

SCHOOL DISTRICT OF JANESVILLE
Job Description

Job Title: School Social Worker
Department:
Supervisor: Building Principal/Designee
FLSA Status: Exempt
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Summary

To provide effective social work services in assigned elementary, middle and high school buildings in order that at-risk students may fulfill their potential for intellectual, emotional and psychological growth and maturation.

Qualifications

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.

Education and/or Experience

Master's degree in School Social Work

Certificates, Licenses, Registrations

Has or qualifies for Wisconsin DPI certification as a School Social Worker

Other Qualifications

Ability to work effectively with elementary, middle, and high school students.
Demonstrable interest in working with at-risk students.

Supervisory Responsibilities

This job has no supervisory responsibilities.

Essential Duties and Responsibilities include the following. Other duties may be assigned.

TEACHER STANDARDS – Standard 1: The pupil services professional understands the teacher standards.

1. Understands how learning occurs.
2. Understands differences in approaches to learning in various student populations.

3. Uses effective consultation strategies with classroom teachers to develop the academic and behavioral goals of all students.
4. Understands barriers to learning in various student populations.
5. Understands a variety of instructional strategies.
6. Understands a variety of assessment strategies.
7. Understands a variety of interventions to enhance instruction and assessment.
8. Understands the ten teacher standards and how they intersect with the school social worker responsibilities.

COMPREHENSIVE PRACTICES – Standard 2: The pupil services professional understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety and development.

1. Assesses complexities of and barriers to learning, and then applies a variety of professional strategies to enhance student learning.
2. Understands pupil services as a comprehensive, multifaceted, and integrated approach for addressing barriers to learning and promoting healthy development.
3. Understands how social, economic and environmental barriers, including poverty, oppression, prejudice, discrimination, violence and crisis, adversely affect learning.
4. Demonstrate a comprehensive understanding of how students' learning is influenced by culture, family, and community values.
5. Uses a variety of methods for planning, developing, implementing, monitoring and evaluating comprehensive prevention and intervention strategies.
6. Coordinates service delivery with other educators and representatives of community-based organizations to support pupil learning, health, safety, and development.
7. Applies a variety of theoretical frameworks in order to understand the interaction among individuals and between individuals and social systems (families, groups, organizations, and communities).
8. Assesses systematically the interactions of individuals, families, schools, curriculum and instruction, learning environment, and the community using both standardized and authentic assessment in order to develop appropriate behavioral and academic goals and interventions.
9. Assesses students' behavior and attitudes in different settings, including formal assessment of adaptive and behavioral functioning.
10. Uses strengths in students, families, school staff and other systems to enhance student learning.
11. Counsels students in order to help them; have a better feeling about themselves; improve their capacity to relate to staff, family and peers; achieve a measure of success; learn to accept responsibility and plan for their future realistically.
12. Functions as a member and a leader of a team, including collaborative pupil service teams and other school and community-based teams, to enhance student outcomes.
13. Provides a variety of practice strategies, including but not limited to counseling, crisis intervention, casework, group work, community organization, consultation, collaboration, case management, family engagement, mediation and conflict resolution, advocacy, curriculum and program development, education and training.
14. Shows respect for the varied talents and perspectives of students.

15. Makes recommendations based on social history and background investigation to multidisciplinary teams.

RESEARCH – Standard 3: The pupil services professional has the ability to use research, research methods and knowledge about issues and trends to improve practice in schools and classrooms.

1. Understands the relevance of selecting and implementing effective practice strategies in working with individuals, families and the community.
2. Uses a variety of sources of student data and research methodologies to evaluate programs and practice methods as a basis for revising practice.
3. Understands essential principles of statistics, research design, and program evaluation, including action research, single subject designs, and major quantitative research and qualitative research techniques to assess the impact of practice methods on student learning.
4. Assesses systematically the interactions of individuals, families, schools, and the community using both standardized and authentic assessments.
5. Draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.
6. Recognizes the importance of staying current on issues and trends as they relate to youth, family and education.
7. Conducts ongoing evaluation of all school social work programs.

PROFESSIONAL ETHICS – Standard 4: The pupil services professional understands and represents professional ethics and social behaviors appropriate for school and community.

1. Understands the mission of social work in public education and the Wisconsin social worker content guidelines.
2. Adheres to the NASW Code of Ethics and demonstrates conduct respectful of colleagues and their respective practices.
3. Understands the mission and resources of the local educational agency.
4. Uses multiple strategies to self-assess his/her professional practice and uses that reflective process to guide his/her subsequent actions.
5. Knows state and federal laws and district policies that affect social work practice in schools, especially as they pertain to the issues of social justice and educational equity.
6. Understands cultural factors in race, gender, ethnicity, sexual orientation, age and social class that affect attitudes and prejudices toward student learning and the needs of children and families that can impede student learning.
7. Understands the varied roles when providing services as defined by the NASW (National Association of Social Workers) Code of Ethics.
8. Applies a variety of strategies to develop respect, trust and open communication with clients and colleagues in educational settings.
9. Acknowledges personal and professional biases and their potential adverse impact on professional practice.

10. Uses collaborative relationships on behalf of students by joining, mobilizing, facilitating, and leading partnerships with school and community resources to support student learning.
11. Networks and develops intervention plans that utilize student, school, family, and community resources in response to individual and family needs that impede student learning.
12. Maintains ethical practices on behalf of students when working with colleagues within the school, families, and members of community systems.
13. Reports to work on a regular basis and is absent only for reasons of illness, emergency, or other approved leaves.

ORGANIZATION, MANAGEMENT, DEVELOPMENT – Standard 5: The pupil services professional understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings.

1. Demonstrates knowledge of other professional disciplines and a variety of effective, collaborative pupil services programs and strategies.
2. Understands formal and informal policies and infrastructure of the school district and other institutional factors that may affect the child's behavior and learning.
3. Works with other educators to improve the school's learning environment and make it more productive and collegial.
4. Contributes to the success of effective pupil services programs and teams designed to meet the needs of children and families.
5. Advocates new and improved programs and services for client students which will help them become successful in school and life.
6. Understands the politics of school-community relations in shaping educational policy and the effects of different types of school-community power structures.
7. Works collaboratively as a leader or member of interdisciplinary teams to mobilize resources of the local educational agency to meet the needs of children and families.
8. Works with other educational professionals to improve the overall learning environment for pupils through communication, conflict resolution, mediation, problem solving, team building, and facilitation.
9. Participates in the multidisciplinary team decision-making process.
10. Values a team approach to decision-making and problem solving to develop effective outcomes.
11. Provides administrative support by serving on various committees and task forces and preparing reports and records as required by the school district and state.

INTERVENTIONS & STRATEGIES – Standard 6: The pupil services professional is able to address comprehensively the wide range of social, emotional, behavioral and physical issues and circumstances which may limit pupils' abilities to achieve positive learning outcomes through development, implementation and evaluation system-wide interventions and strategies.

1. Uses system-wide strategies to support/enhance student learning and to change student behaviors that affect a safe and positive school learning environment.
2. Uses strength-based approaches to enhance student learning, regardless of the client needs.
3. Evaluates the impact of school social work practice and educational interventions.
4. Reduces or eliminates the social, economic, and environmental barriers that may interfere with a student's ability to maximally benefit from his/her education.
5. Establishes respect, acceptance, trust, open communication and continuing collaboration with diverse clients.
6. Applies prevention and intervention methods with individuals, families, schools, social groups and organizations.
7. Uses a variety of effective strategies including but not limited to counseling, crisis intervention, education, casework, group work, community organization, consultation, case management, curriculum and program development, family engagement, mediation, conflict resolution, advocacy, and training when implementing strategies for change with identified clients and client systems.
8. Advocates and advances social change and economic justice.
9. Reflects on one's practice as a means to improve services that increase student learning.

COLLABORATION – Standard 7: The pupil services professional interacts successfully with pupils, parents, professional educators, employers, and community support systems such as juvenile justice, public health, human services and adult education.

1. Understands schools as organizations within the larger community context.
2. Participates effectively in the operations of the relevant aspects of the system(s) within which the school social worker works.
3. Understands the relevant federal, state and local policies related to students' rights and eligibility for services.
4. Addresses cultural and gender differences that affect communication in and out of the classroom.
5. Implements laws related to students' rights and school social worker responsibilities, e.g., for equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, reporting on situations related to possible child abuse/neglect.
6. Addresses factors in the pupils' environments outside of school, e.g., family circumstances, community environments, health and economic conditions, that may influence pupils' life and learning.
7. Communicates in ways that demonstrate sensitivity to cultural and gender differences, e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of and responsiveness to different modes of communication and participation.
8. Acts as an advocate for students, families, schools, and the community.
9. Establishes respectful and productive relationships with parents and guardians from diverse home and community situations.

10. Monitors all aspects of a child's well-being (cognitive, emotional, social and physical) and, being alert to signs of difficulty, obtains outside help, when necessary and appropriate.
11. Makes links with the learner's other environments on behalf of pupils, by consulting with teachers, parents, and other pupil services professionals within the school, and professionals in other community systems.
12. Respects student's and families' privacy and the confidentiality of personal information.
13. Handles attendance problems that cannot be solved at the building level by working with the pupil, his family and when necessary other community agencies.

Competencies

To perform the job successfully, an individual should demonstrate the following competencies:

Analytical - Synthesizes complex or diverse information; collects and researches data; uses intuition and experience to complement data.

Continuous Learning - Assesses own strengths and weaknesses; shares expertise with others.

Job Knowledge - Competent in required job skills and knowledge; exhibits ability to learn and apply new skills; keeps abreast of current developments; requires minimal supervision; displays understanding of how job relates to others; uses resources effectively.

Use of Technology - Demonstrates required skills; adapts to new technologies.

Problem Solving - Identifies and resolves problems in a timely manner; gathers and analyzes information skillfully; develops alternative solutions; works well in group problem solving situations; uses reason even when dealing with emotional topics.

Customer Service - Manages difficult or emotional customer situations; responds promptly to customer needs; solicits customer feedback to improve service ; responds to requests for service and assistance; meets commitments.

Communications - Expresses ideas and thoughts verbally; expresses ideas and thoughts in written form; exhibits good listening and comprehension; keeps others adequately informed; selects and uses appropriate communication methods.

Cooperation - Establishes and maintains effective relations; exhibits tact and consideration; works cooperatively in group situations; works actively to resolve conflicts.

Oral Communication - Speaks clearly and persuasively in positive or negative situations; listens and gets clarification; responds well to questions; demonstrates group presentation skills; participates in meetings.

Teamwork - Gives and welcomes feedback.

Written Communication - Writes clearly and informatively; able to read and interpret written information.

Change Management - Communicates changes effectively; builds commitment and overcomes resistance; prepares and supports those affected by change; monitors transition and evaluates results.

Performance Coaching - Sets goals and objectives; encourages training and development.

Team Leadership - Fosters team cooperation; supports group problem solving; ensures progress toward goals.

Leadership - Exhibits confidence in self and others; inspires and motivates others to perform well; effectively influences actions and opinions of others; accepts feedback from others; gives appropriate recognition to others.

Managing People - Makes self available to staff; solicits and applies customer feedback (internal and external); improves processes, products and services..

Quality Management - Looks for ways to improve and promote quality; demonstrates accuracy and thoroughness.

Visionary Leadership - Displays passion and optimism; inspires respect and trust.

Conflict Resolution - Encourages open communications; confronts difficult situations; maintains objectivity; keeps emotions under control; uses negotiation skills to resolve conflicts.

Recruitment & Staffing - Presents positive, realistic view of the organization.

Cost Consciousness - Works within approved budget; develops and implements cost saving measures.

Diversity - Shows respect and sensitivity for cultural differences; educates others on the value of diversity; promotes a harassment-free environment.

Ethics - Treats people with respect; keeps commitments; inspires the trust of others; works with integrity and principles; upholds organizational values.

Organizational Support - Follows policies and procedures; completes administrative tasks correctly and on time; supports organization's goals and values; benefits organization through outside activities; supports affirmative action and respects diversity.

Strategic Thinking - Develops strategies to achieve organizational goals; understands organization's strengths & weaknesses.

Adaptability - Adapts to changes in the work environment; manages competing demands; changes approach or method to best fit the situation; able to deal with frequent change, delays, or unexpected events.

Consultative Selling - Builds rapport and establishes trust; asks questions to discover client business needs; presents solutions that meet customer objectives.

Achievement Focus - Demonstrates persistence and overcomes obstacles; measures self against standard of excellence; recognizes and acts on opportunities.

Personal Appearance - Dresses appropriately for position; keeps self well groomed.

Attendance/Punctuality - Is consistently at work and on time; ensures work responsibilities are covered when absent; arrives at meetings and appointments on time.

Dependability - Follows instructions, responds to management direction; takes responsibility for own actions; keeps commitments.

Initiative - Volunteers readily; undertakes self-development activities; seeks increased responsibilities; looks for and takes advantage of opportunities; asks for and offers help when needed.

Innovation - Displays original thinking and creativity; meets challenges with resourcefulness; generates suggestions for improving work; develops innovative approaches and ideas; presents ideas and information in a manner that gets others' attention.

Judgement - Displays willingness to make decisions; exhibits sound and accurate judgment; supports and explains reasoning for decisions; includes appropriate people in decision-making process; makes timely decisions.

Planning/Organizing - Prioritizes and plans work activities; uses time efficiently; sets goals and objectives.

Quality - Demonstrates accuracy and thoroughness; looks for ways to improve and promote quality; applies feedback to improve performance; monitors own work to ensure quality.

Quantity - Completes work in timely manner; works quickly.

Safety and Security - Observes safety and security procedures; reports potentially unsafe conditions ; uses equipment and materials properly.

Language Skills

Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or boards of directors.

Mathematical Skills

Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

Reasoning Ability

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

Computer Skills

To perform this job successfully, an individual should have knowledge of Infinite Campus Database software; Skyward Employee Access Human Resource systems; Microsoft Office Suite Word Processing software and Google Internet software.

Other Skills and Abilities

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.

While performing the duties of this Job, the employee is regularly required to talk or hear. The employee is frequently required to stand; sit; use hands to finger, handle, or feel and reach with hands and arms. The employee is occasionally required to walk; climb or balance and stoop, kneel, crouch, or crawl. The employee must regularly lift and/or move up to 25 pounds, frequently lift and/or move up to 50 pounds and occasionally lift and/or move up to 100 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this Job, the employee is occasionally exposed to outside weather conditions. The noise level in the work environment is usually moderate.

Terms of Employment

39 weeks per year. Additional time may be assigned at the discretion of the Director of Pupil Services. Salary, fringe benefits and other conditions of employment to be established by the District Administrator and approved by the Board of Education.

Evaluation

This position will be evaluated in accordance with the School District of Janesville evaluation guidelines in the Employee Handbook.

Work Schedule

Hours of work are to be determined by supervisor/designee and will be subject to work calendar provided each year. Additional time may be assigned at the discretion of the Director of Pupil Services.

Acknowledgements

The above job description is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor.

ACKNOWLEDGED: Supervisor / Manager Signature

Date

ACKNOWLEDGED: Employee Signature

Date

PRINT: Employee Name