

SNOQUALMIE VALLEY SCHOOL DISTRICT

JOB DESCRIPTION

Job Title: **Social Worker**
Reports to: **Building Administrator**
Work Year: **School Year**

FLSA Status: **Exempt**
Classification: **Certificated-SVEA**
Salary: **As Stated in Schedule**

Position Summary: Supports the emotional and social development of students to prepare them to be responsible citizens and college and career ready. The position involves helping students develop a strong sense of self, positive relationships with others, and skills to resolve personal, family, and community issues. The work involves contact with students, families, school staff, community, and administrators via individual, group, and family meetings to solve problems and facilitate the educational process. The employee acts as an advocate on behalf of the student.

Qualifications Required:

- Valid Washington State Social Worker ESA certificate.
- Demonstrated effective oral and written communication in the English language, including correct grammar and spelling usage.
- Legally eligible to work for any employer in the United States of America as verified by Form I-9.
- Successful Washington State Patrol and Federal Bureau of Investigation fingerprint clearance.

Essential Functions and Responsibilities:

- Determines students' needs based on interviews and plans appropriate course of action; consults with district administration and building staff with respect to identified needs of students; maintains continuous contact with staff and administrators regarding needs of students.
- Implements social skills, communication skills, problem solving, conflict resolution, mediation, multi-cultural awareness and sexual harassment prevention/intervention and curriculum.
- Identifies the need for and creates academic and/or social skills groups (i.e.: friendship groups, children of divorce groups, grief management groups).
- Leads substance abuse prevention/intervention activities or groups, including events for families.
- Provides crisis intervention, counseling, Department of Children, Youth and Families referrals and follow-up.
- Seeks funding and resources for programs that improve student achievement and increase family involvement with the educational process.
- Consults with teachers and staff regarding behavior management of students. Develops individual student contracts.

- Provides support services for families in the form of parenting classes, behavior management and intervention techniques, and information regarding the availability of community services, books, videos and other resources.
- Supports career awareness options; understand and help cultivate students' strengths.
- Participates in multi-disciplinary assessments for areas such as academic, intellectual, learning styles, behavioral and social, emotional and health needs.
- Evaluates and records student progress; collect and interpret a variety of data; prepare reports.
- Provides training for school staff relative to the social work process.
- Develops and maintains professional competency through in-service education, coursework or professional growth activities.
- Serves on staff committees as required.
- Uses computers and related technologies.
- Receive and respond to referrals from staff, families, and other personnel.
- Demonstrate and maintain positive working relationships with staff, families, community, businesses and organizations, and national/local professional associations.
- Attend staff and other professional meetings as may be assigned or necessary.
- Use technology for communication, presentations, trainings, workload management, and workshops.
- Possess knowledge of and adhere to District Policies and Procedures.
- Communicate openly and effectively with students, community, staff, and administration.
- Work cooperatively with peers in sharing ideas, techniques, and procedures for improvement of the learning environment
- Assist with the development of an atmosphere of respect, interest, and enthusiasm within the school.

Nonessential Skills and Experience:

- Performs other duties as assigned. 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.

Success Factors/Job Competencies:

- Demonstrated knowledge of current theories and methodologies of effective student and family interventions, crisis management and behavior modification; State and Federal regulations regarding special education, custody and other family issues, recordkeeping, etc.; community support resources and family service agencies.
- Demonstrated ability to approach situations with an objective, yet sensitive, attitude; provide instruction to families regarding the use of behavior management and intervention techniques, parenting skills, and availability of community resources.
- Demonstrated understanding of current national, state and local education initiatives.
- Demonstrated ability to interact tactfully and positively with students, staff, families, community, and other customers; maintain effective working relationships with a variety of people.
- Demonstrated knowledge of community resources/organizations and their eligibility requirements for connecting students and families to resources.

- Demonstrated strong initiative and self-motivation.
- Demonstrated ability to act with integrity, fairness, and in an ethical manner.
- Demonstrated ability to effectively establish work priorities, and to make independent decisions.
- Demonstrated ability to work on multiple tasks simultaneously.
- Demonstrated ability to be detail oriented with excellent organizational skills.
- Demonstrated ability to be flexible and open to new ideas.
- Demonstrated ability to work effectively under pressure while maintaining a high level of productivity.
- Demonstrated ability to follow directions, yet exercise independent and appropriate judgment.
- Reacts to change productively and handles other tasks as assigned.
- Demonstrated support of the value of education.
- Demonstrated support of the mission, vision and values of the District.

Physical Demands and Work Environment: The physical demands and work environment characteristics 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

- *Physical Demands*—Frequently required to sit, talk, move about, hear and speak, and be visually observant of classroom behavior and learning activities. Regularly lift and carry items weighting up to 50 pounds or more and occasionally lift, restrain, or move up to 100 pounds – most typically when required to intervene in student safety issues. Specific vision abilities required include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus. Noise level in work environment is usually moderate, or consistent with subject being taught, but can be abnormally loud on occasion.
- *Work Environment*— Work is typically performed in a classroom/office environment, and home visits as necessary. Must deal with a wide range of student achievement and behavior; required to shift tasks and priorities; may need to stand for prolonged periods; must be able to deal with distraught or difficult individuals; will need to attend evening/weekend meetings or activities; potentially exposed to ordinary infectious diseases carried by students.

Performance Standards: The person in this position will be evaluated annually in accordance with the provisions of the District policy on evaluation of certificated employees

Approval/Revision Date: September 2021

General Sign-off: The employee is expected to adhere to all Snoqualmie Valley School District policies and procedures.