

JOB DESCRIPTION
San Diego County Office of Education

SCHOOL SOCIAL WORKER - INFANT/TODDLER

Purpose Statement:

The School Social Worker – Infant/Toddler provides collaborative and consultative support in the areas of parent-child interactions and mental health to families and staff. As a member of a multi-disciplinary team, consults with families regularly regarding the overall mental health and supports the development of attachment and social skills within the parent-child relationship. The School Social Worker – Infant/Toddler will work with children with a variety of disabilities from birth to age three.

Diversity Statement

Because each person is born with inherent worth and dignity, and because equitable access and opportunity are essential to a just, educated society, SDCOE employee commitments include being respectful of differences and diverse perspectives, and being accountable for one's actions and the resulting impact.

Representative Duties:

This position description is intended to describe the general nature and level of work being performed by the employee assigned to the position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with the position. Incumbents may be required to perform any combination of these duties.

Essential Functions:

- Makes initial visits with the family and supports them through the initial services process.
- Participates in initial evaluations and ongoing assessments as a member of a multi-disciplinary team.
- Identifies and integrates family concerns, priorities and resources in the assessment process, including voluntary family interviews.
- In collaboration with the teacher, develops functional child and family outcomes that incorporate assessment results, families strengths, concerns, priorities, resources and interests into the development of the IFSP.
- Writes developmental summaries and consultant reports.
- Works collaboratively with other team members in a way that supports family competence and confidence in their ability to care for their child.
- Provides ongoing consultation regarding parent-child relations, children's social emotional development, developmental progress and behavior.
- Assesses social problems and family situations that interfere with a family's ability to participate in early intervention services.
- Provides consultation to families and other individuals in need of referral to community mental health providers and other appropriate agencies.
- Assists families, staff and community agency personnel in child abuse and neglect cases.
- Provides staff reflective facilitation and training in small group settings and individually, as needed.
- Organizes and facilitates parent support/education activities as determined appropriate by the program.

- Facilitates child/family discussions for program planning.
- Provides relationship-based intervention utilizing both reflective and developmentally appropriate practices with families and children.
- Support and encourage parents to identify and access supports and community resources that will meet their needs.
- Provides in-service training/consultation to staff and agency personnel.
- Makes appropriate referrals to other professionals and agencies on behalf of the child and family as needed.
- Utilizes adult learning approaches to support caregivers' competence and confidence in meeting the child needs.
- Participates and attends staff meetings, professional development, related workshops and trainings.
- Collaborates with peers in work groups to improve professional practice and meet program goals.
- Drives to home visits and community settings to provide services in the child's natural environment.
- Demonstrates professionalism in all work.

Other Functions:

- Perform other related duties as assigned.

Job Requirements: Minimum Qualifications:

Knowledge and Abilities

KNOWLEDGE OF:

Learning and development disorders

Local and state social agencies and community supports

Techniques, strategies and methodologies for providing intervention and support for students and their families dealing with issues involving their mental and emotional health.

ABILITY TO:

Provide assistance to others for the purpose of supporting them in the completion of their work

Facilitate committees and meetings for the purpose of coordinating activities and ensuring outcomes and objectives are achieved

Communicate with others for the purpose of providing information, developing plans for services, and/or making recommendations

Prepare a wide variety of written materials, e.g., reports, correspondence, training materials, for the purpose of documenting activities, providing written reference and/or conveying information

Present information for the purpose of communicating information, gaining feedback, and ensuring adherence to established internal controls

Research resources and methods for the purpose of developing and implementing programs and services for the assigned functional responsibilities

Demonstrate non-judgmental cultural and linguistic sensitivity

Work harmoniously and effectively with students, staff, parents and partner agencies

Provide socio-environmental analysis and diagnosis on students

Coordinate activities from many sources for the benefit of students

Ability to assist in program development; to supervise and motivate social work interns

Read, write, and speak in Spanish fluently (some assignments)

Working Environment:

ENVIRONMENT:

Duties are typically performed in a home setting. May be designated in an alternate work setting using computer-based equipment to perform duties.

PHYSICAL ABILITIES:

Must be able to hear and speak to exchange information; see to perform assigned duties; sit or stand for extended periods of time; possess dexterity of hands and fingers to operate computer and other office equipment; kneel, bend at the waist, and reach overhead, above the shoulders and horizontally, to retrieve and store files; lift objects up to 25 lbs. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

Education and Experience:

Experience: Three (3) years successful experience in early childhood programs for children with special needs. Experience with families of infants and toddlers from birth to age 3. Experience working as part of a multidisciplinary team responsible for assessment, writing IFSP’s, providing consultation, support, and strategies to families of young children with disabilities. Experience implementing reflective practices in work with families and/or other professionals; and

Education: Master’s Degree in School Social Work; or

Equivalency: A combination of education and experience equivalent to a master’s degree in school social work and three (3) years successful experience in early childhood programs for children with special needs. Experience with families of infants and toddlers from birth to age 3. Experience working as part of a multidisciplinary team responsible for assessment, writing IFSP’s, providing consultation, support, and strategies to families of young children with disabilities. Experience implementing reflective practices in work with families and/or other professionals.

Required Testing

N/A

Certificates, Licenses, Credentials

Valid California Pupil Personnel Services Credential with an authorization in School Social Work; or equivalent document.

Valid First CPR (Infant/Child/Adult) certification as issued by an American Red Cross or an American Heart Association-approved program

Proof of all required immunizations, including Measles and Pertussis vaccinations.

Valid California Driver’s License

Continuing Educ./Training

N/A

Clearances

Criminal Justice Fingerprint/Background Clearance


Physical Exam including drug screen

Tuberculosis Clearance

FLSA Status: Exempt

Salary Grade Basic Teacher Compensation Plan, Salary Plan 060

Approval Date: <date>

Approved by: 

Dr. Olivier Wong Ah Sun, Assistant Superintendent
Human Resources Services

Revised: 07/20