



Tolleson Union High School District #214
Social Worker

Purpose

The purpose of social worker is to support the social and emotional well being of students. Identify and address various challenges that may impact a students. Collaborate with students, families and school staff to provide counseling, intervention, and resources.

Qualifications

Required:

1. Bachelor's degree in Social Work from a CSWE accredited school.
2. License obtained from the Arizona Board of Behavioral Health Examiners for Social Workers: Licensed Baccalaureate Social Worker (LBSW), Licensed Master Social Worker (LMSW), or Licensed Clinical Social Worker (LCSW).
3. Valid AZ Department of Public Safety (DPS) Identity Verified Print (IVP) Fingerprint Clearance Card.
4. Minimum of five (5) years of Social Work experience.
5. Experience in working with youth and / or families in crisis.
6. Experience in intervention, assessment, and referrals.
7. Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions.
8. Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
9. Knowledge of community agencies and resources to provide social services to students and their families.
10. Knowledge of and sensitivity to ethnic, cultural, and socioeconomic influences on the student.
11. Knowledge of computer applications that will assist in tracking the activities and success of the student(s).
12. Appropriate communication and interpersonal skills to work with students, staff, families, and communities.
13. Ability to assume responsibility, exercise sound judgment, and handle confidential material and information.

Preferred:

1. Bilingual preferred in English and Spanish.
2. Master's degree in Social Work.

Essential Functions

1. Actively support the administration and counseling services of the local school(s).
2. Assist families to understand their children's educational needs and resources available within the school.
3. Assist school staff, at-risk and/or dropout students and their parents in resolving attendance, behavioral, and/or academic problems resulting from family crises.
4. Provide information to facilitate the family's use of community resources when necessary to meet human needs.
5. Consult with pupil services personnel about students' living situations and neighborhood circumstances; make home visitations as necessary.
6. Provide case management functions for students or families in crises.
7. Provide information and referral services to appropriate community resources in the area of health and human services.
8. Serving as a faculty-advisor to a small "advisory group" of students throughout their duration in school and attending professional meetings to support this work.
9. Participating in regular faculty development, reflective practice, professional organizations, and peer coaching.
10. Counseling students, individually and in groups, regarding discipline, social and emotional development, substance abuse, conflict mediation, and making appropriate referrals.
11. Provide required services for McKinney-Vento (homeless) students and families, including identifying and qualifying students, requalification, and required documentation.
12. Having an open-door policy for all members of the school community.
13. Providing strategies and work with teachers to promote social and emotional competence in the classroom.
14. Provides information and assistance to families to help them understand their child's educational disability and equip them with the tools necessary to support their child's educational and/or behavioral progress.
15. Provides parent training and support as needed.
16. Provides information to parents regarding the referral/assessment process, special education services available within the district, and their rights relative to special education.
17. Participating in community outreach events that foster healthy family involvement.
18. Working collaboratively with staff and families to address attendance issues and help improve students' attendance.
19. Working collaboratively with staff to ensure services are most effectively organized for students.
20. Help the community identify and develop resources to better serve the needs of troubled students and families.
21. Maintain open communication between the school and community agencies to facilitate common objectives in situation requiring interagency collaboration.
22. Mobilize school and community resources to enable the child to receive maximum benefit from the educational program.
23. Maintain a log of all activities, contacts with community agencies and case files and complete a year-end final report.

24. Collaborate with school psychologist and administration to assess threats on campus.
25. Run Alternative to Suspension Programs to decrease barriers to graduation for the at-risk student population.
26. Actively support P.B.I.S on campus in either being an active member on the team or working with behavioral interventionist and or administration.
27. Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Skills, Knowledge, and Abilities

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including utilizing pertinent software applications; planning and managing projects; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: knowledge of federal, state, county, local, and District codes, policies, regulations, and laws.

ABILITY is required to schedule activities, meetings, and/or events; gather and/or collate data; and use basic, job-related equipment. Flexibility is required to direct others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with similar types of data; and utilize job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is low. Specific ability-based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules; working with frequent interruptions; setting priorities; and establishing and maintaining effective working relationships.

Responsibility

Responsibilities include: working as a coordinator using standardized practices and/or methods; leading, guiding, and/or coordinating others; tracking budget expenditures. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally, the job requires 70%

sitting, 15% walking, and 15% standing. The job is performed under conditions with some exposure to risk of injury and/or illness. The employee will regularly work indoors in a controlled environment. The noise level in the work environment is moderate to loud. Travel between District campuses and to locations outside the District is required.

Reports to: Principal

Terms of Employment: Nine-month, full time

Evaluation: This position will be evaluated annually as outlined in Governing Board Policy Manual.

FLSA Status: Exempt

Salary: Initial Placement Salary Schedule for Social Workers

Board Approval: March 19, 2008 (Revised)
April 26, 2011 (Revised)
May 22, 2012 (Revised)
May 22, 2015 (Revised)
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