



## School Social Worker

Bear Creek Community Charter School is seeking qualified candidates for the position of School Social Worker. This is a full-time, eleven-month position for 215 days per year. Candidates must have, at minimum, a Master's Degree or higher in social work or social welfare by an accredited college or university and current licensure from the State Board of Social Workers, Marriage and Family Therapists and Professional Counselors as a Licensed Social Worker or a Licensed Clinical Social Worker. Anticipated start date is August 21, 2023.

This position requires a dynamic, creative individual with a willingness to embrace a culture of continuous improvement for the benefit of students. The School Social Worker will provide a focused reach to support all students specifically in areas of social-emotional learning and mental health needs.

He/she will implement interventions to reduce barriers to learning, enabling students to be physically, mentally, and emotionally present and ready to learn in the classrooms.

Bear Creek Community Charter School offers full-time employees a competitive starting salary, comprehensive benefit package, performance-based annual bonus, free daily meals and a rewarding work environment.

Please submit a Standard Pennsylvania Teaching Application with appropriate attachments to:

Human Resources  
Bear Creek Community Charter School  
30 Charter School Way  
Bear Creek Township, PA 18702

*Bear Creek Community Charter School is an Equal Opportunity Employer.*



## School Social Worker Job Profile

**Reports To:** Director of Student Affairs

**FLSA:** Exempt

**Status:** Full Time, Eleven Month (260 Days)

**Created:** June 1, 2023

---

### Position Summary

The School Social Worker will provide a focused reach to support all students specifically in areas of social-emotional learning and mental health needs. He/she will implement interventions to reduce barriers to learning, enabling students to be physically, mentally, and emotionally present and ready to learn in the classrooms. The School Social Worker will utilize trauma-sensitive, healing-centered approaches, and will be ready to support age/culturally responsive school practices.

### Essential Functions

The following essential functions apply to this position:

1. Consult with stakeholders to facilitate an understanding of factors and/or barriers that a student may have within the home, school and community that are affecting the student's success within the school setting.
2. Conduct formal and informal assessments of student functioning, developmental history, family and community structure, interpersonal relationships, adaptive behavior, and cultural factors that may influence learning. Provide and analyze data from screening tools to appropriately address student mental health concerns.
3. Work to provide whole-child and family supports to identified students through individual and group interventions, connection to school and community resources, and multidisciplinary school-based teams. Mobilize school, family and community resources to enable the student to learn as effectively as possible.
4. Assist in the planning of therapeutic and behavioral modification activities provided by the school. Assist teachers and administrators with behavior management, providing direct and indirect support to staff.
5. Assist students with conflict resolution, anger management, and with developing appropriate social interaction skills. Assist students with understanding and accepting themselves and others.
6. Provide crisis and emergency assistance including support to students in need and participation in threat assessment and related initiatives.

7. Assist students and their families in gaining access to and utilizing formal and informal community resources. Promote collaboration among community health, mental health, and welfare service providers and facilitate greater access to these services for students.
8. Collaborate effectively with the student services team to participate in Academic Support Program (ASP) meetings, Student Assistance Program (SAP) team meetings, Special Education meetings, and assist in the development of positive behavioral intervention strategies for students.
9. Assist in training school personnel to be able to identify the signs and impact of trauma in students and families. Provide staff with essential information to better understand factors (cultural, societal, economic, familial, health, etc.) affecting a student's performance and behavior. Develop training programs for staff, parents, and the community.

### **Minimum Qualifications**

The minimum qualifications or standards required to perform the essential job functions are:

1. A Master's Degree or higher in social work or social welfare by an accredited college or university and current licensure from the State Board of Social Workers, Marriage and Family Therapists and Professional Counselors as a Licensed Social Worker or a Licensed Clinical Social Worker.
2. A valid PreK-12 School Social Worker Educational Specialist Certificate issued by the Pennsylvania Department of Education is preferred.
3. Prior social work experience in a school or community setting.

The successful candidate must:

1. Exhibit a personality that demonstrates interpersonal skills that relate well with students, staff, administration, parents and the community, including compassion and empathy.
2. Demonstrate a track record of developing and maintaining collaborative relationships with relevant social service agencies within the community.
3. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.
4. Demonstrate fluency with using computers for word processing, data management and telecommunications. This includes Microsoft Word, Excel and Outlook and the ability to effectively utilize a web browser and cloud-based file sharing.
5. Provide proof of U. S. citizenship or legal resident alien status by completing Federal Form I-9 in compliance with the Immigration Reform and Control Act of 1986.
6. Ability to obtain the appropriate state and federal background checks and clearances acceptable to the school and required for ongoing employment in a public school setting.
7. Provide evidence that health is adequate to fulfill the job functions and responsibilities, with reasonable accommodation.
8. Meet such alternatives to the above qualifications as the Chief Executive Officer may find appropriate and acceptable.

## Core Competencies

The successful candidate for this position must be able to demonstrate the following core competencies:

<b>Core Competency</b>	<b>Description/Characteristics</b>
Action Oriented	Enjoys working hard; is action oriented and full of energy for the things that he/she sees as challenging; not fearful of action with a minimum of planning; seizes opportunities when they arise.
Approachability	Is easy to approach and talk to; can be warm, pleasant and gracious; is sensitive to and patient with others; builds rapport well.
Composure	Is cool under pressure; does not become cynical, moody or hostile when times are tough; is considered mature; can be counted on to hold things together during rough times; can manage personal stress; is not knocked off balance by the unexpected.
Customer Focus	Is dedicated to meeting the expectations and requirements of internal and external customers (students, parents, staff and general public); gets first-hand customer information and uses it for operational improvements; talks and acts with customers in mind; establishes and maintains effective relationships with customers and gains their trust and respect.
Dealing with Ambiguity	Can effectively cope with change; can shift gears comfortably; can decide and act without having the total picture; isn't upset when things are up in the air; doesn't have to finish things before moving on; can comfortably handle risk and uncertainty.
Ethics and Values	Adheres to an appropriate (for the setting) and effective set of core values and beliefs during both good and tough times; acts in line with those values; rewards the right values and disapproves of others; practices what he/she preaches.
Informing	Provides the best information people need to know to do their jobs and to feel good about being a member of a team; provides direct information to individuals so they can make accurate decisions; is timely with information.
Integrity & Trust	Has an uncomplicated and uncompromising understanding of right from wrong, both publicly and privately. Demonstrates courage of conviction for what they believe. Is widely trusted and is respected as a direct, truthful individual. Keeps confidences; doesn't blame others for his/her own mistakes.
Interpersonal Skills	Listens effectively and communicates ideas and opinions clearly. Is assertive while showing respect and positive regard for others. Demonstrates an appreciation for people with different backgrounds and points of view.

Core Competency	Description/Characteristics
Learning on the Fly	Learns quickly when facing new problems; a relentless and versatile learner; open to change; analyzes both successes and failures for clues to improvement; experiments and will try anything to find solutions; enjoys the challenge of unfamiliar tasks; quickly grasps the essence and the underlying structure.
Organizing	Can marshal resources to get things done; can orchestrate multiple activities at once to accomplish a goal; uses resources effectively and efficiently; arranges information and files in a useful manner.
Organizing and Problem Solving	Can orchestrate multiple activities at once to accomplish a goal; uses time and resources effectively and efficiency; arranges information in a useful manner; solves problems with effective solutions; asks good questions and probes all fruitful sources for answers; looks beyond the obvious and doesn't stop at the first answers.
Organizational Agility	Knowledgeable about how organizations function; knows how to get things done through both formal channels and the informal network; understands the origin and reasoning behind key policies, practices and procedures.
Perseverance	Pursues everything with energy, drive, and the need to finish; seldom gives up before finishing, especially in the face of resistance or setbacks; can be counted on to exceed goals.
Priority Setting & Time Management	Spends his/her time and the time of others on what's important; quickly zeros in on the critical few and puts the trivial many aside; can quickly sense what will help or hinder accomplishing a goal; uses time effectively and efficiently; eliminates roadblocks and creates focus; sets priorities.
Results Orientation	Stays the course from start to finish; does not confuse effort with results; separates what is important from what is not. Is action-oriented and full of energy for things that he/she as challenging; not fearful of action with a minimum of planning.
Technical Skills and Learning	Has the functional and technical knowledge and skills to do the job at a high level of accomplishment; picks up on technical things quickly; can learn new skills and knowledge.

## **Other**

The School Social Worker must be physically able to lift, carry, push or pull up to 50 pounds.

While performing the functions of this job, the employee is occasionally exposed to cold and heat.

While performing the functions of this job, the employee is regularly required to use hands to finger, handle, or feel, talk or hear; and frequently required to stand, walk, sit, reach with hands and arms; and is occasionally required to climb or balance, stoop, kneel, or crouch.

Employee must be willing to work additional hours/overtime as requested, perform after-hours planning and preparation, and participate in after-school activities.

Employees must be able to drive or otherwise successfully transition to and from off-site meetings and activities.

The position requires the ability to:

- Ability to speak clearly and distinctly when communicating.
- Ability to hear clearly.
- Maintain adequate vision to perform duties safely.
- Read and comprehend detailed instructions, short correspondence and memos.
- Ability to write simple correspondence.
- Ability to effectively present information in one-to-one and small group situations to students, staff and others.
- Ability to add and subtract three five-digit numbers and to multiply and divide.
- Ability to convert recipes, calculate using arithmetic computation and measurements.
- Ability to perform operations using units of American money and weight measurement, volume and distance.
- Ability to apply common sense understanding to carry out detailed but basic written or oral instructions.
- Ability to deal with problems quickly involving variables in unique as well as standardized situations.
- Ability to work in a friendly and collaborative manner with co-workers and students.
- Ability to establish and maintain effective working relationships with students, staff and vendor partners.
- Ability to perform job responsibilities and communicate in a noisy environment.
- Ability to perform duties with awareness of school policies as well as applicable local, state and federal law.

## **Disclaimer**

The preceding job profile has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.



## JOB DESCRIPTION ACKNOWLEDGMENT

### School Social Worker

To perform this job successfully, an individual must be able to satisfactorily fulfill the functional roles described within the job description provided, which 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.

This job description should not be construed to imply that these requirements are the exclusive standards of the position. Incumbents may be required to follow any other instructions, and to perform any other related duties, that may be required by their supervisor.

#### ACKNOWLEDGMENT

I, \_\_\_\_\_, have read and received a copy of this job description and understand that a copy of this job description will become part of my personnel file.

\_\_\_\_\_  
*Employee Signature*

\_\_\_\_\_  
*Date*



## Flight Plan – School Social Worker

### Daily

1. Establishes appropriate work performance standards.
2. Maintains a positive atmosphere for students and staff.
3. Greets students each morning as they arrive for school under the front canopy.
4. Responds to voicemail, e-mail, and corresponds with parents, etc. as needed.
5. Reviews daily attendance, evaluates patterns of absenteeism, and follows up directly with parents via telephone. Log interactions and follow-up in PowerSchool.
6. Fields discipline referrals for kindergarten through fourth grade when such referrals do not involve physical contact or repeat offenses, which shall be elevated to the Director of Student Affairs.
7. Conducts daily small-group sessions during student lunch periods based on relevant topics at present, including social-emotional learning, skill-building, conflict resolution, anger management, social interaction skills, self-esteem, impulse control, understanding and accepting of self and others, and etc.
8. If not conducting small-group sessions during student lunch periods, participates in lunch duty based on grade levels of present need, using the time to engage with students, promote positive behavior, and redirect negative behaviors.
9. Participates in “car rider dismissal” to engage with parents and foster relationships.

### Weekly

1. Conducts classroom and small group instruction/activities for students based on relevant topics at present, including social-emotional learning, skill-building, conflict resolution, anger management, social interaction skills, self-esteem, impulse control, understanding and accepting of self and others, and etc. Utilize 45 minute social-emotional learning block once each week for pull-out groups, as well as student lunch periods.
2. Assumes an active role in implementing the School’s social-emotional learning curriculum.
3. Assists students in evaluating their relationships with other students and with teachers and/or administrators; helps students in predicting the consequences of various courses of action open to them; reinforces behavior appropriate to the school environment by utilizing guidance techniques; and refers serious behavioral problems to the administrator of the program.
4. Provides direct and indirect school social work services as specified in students’ Individual Educational Program.
5. Works collaboratively with staff in designing and implementing social skills, anger management, stress reduction or other similar instruction as is appropriate to addressing students’ needs.
6. Works with parents and other individuals in a child’s living situation to help support their adjustments, learning and development.
7. Meets with School Counselor to review attendance and truancy concerns. Work with counselor to generate three-day truancy notices, six-day truancy notices, coordinate and participate in Attendance Improvement Conferences as well as truancy filings.
8. Meets with Director of Student Affairs to discuss student behavior and other concerns.
9. Actively participates in weekly staff meetings and collaborative opportunities.



10. Updates school website to ensure it remains current and relevant with information and resources for students and parents.
11. Participates in IEP meetings as requested by the Director of Intervention and Support Services.
12. Provides information to students and parents about services available within the community. Makes referrals to community providers, as appropriate.

### **Monthly**

1. Participates Academic Support Program meetings.
2. Participates in Student Assistance Program meetings, when scheduled.
3. Participates in the monthly meetings of the Parent/Teacher Organization.
4. Coordinates a quarterly club for students based on consultation with school leadership.

### **Annually**

1. Actively participates in the New Student/Parent Orientation Workshops.
2. Assists the kindergarten teachers and paraprofessionals with the successful implementation of the summer Kindergarten Camp program.
3. Stations under the front canopy each morning during the first week of school to assist with transitioning new students into the building.
4. Works with parents to facilitate their support in their children's adjustment to school.
5. Completes the prescribed physical restraint training, de-escalation training, and SAP training.
6. In collaboration with the School Counselor, analyses data from the annual Pennsylvania Youth Survey (PAYS) and make recommendations to school leadership.

### **Cyclical/Ongoing**

1. Conducts appropriate assessments, analyze data, and share data and strategies with teachers and other school personnel.
2. Participates in Attendance Improvement Conference Meetings and Truancy Hearings, as needed.
3. Intervenes in crisis situations to deescalate and provide the necessary support, parent contact, and third-party referral if necessary.
4. Intervenes when child abuse or neglect is suspected or confirmed and serve as the liaison with Luzerne County Children and Youth Agency.
5. Collaborates with the School Counselor to implement the compliance requirements of the McKinney-Vento Act, and to ensure the needs of students are met – including homeless students and foster students.
6. Collaborates with the School Counselor to ensure the needs of students in foster care are met.
7. In collaboration with the Director of Student Affairs and the Director of Curriculum and Instruction, provides input for staff training and in-services.
8. Supports schoolwide activities.
9. Supports strategic partnerships with community organizations.
10. Provides grief counseling to students as needed.
11. Promotes parental involvement in the school environment.
12. Conduct home visits as required.