

**CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM
CLARKSVILLE, TENNESSEE
JOB DESCRIPTION**

Job Title: Social Worker

Department: Special Education

Job Description

Date Reviewed: April 2008

Reports To: Principal

Purpose of Job

The purpose of this job is to assist Principal and Staff with students who have been diagnosed with emotional disabilities and who currently are or maybe identified as a student with a disability under the Individuals with Disabilities Education Act. Duties and responsibilities include counseling, development of behavior plans, assisting administration and staff with behavior interventions, monitoring student behavior, creating appropriate student records, and assist with students displaying at risk behaviors.

Essential Duties and Responsibilities:

The following duties are normal for this job. These are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.

- Obtains information and writes social history reports including educational, personal, medical, developmental and family data.
- Conducts social work assessments and assists in placement of special education students.
- Provides for individual and group counseling to reduce problem behaviors
- Assists in integrating new and returning students into the school system.
- Plans, coordinates and supervises an effective school social work program
- Maintains up-to-date, accurate student records.
- Serves as a liaison to community agencies and practitioners and works with them in providing comprehensive services to students.
- Regularly evaluates the effectiveness of social work services and identifies need for additional services.
- Documents treatment plans and delivery of services.
- Interprets criteria for community resource utilization to school personnel
- Provides support and counseling to school staff.
- Assists M-team in program planning for students with special needs.
- Provides information to school staff about social needs and problems of students and families.
- Reports student and family status and progress regularly to school personnel.
- Assists the school system in assessing staff development needs
- Orients school personnel to school social work services.
- Provides staff development activities for school personnel on topics such as abuse, neglect, developmental delays, emotional disturbances, substance abuse and potential suicide.

Additional Job Functions

CONSULTATION AND COMMUNICATION. THE SCHOOL SOCIAL WORKER:

- Makes home visits and holds conferences with parents.
- Mediates between family and school clarifying expectations for students.
- Interprets criteria for community resource utilization to families and assists in locating appropriate services outside the school when needed.
- Provides support and counseling to families.

- Provides information to parents (when appropriate) about social needs and problems of students.
- Reports student progress and status regularly to parents.
- Provides training in parenting skills.
- Consults with school and system administrators regarding the social work program and services.
- Assists in budget preparation for social work services as needed.
- May attend IEP meetings and staff development and other meetings pertaining to the child/children in this group.
- Must complete training in job specific activities such as identification and management of seizures, proper restraint of wheelchairs in motor vehicles and as dictated by the needs of students.
- Sets example for all persons who come in contact with students, ensuring respect and kindness.
- Performs other duties as required.

Terms of Employment:

Ten, eleven, or twelve-month year. Salary and work year to be established by the Board.

Evaluation:

Performance of this job will be evaluated in accordance with provisions of the Board’s policy on Evaluation of Professional Personnel.

Minimum Training and Experience Required to Perform Essential Job Functions:

- A Master’s degree from an accredited college or university.
- A valid Tennessee Teacher’s Certificate with the appropriate endorsement.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

KNOWLEDGE OF JOB

Considerable knowledge of the policies, procedures, and activities of the school system, and supervisory practices as they pertain to the performance of duties relating to the position. Capability to develop and implement long-term goals. Knows how to keep abreast of any changes in statutes, policy, procedures and methods as they pertain to public education. Is able to effectively communicate and interact with subordinates, supervisors, members of the general public, and other groups involved in the operation of the school system. Is able to assemble information and make written reports and documents in a concise, clear, and effective manner. Has good organizational, management, interpersonal, and technical skills. Is able to use independent judgment and discretion in supervising subordinates, including the handling of emergency situations, determining and deciding upon procedures to be implemented, setting priorities, maintaining standards, and resolving problems.

(ADA) MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

PHYSICAL REQUIREMENTS:

Must be physically able to operate a variety of office machines. Must be able to use body members to work, move or carry objects or materials. Must be able to exert up to twenty pounds of force occasionally, and/or up to ten pounds of force frequently. Physical demand requirements are at levels of those for active work. Must be able to lift and/or carry weight of twenty to forty pounds.

DATA CONCEPTION:

Requires the ability to compare and or judge the readily observable, functional, technical, structural and compositional characteristics (whether similar to or divergent from obvious standards) of data, people or things.

INTERPERSONAL COMMUNICATION: Requires the ability of speaking and/or signaling people to convey or exchange information, Includes giving assignments and/or directions to coworkers and assistants.

LANGUAGE ABILITY:

Requires the ability to read a variety of informational documentation, directions, instructions and methods and procedures related to maintenance operations. Requires the ability to write reports with proper format, punctuation, spelling and grammar. Requires the ability to speak with and before others with poise, voice control and confidence using correct English and a well-modulated voice.

INTELLIGENCE:

Requires the ability to learn and understand relatively complex principles and techniques; to make independent judgments in absence of supervision.

VERBAL APTITUDE:

Requires the ability to record and deliver information to supervisors and officials; to explain procedures and policies; and to follow verbal and written instructions, guidelines and objectives.

NUMERICAL APTITUDE:

Requires the ability to add and subtract totals; multiply and divide; determine percentages; determine time and weight; and utilize statistical inference.

FORM/SPATIAL APTITUDE:

Requires the ability to inspect items for proper length, width and shape visually.

MOTOR COORDINATION:

Requires the ability to coordinate hands and eyes in using automated office and departmentally-related equipment.

MANUAL DEXTERITY:

Requires the ability to handle a variety of items, hand and power tools, office equipment, control knobs, switches, etc. Must have the ability to use both hands for twisting or turning. Must have high level of hand and eye coordination.

COLOR DISCRIMINATION:

Requires the ability to differentiate colors and shades of color.

INTERPERSONAL TEMPERAMENT:

Requires the ability to deal with people beyond giving and receiving instructions such as in interpreting policies, decisions and procedures. Must be adaptable to performing under considerable stress.

PHYSICAL COMMUNICATION:

Requires the ability to talk and/or hear (talking – expressing or exchanging ideas by means of spoken words) (hearing – perceiving nature of sounds by ear).

The Clarksville-Montgomery County School System is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the school system may provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer. Signatures below indicate the receipt and review of this job description by the employee assigned to the job and the immediate supervisor.

Employee's Signature

Date

Supervisor's Signature

Date