

WAYNE TOWNSHIP PUBLIC SCHOOLS
Wayne, New Jersey
JOB DESCRIPTION

TITLE: I-105 - Title I Social Worker

EDUCATION AND EXPERIENCE REQUIRED:

1. Valid New Jersey Educational Services Certificate as School Social Worker. Experience working with the K-8 student population.
2. Ability to analyze behavior, collaborates with adults, and develops positive relationships with students.
3. Possess skills in data collection, development of effective intervention plans, and implementation of positive behavior interventions and supports.
4. Evidence of experience and participation in professional development that supports the behavior development in students.
5. Title I School experience preferred.
6. Comprehensive knowledge, understanding of and commitment to social and emotional learning (SEL).
7. Strong rapport with children and adults.

REPORTS TO: Building Principal

JOB GOAL:

Providing direct support services to enhance the social-emotional learning of elementary and middle school students K-8, in addition to promoting a positive overall school culture and climate, the SEL Title I Social Worker will encourage social-emotional development of all students with a focus on removing academic and social barriers to success for students.

The SEL Title I Social Worker will utilize a layered approach driven by data collection and collaboration with school staff members. Social development workshops and promoting an environment of safety, respect, and caring which models character education values will be emphasized.

PERFORMANCE RESPONSIBILITIES:

1. Promotes the integration of social and emotional learning and character education throughout school through sessions with students and class/grade presentations.
2. Assists in the development of intervention plans for chronically absent or tardy students.
3. Provides small group and individual support services for students by implementing alternative therapies (i.e. creative art therapy, play therapy, etc).
4. Promotes family/guardian engagement (for targeted students and schoolwide).
5. Consults with the principal and staff concerning identified needs of targeted students.
6. Maintains counseling and intervention records confidentially.
7. Refers students to outside agencies when the scope of support is beyond the role of the Social Emotional Counselor or Professional School Counselor.
8. Acts as a liaison with families to educate them on their children's social-emotional learning needs and interpret related family concerns to school personnel.
9. Assists school staff in the functional analysis of student behaviors, including assisting in gathering related information from parents/guardians.
10. Assists school staff in the development of positive behavior supports and behavior intervention and management plans.

11. Assists school staff in the development and implementation of mainstreaming plans for students in self-contained programs for behavior considerations.
12. Assists with non-violent crisis intervention such as de-escalation and physical restraints.
13. Leads crisis intervention counseling on an individual and small group basis as needed.
14. Serves on committees that provide intervention and support services to students.
15. Serves as a member of the site crisis intervention team to assist in the management of acting-out behaviors as needed.
16. Completes and submit to the district the required data collection for analysis of Title I program efficiency.
17. Provides support to the school or other campuses in the event of traumatic events.

TERMS OF EMPLOYMENT:

Hourly compensation and work year to be determined by the Board of Education consistent with the funding allocated in the state approved ESEA/ESSA grant. Annual approval required.

ANNUAL EVALUATION:

Performance of this position will be evaluated annually in accordance with the Board's policy on the evaluation of certificated staff.

PHYSICAL REQUIREMENTS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job.

Unless reasonable accommodations can be made, while performing this job the staff member shall:

1. Use strength to lift items needed to perform the functions of the job.
2. Sit, stand and walk for required periods of time.
3. Speak and hear.
4. Use close vision, color vision, peripheral vision and depth perception along with the ability to focus vision.
5. Communicate effectively in English, using proper grammar and vocabulary. American Sign Language or Braille may also be considered as acceptable forms of communication.
6. Reach with hands and arms and use hands and fingers to handle objects and operate tools, computers, and/or controls.

ENVIRONMENTAL DEMANDS:

The environmental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive.

1. Exposure to a variety of childhood and adult diseases and illnesses.
2. Occasional exposure to a variety of weather conditions.
3. Exposure to heated/air conditioned and ventilated facilities.
4. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment.
5. Function in a workplace that is usually moderately quiet but that can be noisy at times.

BOARD APPROVAL DATE: December 7, 2023, Agenda Item T-6