



JOB PROFILE: Social Worker
Reports to: Director of Student Services

Classification: Professional

Hours/Day: 7.75

Days/Year: 195

Purpose/Summary

Responsible for assisting with broader school culture and climate issues including areas of social and emotional growth and development. This position may provide direct services to students through individual counseling, group counseling, and facilitation of social skills groups for all students in need. This position will work with students who are chronically truant and develop plans to increase attendance, attend truancy hearings, and collaborate with building administrators and school guidance. The social worker will be responsible for the implementation of a universal screener and the development/growth of interventions to support high risk students.

Essential Duties and Responsibilities

- Acts as a liaison between mental health agencies and the school, provides support to families, and offers strategies and appropriate mental health information to teachers to support identified students.
- Schedules sessions with identified students to complete interest inventories, rating scales and functional assessments to design, deliver and reinforce activities and strategies to facilitate an identified student's success in a school setting.
- Educates teachers on psychiatric diagnoses and the behavioral and academic implications of diagnoses.
- Educates staff to recognize warning signals and triggers for students and teaches de-escalation strategies in dealing with challenging and/or impaired behavior.
- Participates in school-based meetings involving identified students in grades K-12, such as IEP meetings, academic team meetings, parent conferences, Student Assistance Team meetings, student review meetings, transition meetings, discipline/suspension hearings, positive behavior support plan meetings, advocate meetings, truancy hearings and MDE meetings.
- Participates in MTSS meetings, development of interventions and collaborate with team members
- Exhibits a high level of confidentiality with student information in accordance with FERPA and demonstrates objectivity in emotionally charged and conflict situations.
- Assesses and screens (universal screener) all students for appropriate interventions, social work services, and resources by working collaboratively with all school staff.
- Facilitates individual and/or group sessions for students and shares relevant information with designated staff and parents.
- Conducts observations of students in diverse settings to gather data, monitor progress, and make recommendations to offer these students on-going opportunities to learn and practice social skill development and positive solutions.
- Conducts annual evaluation of the student review process with building staff and administration.
- Arranges additional school-based services with community resources, such as the Allegheny Intermediate Unit.
- Attends community meetings, site visits, and scheduled appointments with students and parents to clarify school related services and concerns.
- Facilitates referrals to community resources and obtains parental consent to release and exchange information with community resources to support student progress and success.
- Participates in legal proceedings as required.
- Educates and expands parent knowledge of mental health diagnoses and implications, special education regulations, procedures, and policies to assist identified students.
- Assists in the development of home-based incentive programs, offers home visits to maximize parental availability.

Preparing All Students for Success in a Changing World

- Acts as an advocate on the student/family's behalf to locate and secure necessary resources and supports.
- Other duties as assigned by the building Principals, Supervisor of Special Education, Director of student Services.

Education and/or Experience

- Bachelor's Degree required.
- Master's degree in education or a closely related field preferred

Certifications, Licenses, Registrations

- Pennsylvania State Home and School Visitor Certification or Social Worker License Required.
- Act 34/151/114/126/168 Clearances/Certifications required

Qualification Requirements

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The requirements listed below are representative of the knowledge, skill and/or ability required.

Knowledge and Abilities

Knowledge of current research, theory and social work practices and ability to apply that knowledge to positively impact learning. Ability to think critically and problem-solve, especially as it relates to social and emotional growth, development, and behavior. Knowledge of educational protocol and procedures and ability to implement these processes into the classroom setting.

Academic Skills - Knowledge of social and emotional growth and development for students, assessment strategies, development of behavior intervention plans and IEP goal planning for identified students.

Knowledge of classroom management, social development, assessment, and evaluation. Knowledge of special education and ability to adapt instruction as it relates to any classroom environment. Knowledge of brain research and ability to understand and apply this information to teaching. Knowledge of discipline policies and ability to make decisions to appropriately manage student behavior.

Language Skills – Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar. Must possess the ability to use the language in both oral and written form. Be able to listen to and understand information and ideas presented through spoken words and sentences. Be able to communicate information and ideas in speaking so others will understand. Ability to read, analyze, and interpret professional journals.

Math Skills – Knowledge of arithmetic, algebra, geometry, statistics, and their applications. Possess the ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations. Possess the ability to analyze and interpret data, particularly test scores.

Technology Skills – Be able to utilize programs such as Microsoft Office and the District grading/attendance packages. Be able to access, generate and analyze student assessment data. Utilize email, the Internet, and Intranet. Utilize interactive boards and coordinating technologies. Be able to generate electronic lesson plans and templates to gather data for Excel reports. Implement the use of technology throughout the instructional process.

Reasoning Ability - Ability to understand and interpret standards, psychiatric diagnoses, medications and side effects and to implement effectively throughout the curriculum of a high performing school district. Ability to observe students, and evaluate student data to make decisions that improve the instructional process.

Other Skills and Abilities

- The employee must possess the ability to maintain a high emotional energy.
- Exhibits a high level of confidentiality with student information in accordance with FERPA and demonstrates objectivity in emotionally-charged and conflict situations.
- Must develop effective coping strategies for dealing with the high expectations, frequent demands, and significant responsibility of effectively educating large groups of students.
- Must be able to react quickly in volatile situations and maintain composure even under stressful conditions.
- Must be able to advocate for students to create a positive learning environment.
- Possess imagination, patience, creativity, sound judgment, logical reasoning and analytical and problem-solving capabilities.
- Ability to make equitable decisions with sound emotional judgment.
- Must be able to concentrate with numerous interruptions.
- Maintain effective working relationships with administrators, students, parents, staff, and the community.
- Ability to understand and facilitate needs of various personality types.
- Ability to perform duties with awareness of all District policies and professional obligations.

Physical Demands

When performing activities throughout the day related to the educating of students, the Social Worker spends the majority of the day in a small group or office setting and/or in the classroom. The Social Worker must walk through the classroom and be able to maneuver in tight spaces between desks, etc. Dealing with the students can entail kneeling or squatting, stooping, and bending from 50-70 degrees at the waist on an occasional to frequent basis.

Must be able to exert up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects (textbooks and materials). The Social Worker must see and hear on a continuous basis as well as speak frequently. Positions may vary from standing, sitting, or walking. On a rare occasion it may be necessary to move quickly, run, etc. over smooth to uneven surfaces such as on asphalt, pea gravel, on the playground, or on the grass. The Social Worker must have manual dexterity to use office equipment, manipulate books and other learning materials, and assist students with various activities. The Social Worker must have repetitive movement of fingers and hands for keyboarding.

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. This position is considered to be a LIGHT Physical Demand Characteristic of Work position according to the physical demands strength rating of the Dictionary of Occupation Title, Fourth edition published by the US Department of Labor. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Sedentary (S)	Light (L)	Medium (M)	Heavy (H)	Very Heavy (V)
Exerting up to 10 lbs. occasionally or negligible weights frequently; sitting most of the time.	Exerting up to 20 lbs. occasionally, 10 lbs. frequently, or negligible amounts constantly or requires walking or standing to a significant degree.	Exerting 20-50 lbs. occasionally, 10-25 lbs. frequently, or up to 10 lbs. constantly or requires frequent running or climbing.	Exerting 50-100 lbs. occasionally, 25-50 lbs. frequently or up to 10-20 lbs. constantly.	Exerting over 100 lbs. occasionally, 50-100 lbs. frequently or up to 20-50 lbs. constantly.

Work Environment

The work environment will vary from potentially very loud situations such as cafeterias and playgrounds to more moderate situations such as small group, office, classrooms or large group professional settings. The majority of time will be spent indoors with consideration for adaptability to all weather conditions related to outdoor activities and/or travel. The employee must be able to work in air-conditioned and heated environments under fluorescent lighting.

Primary Work Location

Office Environment	Shop
Classroom	Vehicle
Outdoors	C

Physical and Non-Physical Demands Key

C - Continuously	F - Frequently	O - Occasionally	R - Rarely	N - Never
2/3 or more of the time	From 1/3 to 2/3 of the time	Up to 1/3 of the time	Less than 1 hour per week	Never occurs
Standing	C	Crawling		R
Sitting	F	Bending		O
Walking	C	Twisting		R
Lifting	O	Climbing		R
Carrying	O	Balancing		R
Pushing/Pulling	O	Vision		C
Reaching	O	Hearing		C
Handling	O	Talking		C
Fine Dexterity	C	Foot Controls		N
Kneeling	O	Working Closely with Others/Teamwork		C
Crouching	O	Tedious or Exacting Work		C
Time Pressures	C	Noisy or Distracting Environment		F
Emergency Situations	R	Multi-Building Travel		O
Frequent Change of Tasks	F	Other (Specify):		
Irregular Work Schedule/Overtime	R	Other (Specify):		
Simultaneous Multi Tasks	C	Other (Specify):		

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

Director of Human Resources Signature	
Date of Approval	3/14/24