Worker also assists with the intake of incoming students and with their return to district educational programs. This position is funded under a three-year grant.

Essential Duties and Responsibilities:

1. Communicates and collaborates with staff, parents, community and advocates on issues pertaining to services for students with disabilities.
2. Collaborates with Individual Education Plan (IEP) team members in regard to the students' progress.
3. Notifies case manager, completes and sends appropriate forms to parent or case manager, prepares report and provides copies to case manager, drafts goals, updates present levels and progress, when assessment or IEP is required at least three days in advance of IEP.
4. Contacts parent and case manager and obtains a signed excusal form when unable to attend an IEP meeting.
5. Prepares written reports as required.
6. Plans and records monthly work schedule in electronic calendar (Outlook) at least 30 days in advance and records any changes as they occur to ensure accurate IEP scheduling.
7. Assists students in identifying and solving emotional and educational problems, adjusting to school and community life, and preparing for appropriate post-secondary training, or to transition back to their regular school of attendance.
8. Assists students in evaluating their relationships with other students and with teachers and/or administrators; helps students in predicting the consequences of various courses of action open to them; reinforces behavior appropriate to the school environment by utilizing guidance techniques; and refers serious behavioral problems to the administrator of the program.
9. Assists in the planning, development and implementation of programs which include initiating group and individual activities to assist in the academic and social skill acquisition and success of students.
10. Assists with the enrollment of students into alternative education programs, prepares records and attends meetings regarding re-entry into regular schools and programs.
11. Obtains and evaluates student data, including test results, personal histories, school records, teachers' reports, parental information, and agency reports.
12. Provides direct support to assigned special education programs.
13. Provides counseling and support to students, parents, teachers, and agencies regarding home-school problems.

Competencies

1. Knowledge of techniques, methods and resources in planning and implementing a comprehensive educational and career counseling program.
2. Knowledge of community resources for referrals. Knowledge of casework, school social work, school counseling and therapy.
3. Knowledge of available referral agencies and resources within the county.
4. Knowledge of child development and learning theory.

5. Knowledge of assessment instruments and procedures, and instructional materials and techniques.
6. Ability to successfully counsel students and parents.
7. The knowledge of procedures and requirements for referring students to community agencies. The knowledge of IDEA, Pa Code 22: Chapters 14 and 15 regulations.
8. Ability to establish and maintain effective working relationships with a variety of individuals and agencies.
9. Ability to communicate effectively orally and in writing.
10. Ability to plan, organize and schedule a master calendar to meet deadlines, goals, and objectives.
11. Ability to implement psycho-social assessment and intervention techniques. Ability to perform crisis assessment and intervention.
12. Ability to conduct group process counseling techniques. Ability to plan, organize and administer programs.
13. Ability to meet schedules and timelines.
14. Ability to plan, coordinate and document projects. Ability to prepare and deliver oral presentations. Ability to operate a computer and related software. Ability to prepare statistical reports and records.
15. Other as defined by the Administrative team.

Interpersonal Skills

Manages difficult or emotional parent/community situations judiciously; Responds to parent/community requests for service and assistance; Meets commitments made to parents and the community; Maintains confidentiality; Listens to others without interrupting; Shows reasonable control of personal emotions; Exhibits objectivity and openness to the views of others; Speaks clearly and persuasively in positive or negative situations; Listens and solicits clarification; Responds appropriately to questions; Demonstrates group presentation skills; Writes clearly and effectively; Edits work for spelling and grammar; Varies writing style to meet needs of the audience; Balances team and individual responsibilities; Gives and welcomes feedback; Contributes to building positive morale; Puts success of faculty and staff above own interests and recognition;

Leadership Skills

Provides vision and inspiration to peers and subordinates; Mobilizes others to fulfill the vision; Displays passion and optimism; Develops workable implementation plans; Communicates changes effectively; Prepares and supports those affected by change; Monitors transition and evaluates results; Provides recognition for results; Exhibits confidence in self and others; Inspires and motivates others to perform well; Effectively influences actions and opinions of others; Includes faculty and staff in planning and decision-making; Takes responsibility for the performance of faculty and staff; Makes self-accessible to faculty, staff, and students; Provides regular performance feedback to faculty and staff; Develops the skills of faculty and staff and encourages growth; Continually works to improve supervisory skills; Looks for ways to improve and promote quality; Demonstrates accuracy and for own actions; Commits to long hours of

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work when necessary to reach goals; Completes tasks on time or notifies appropriate person with an alternate plan; Is consistently at work and on time; Ensures work responsibilities are covered when absent; Arrives at meetings and appointments on time.

Physical Demands

The physical demands described here are representative of those that must be met by an administrator to successfully perform the essential duties of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

While performing the duties of this job, the administrator is regularly required to talk or hear. The administrator is frequently required to walk, climb stairs, bend, and lift. The administrator is required to use hands to fingers or handle documents, telephone, etc. The administrator is occasionally required to stand; sit and reach with hands and arms. Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus.

Evaluation

The person filling this position will be evaluated according to the evaluation procedure adopted by the Allentown School District.

Reviewed and read by: _____ *Date:* _____