



JOB DESCRIPTION: SCHOOL PSYCHOLOGIST

DEPARTMENT:	Instruction – FLVS FT	REPORTS TO:	Manager, ESE
JOB CLASS:	School Psychologist	PAY GRADE:	School Psychologist
EXEMPT STATUS:	Exempt	DATE:	3/9/2016

Our Mission is to deliver a high quality, technology-based education that provides the skills and knowledge students need for success.

POSITION GENERAL SUMMARY:

The School Psychologist works directly with the Full-Time school in order to promote an understanding of child and adolescent development, address student needs, improve school support systems and consult with school personnel in relation to students' learning, behavior, and environment. The School Psychologist participates in planning and implementing prevention programs to address the social and affective needs of students and initiates and directs efforts to foster tolerance and appreciation of diversity in the school community. The School Psychologist works with various school-based teams in order to provide analysis, assessment, evaluation, prescription of interventions, behavioral management systems and programs designed for the social emotional growth of students.

ESSENTIAL POSITION FUNCTIONS:

- Consult with parents, teachers, other school personnel and community agencies regarding the psychological needs of students as they relate to their education program
- Deliver a planned and coordinated program of direct mental health services including, but not limited to, individual and group counseling, mentoring, social skills training, behavior management, crisis response and interventions
- Collect information from students, parents, teachers and other school stakeholders through interviews, consultations and observations as it relates to student learning and intervention
- Select, administer, score and interpret intelligence, academic achievement, psychological processing, psychoeducational, personality and behavior tests and assessments for referred students
- Prepare reports of assessment and evaluation results in a timely manner and participate in Student Support Team and IEP Team meetings to communicate findings and interpret and present results both through written reports and oral presentation
- Work in collaboration with the 504 Coordinator, RTI Specialist, Student Support Team and ESE Teams in order to assist in diagnostic assessment and evaluations/re-evaluations of students to identify students with disabilities and special needs in order to determine eligibility, staff students appropriately and to develop appropriate interventions, 504 plans and/or Individualized Educational Plans
- Apply ethics and standards of professional practice in the delivery of school psychological services and observe relevant federal and state laws and policies that govern practice

- Participate in professional organizations, attend conferences and workshops in order to continually seek to improve professional knowledge and skills and stay abreast of current practices in the field of school psychology
- Utilize data-based decision making to all aspects of practice (e.g., designing interventions, monitoring student progress, consulting with school teams and disseminating findings)
- Develop and implement standard operating policies and procedures for the position
- Identify resources and coordinate services with other professionals and/or agencies to address students' behavioral, affective, or social needs
- Ensure that students and families are informed of community services and programs and make referrals to assist in accessing these resources
- Provide training to school, staff and parents regarding various topics such as drug abuse, career development, teenage pregnancy, bullying and character education
- Meet professional obligations through efficient work habits such as, meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, and demonstrate respect for others
- All work responsibilities are subject to having performance goals and/or targets established

(These essential functions are not to be construed as a complete statement of all duties performed. Employees will be required to perform other job related duties as required.)

MINIMUM REQUIREMENTS:

Education/Licensure/Certification:

- Master's degree in School Psychology, Psychology or Counseling
- Specialist degree in School Psychology, preferred
- Valid Florida Professional Certificate in School Psychology

Experience:

- Three years of school psychology experience
- Experience with the MTSS Framework and RTI processes in a school setting

Knowledge, abilities and skills:

- Knowledge of MS Windows, MS Office, and Internet Explorer
- Excellent written and verbal communication skills
- Possess qualities and skills to be a proactive, positive team player
- Ability to work with and through people to establish goals, objectives, and action plans
- Strong interpersonal and customer service skills
- Ability to handle multiple priorities, meeting deadlines, and effective time management
- Excellent organizational skills
- Exercises independent judgment to adopt or modify methods and standards to meet responsibilities

CORE COMPETENCIES FOR SUCCESS:

<p>COMMUNICATION SKILLS</p> <p><i>Clearly and effectively conveys and/or presents information verbally; summarizes what was heard to mitigate miscommunication; Shares ideas and perspectives and encourages others to do the same; Informs others involved in a project of new developments; Disseminates information to other employees, as appropriate; Effectively uses multiple channels to communicate important messages; Keeps supervisor well informed about progress and/or problems in a timely manner; Writes in a clear, concise, organized and convincing way for a variety of target audiences; The written message is consistently error-free; The written message has the desired effect on the target audience</i></p>	<p>CUSTOMER FOCUS</p> <p><i>Prioritizes customers (internal and external) and their needs as primary and is dedicated to meeting their expectations; Develops and maintains customer relationships; builds credibility and trust; Quickly and effectively solves customer problems; Provides prompt, attentive service in a cheerful manner; adapts to changing information, conditions or challenges with a positive attitude; Incorporates customer feedback into delivery of service to provide the best experience possible for the customer; Actively promotes FLVS in community by serving as a FLVS ambassador or volunteer</i></p>
<p>INTERPERSONAL SKILLS</p> <p><i>Relates well with others; Treats others with respect; Shares views in a tactful way; Demonstrates diplomacy by approaching others about sensitive issues in non-threatening ways; Considers and responds appropriately to the needs, feelings and capabilities of others; Fosters an environment conducive to open, transparent communication among all levels and positions; Takes the initiative to get to know internal and external customers</i></p>	<p>FUNCTIONAL /TECHNICAL EXPERTISE</p> <p><i>Has the skills, abilities, knowledge and experience to be successful in functional area of expertise; Dedicates time and energy to keeping abreast of the latest information related to area of expertise and technology; Picks up on technology quickly; Does well in technical courses and seminars; Produces high quality work in organized and timely fashion</i></p>

INDIVIDUAL CONTRIBUTOR COMPETENCIES FOR SUCCESS:

<p>PEER RELATIONSHIPS</p> <p><i>Finds common ground and solves problems for the good of all; Can represent his/her own interests and yet be fair to other groups; Solves problems with peers with minimal "noise"; Is seen as a team player and is cooperative; Easily gains trust and support peers; Encourages collaboration; Is candid with peers</i></p>	<p>CREATIVITY</p> <p><i>Comes up with a lot of new and unique ideas; Easily makes connections among previously unrelated notions; Tends to be seen as original and value-added in brainstorming sessions; Takes calculated risks; Is not afraid to try new things and potentially "fail fast"</i></p>
<p>SELF KNOWLEDGE</p> <p><i>Seeks feedback; Gains insight from mistakes; Is open to constructive criticism; isn't defensive; Proactively seeks to understand his/her strengths and areas for growth; applies information to best serve organization; Recognizes how his/her behavior impacts others and incorporates insight into future interactions</i></p>	<p>PLANNING</p> <p><i>Accurately scopes out length and difficulty of tasks and projects; Sets objectives and goals; Breaks down work into the process steps; Develops schedules and task/people assignments; Anticipates and adjusts for problems and roadblocks; Measures performance against goals; Evaluates results</i></p>
<p>ORGANIZING</p> <p><i>Uses his/her time effectively and efficiently; Concentrates his/her efforts on the more important priorities; Can attend to a broader range of activities as a result of organizing time efficiently; Can marshal resources (people, funding, material, support) to get things done; Can orchestrate multiple activities at once to accomplish a goal; Arranges information and files in a useful manner</i></p>	<p>PROBLEM SOLVING</p> <p><i>Uses rigorous logic and methods to solve difficult problems with effective solutions; Probes all fruitful sources for answers; Can see hidden problems; Is excellent at honest analysis; Looks beyond the obvious and doesn't stop at the first answers</i></p>
<p>DRIVE FOR RESULTS</p> <p><i>Can be counted on to exceed goals successfully; Very bottom-line oriented; Steadfastly pushes self and others for results; Is full of energy for the things he/she sees as challenging; Not fearful of acting with a minimum of planning; Consistently seizes opportunities; Consistently exceeds goals</i></p>	

PHYSICAL REQUIREMENTS AND ENVIRONMENTAL CONDITIONS:

- Location: Remote
- Frequency of travel: Frequent travel may be required to perform student evaluations; Occasional travel is required for meetings, trainings and conferences; location may vary and may require overnight stays
- Light physical activities and efforts required working in an office environment

(Reasonable accommodations will be made in accordance with existing ADA requirements for otherwise qualified individuals with a disability.)

FLVS does not discriminate in admission or access to, or treatment or employment in its programs and activities on the basis of race, color, religion, age, sex, national origin, marital status, disability, genetic information or any other reason prohibited by law.