



JOB DESCRIPTION
TULARE JOINT UNION HIGH SCHOOL DISTRICT
426 North Blackstone, Tulare, CA 93274



Social Worker
Created 5/2021

DEFINITION

Under the supervision of the Assistant Principal of Counseling or Principal of Alternative Education, will assist in a variety of services, mental health support and services, as well as consultation, training, linkage, and referral for students and families. The Social Worker provides direct and indirect services to students with a variety of mental health needs, as well as engages in mental health disorder prevention and early intervention supports. Some early morning, evening and weekend work may be required with in and out of county travel.

EXAMPLES OF DUTIES/ESSENTIAL FUNCTIONS

- Be a member of the site and district crisis response team.
- Be a unifying member of a collaborative of parents/guardians, school staff, community and cultural brokers, regional mental health prevention and early intervention service providers, and children's services mental health providers.
- Support the established systems of identifying at-risk students and those with elevated social, emotional, or behavioral needs.
- Monitor each student that is identified as at-risk or has elevated concerns to ensure all appropriate and available resources are offered and referrals to services are made.
- Be intimately familiar with the school district and school sites multi-tiered systems of support and services that are designed to meet students' needs. Form collaborative partnerships with established community and cultural brokers that are designed to support families and children.
- Provide comprehensive linkage and referrals to appropriate and available services to assist the individualized needs of children and families.
- Regularly communicate and collaborate with existing mental health prevention and early intervention programs (current county-supported mental health prevention and early intervention supports available within Tulare County).
- Be embedded within the regional children's providers of mental health to promote and support their provision of necessary mental health services for children with more intensive mental health needs.
- Implement mindfulness training to whole classes, as well as individual students that may benefit from additional mindfulness training and practice.
- Provide targeted intervention services and support to students who are identified as at-risk or have elevated need.
- Provide auxiliary support to students receiving intensive, individually-tailored mental health services by a children's services mental health provider.
- Engage in ongoing communication and collaboration for children and youth receiving mental health services to ensure the school's understanding of individualized strategies and supports, as well as communication back to the mental health provider to discuss student progress as it relates to the student's mental health needs within the educational setting.
- Work with parents/guardians, schools, and IEP teams to ensure appropriate supports are utilized and referrals are made to meet students' needs.

- Identify families in need of services and supports to mitigate challenges that may be adversely affecting students' attendance, enrollment, achievement, and behavior.
- Provide intervention strategies for children and their families, including parenting support, brief family intervention services, linkage, and referrals to trusted established community services.
- Follows/Completes specific program policies and procedures in all specific work assignments and adheres to ethical obligations including consumer confidentiality for the purpose of providing effective mental health services.
- Fosters intra-agency and inter-agency team work and collaboration.
- Delivers/ attends/ participates in staff meetings and small and large group trainings.
- Communicates effectively with students, parents/caretakers, school/district personnel, and other community stakeholders to ensure meaningful collaboration.
- Documents/Monitors mental health services to meet all clinical program and state requirements.
- Collects data and prepares a variety of reports for the purpose of quality assurance and documenting progress toward measurable treatment goals.
- Travels from site to site and/or performs necessary home visits for the purpose of providing direct treatment, consultation and collaboration for students and families.
- Travels on agency business for the purpose of providing mental health services to consumers, consumers' emergencies, and training for staff and other participants.
- Supervises other staff as assigned.
- Participates in other duties as assigned for the purpose of assisting with program, school, and/or district needs.

MINIMUM QUALIFICATIONS

Education/Experience

- Education/experience sufficient to meet California Board of Behavioral Sciences (CA BBS) requirements for any of the following: Licensed Clinical Social Worker (LCSW), Associate Clinical Social Worker (ACSW), Licensed Marriage and Family Therapist (LMFT), Associate Marriage and Family Therapist (AMFT), Licensed Professional Clinical Counselor (LPCC), or Associate Professional Clinical Counselor (APCC).
- Spanish speaking preferred.
- Experience of providing mental health services to students in schools is preferred.

Licenses and Other Requirements

- Possess license from California Board of Behavioral Sciences (CA BBS) as Licensed Clinical Social Worker (LCSW), Licensed Marriage and Family Therapist (LMFT), or Licensed Professional Clinical Counselor (LPCC)
- Current license as a Licensed Clinical Social Worker with CA Board of Behavioral Sciences.
- Valid California driver's license and proof of automobile insurance.
- DOJ and FBI fingerprint clearance
- Negative TB test within the last four years

KNOWLEDGE AND ABILITIES

Knowledge of

- Typical growth and development of children;
- Effective treatment approaches to emotional, behavioral, and social problems;
- Principles and methods of counseling and accepted techniques for assessing psycho-social behavior;

- Psychological and social aspects and characteristics of children with physical disabilities, emotional and social disturbances;
- Basic principles and techniques of assessment, interviewing, as well as family, group, and individual counseling, psychotherapy and treatment modalities;
- Effective crisis intervention techniques;
- Effective techniques to analyze situations accurately and adopt an effective course of action;
- Effective techniques to maintain records and prepare reports;
- Effective techniques to work in teams with other mental health providers to support positive student growth;
- Effective techniques to work with diverse groups of students in varied socioeconomic and multi-cultural areas;
- The local community resources available to the consumer population
- Strategies supporting strong collaboration/coordination with local providers of health and human services in the community;
- Understanding of psychopathology and traditional healing practices within the cultural context of the population served;
- Laws and regulations as they pertain to consumers' legal rights;
- Local socioeconomic conditions affecting the use of public and private community resources;
- Pertinent law and regulations regarding health and social service programs, public, and special and/or alternative education laws;
- Record keeping procedures related to consumer charts, and of the Board of Behavioral Sciences licensing requirements;

Ability to

1. Speak Spanish is desirable;
2. Analyze situations accurately and adopt an effective course of action;
3. Efficiently and effectively perform crisis intervention and/or assessment;
4. Work in teams with other mental health providers and community/cultural brokers to support positive student growth;
5. Communicate effectively, orally, and in writing;
6. Establish and maintain positive working relationships with students, staff, parents and other professionals;
7. Establish workload responsibilities, organize priorities, and meet guidelines;
8. Promote student adjustment to schools and utilization of district/community services;
9. Maintain records and prepare reports;
10. Work independently and take appropriate initiation to overcome barriers;
11. Work with diverse groups of students in various socioeconomic and multi-cultural areas.
12. Operate standard office equipment including a personal computer and related software applications;
13. Use the equipment necessary to complete the responsibilities of the job;
14. Travel in and out of county using own vehicle;

PHYSICAL DEMANDS AND WORKING CONDITIONS

Environment

- Classroom environment
- Office environment
- Driving a vehicle to conduct work

Physical Demands

- Sit and stand for extended periods of time
- Reach in all directions
- Ability to lift 25 lbs. maximum or carry any object weighing up to 15 lbs.
- Bend, twist, kneel and stoop
- Produce legible reports
- Read notes, memos and printed material
- Speak clearly and communicate effectively