



SOCIAL WORKER

Position Summary

Using leadership, collaboration and advocacy, the Social Worker plans, delivers, manages and promotes comprehensive guidance through the lens of social justice, an ecological perspective, individual, group and community work in schools. The Social Worker will focus on student and family needs and outcomes. As an integral component of the school's academic mission, the Comprehensive Guidance and Support Program (CGSP) provides systematic, developmental, culturally responsive guidance and support essential to the success of each and every student. Data driven and student centered, the CGSP focuses on the needs, assets and potential of each student in the areas of academic, personal/social, career and community participation.

Supervisory Relationship

This position reports to a school principal or other identified district administrator.

Essential Functions

The following are examples of principle duties; however, any one position may not cover all duties listed, and examples may not cover all duties an employee is expected to perform.

1. Comprehensive Guidance- The Social Worker plans and designs a comprehensive, systemic school support program that is aligned with the school and district strategic plans.
 - The Social Worker incorporates and aligns the comprehensive school support programs mission, beliefs and philosophy with district and school goals and improvement plans.
 - The Social Worker utilizes data sources, needs assessments and time/task analyses to plan and organize a comprehensive guidance and support programs and develop a Yearly Action Plan that promotes and enhances student development in the four domains (Academic, Personal/Social, Career, and Community Involvement).
2. Delivery-The Social Worker delivers developmental and comprehensive program content to students, parents, staff and the community through direct and indirect services and a variety of program delivery methods.
 - Individualized Planning- The Social Worker coordinates ongoing systemic activities to assist students in establishing developmentally appropriate personal, academic and career goals. These activities support the development of the Education Plan that personalizes each student's learning and documents the progress and achievement through the Education Profile.
 - Responsive Services-The purpose of responsive services is to collaborate with and intervene on behalf of each student whose immediate needs, concerns, or problems are impeding his or her educational progress or well-being. Responsive services may include counseling in individual, small group or family settings and must be culturally aligned and affirming. Services may include referral for additional assistance and

consultation and collaboration with parents, teachers, other educators & community organizations. Responsive services may also involve crisis, tragedy or trauma on a school or community level.

- System Support and Integration-Social Workers contribute their knowledge, skills and leadership to promote the integration of the support program framework, content and resources into the overall school improvement plan. The Social Worker coordinates the implementation of the program, provides professional development to staff who deliver program content, pursues community referral resources for student support and seeks feedback about the program for continuous improvement. The Social Worker coordinates and manages the support program through collaboration, effective communication, systemic planning and continuous improvement.
3. Management- The Social Worker manages a developmental, comprehensive, data-driven school-support program.
 - The Social Worker collaborates with school administration to develop a Yearly Action Plan* focused on the Social Worker's role within the comprehensive guidance and support program and the School Improvement Plan.
 - The Social Worker participates in the design and implementation of school guidance curriculum and Yearly Action Plan aligning both school and school support program goals.
 - The Social Worker organizes and manages time and activities toward implementation of an effective comprehensive guidance and support program for all students. An annual master calendar of guidance and support activities and services is produced and communicated to staff, students and parents.
 4. Accountability- The Social Worker monitors and evaluates the processes and results of the comprehensive school-support program.
 - The Social Worker collaborates with school teams to collect and analyze data for school support program goals, activities and interventions.
 - The Social Worker helps design and implements a collaborative monitoring system to assess whether students are on grade level, in order to improve student academic success in school.
 - The Social Worker provides an annual calendar of activities and results reports which summarize and monitor annual program activities and interventions and reflect the goals of the Yearly Action Plan.
 - The Social Worker conducts an assessment of the school-support program and uses it to guide program improvement, develop annual goals, build the Yearly Action Plan and initiate system change.
 5. Leadership and Advocacy- The Social Worker is a student advocate, leader, collaborator and systems change agent.

- The Social Worker leads and advocates for the school-support program within the each department, school setting, district and community.
- The Social Worker advocates for the personal, academic and career success of each and every student at every grade level. The Social Worker demonstrates sensitivity to issues related to gender, sexual identity and orientation, social and economic status, ethnicity, race, language and religion.
- The Social Worker works proactively using qualitative and/or quantitative data to identify and remove barriers to student achievement, provide needed support services and to recommend systemic change in policy and procedures that may limit equity, access or student achievement.
- The Social Worker advocates for the success of all students by collaborating and partnering with other stakeholders in school teams that provide individualized student supports.

6) Professional Learning and Ethical Practice-The Social Worker adheres to professional ethical standards, policies and laws in conduct and practices. The Social Worker demonstrates competence in the knowledge, skills and attitudes necessary to plan and deliver equity-based, comprehensive guidance and support with a focus on continuous improvement and openness to feedback about professional growth.

- Ethics and Standards-The Social Worker adheres to professional ethical standards, policies and laws in conduct and practices as directed by TSPC, NASW, District Policy and Administrative Rules (OAR 584-018-0505 to 584-018-0515).
- Skills and Knowledge -The Social Worker demonstrates competence in the knowledge, skills and attitudes necessary to plan, organize, deliver and evaluate a support program that aligns with national standards. The Social Worker reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender and learning differences to build stronger relationships.
- Professional Growth and Development-The Social Worker pursues professional growth and continuous improvement in the knowledge, skills and attitudes necessary to provide and enrich a comprehensive guidance and support program through the development of a Yearly Action Plan.

*Yearly Action Plan – A document that guides the action plan for the Social Worker for the year, including goal based actions, program delivery, development and collaboration.

Required Knowledge, Skills and Abilities

1. Skill in using tact, discretion, initiative and independent judgment within established guidelines.
2. Skill in organizing work, setting priorities, meeting critical deadlines, and following up on assignments with a minimum of direction.
3. Skill in communicating clearly and effectively, orally and in writing.
4. Ability to work collaboratively with a broad and diverse population of students, families, peers and colleagues.

Workplace Expectations

- The employee has regular attendance at work and work activities, and is punctual in meeting deadlines, attending meetings, and following schedules.
- The employee is dressed and groomed in a neat, clean and appropriate professional manner for the assignment and work setting.
- The employee maintains the integrity of confidential information relating to a student, family, colleague or district patron. The employee uses or relays personal information only in the course of performing assigned responsibilities and in the best interest of the individuals involved.
- The employee follows all district or supervisor policies, rules, regulations, memos, bulleting, announcements, applicable position descriptions, and reasonable requests by proper authority.
- The employee demonstrates appropriate judgment and professional behavior at all times.
- All licensed employees will meet the Teacher Standards and Practices Commission (TSPC) Standards for Competent and Ethical Educators and District Standards for Performance.

Physical/Mental Requirements

Employees in this position must have the ability to:

- Sit for extended periods of time.
- Enter data into a computer terminal/typewriter, operate standard office equipment, and use a telephone.
- Have sufficient visual acuity to be able to work with computer monitor, print texts, and hand written documents.
- Hear and understand speech at normal levels and on the telephone.
- Speak so that others may understand at normal levels and on the telephone.
- Stand, walk, and bend over, reach overhead, grasp, push, pull and move, lift and/or carry up to 25 pounds to waist height.
- Must be able to 1) define problems, collect data, establish facts, and draw valid conclusions, and 2) interpret an extensive variety of technical instructions in mathematical or diagram forms and deal with abstract and concrete variables.
- Work cooperatively with students, parents/caregivers, school personnel and, as necessary, outside agencies in performing assessments, managing cases and evaluating progress.
- Demonstrate sensitivity/understanding and interpersonal relations with students and persons of diverse cultures and backgrounds.

Minimum Qualifications

Education

- Master's degree in Social Work from an accredited college or university
- Valid Oregon TSPC license, Social Worker endorsement – Required.

Experience

- Social Worker experience.
- Demonstrate sensitivity/understanding of interpersonal relations with students and persons of diverse cultures and backgrounds required.

- Leadership and management skills highly desirable.

Work Environment

Employees in this position will be required to work in indoor and outdoor environments and come in direct contact with students, staff, district staff and the public.

ADDITIONAL INFORMATION	
Employee Unit	Eugene Education Association
Pay Grade	Licensed Salary Schedule
Approved by	Karen Hardin, Director of Human Resources
Last revised	August 14, 2020

Employee Statement

“I have reviewed the above position description and understand its contents.”

“I am aware that my position description may be revised or updated at any time and that I remain responsible for knowledge of its contents.”

“I hereby certify that I possess the physical and mental ability to fulfill the essential functions of the above position with or without reasonable accommodations(s). If I require accommodation(s) in order to fulfill any or all of these functions, I agree to provide information to the District regarding the requested accommodation(s).”

Employee Name (Print)

Date

Employee Signature

Date