

CODE:
FLSA:

**KERSHAW COUNTY SCHOOL DISTRICT, SOUTH CAROLINA
JOB DESCRIPTION, OCTOBER 2007**

**JOB TITLE: SCHOOL PSYCHOLOGIST
DEPARTMENT OF SPECIAL SERVICES**

GENERAL STATEMENT OF JOB

Under general supervision, provides professional psychological services for students, parents and school personnel, including consultation, assessment, intervention, program evaluation and research. Reports to the Director for Special Services.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Conducts psychological and psychoeducational evaluations of students referred for assessment services.

Conducts staffing meetings to include IEP team members that determine appropriate placement of students.

Consults and collaborates with teachers, parents, administrators and outside personnel to facilitate students' learning and promote social-emotional adjustment through direct or indirect intervention strategies.

Makes recommendations for instructional programming based on theoretical models of school psychology.

Serves as liaison with outside agencies and service providers.

Plans and conducts parent seminars and workshops, staff development and related training as directed by the Director of Special Services.

Prepares and submits accurate and complete documentation of all assigned cases.

Attends hearings and other meetings as required.

Attends continuing education courses to update professional knowledge, skills and abilities; conducts research to keep abreast of changes, trends and innovations in school psychology.

Receives and responds to inquiries, concerns and complaints from staff, parents, medical personnel and students regarding psychological services.

Performs various office duties as necessary, including preparing reports and correspondence, compiling information and data for reports, attending meetings, copying and filing documents, answering the telephone, etc.

SCHOOL PSYCHOLOGIST, SPECIAL SERVICES

Reviews and monitors individual pupil records to ensure compliance with local, state, and Federal guidelines and procedures.

Serves on appropriate school-based or District level committees involving services for students with disabilities.

Conducts individual, group, or facilitative counseling for children and their parents as appropriate.

Develops instructional and behavior interventions and monitors progress for individuals and groups of students.

Interprets the school psychological services to school personnel and parents; confers with teachers and parents as appropriate.

Serves as a consultant on mental health issues to the schools.

Serves as methodological and research consultant to school and District projects; designs and conducts research related to needs of schools.

Conducts a minimum of thirty-five psychoeducational evaluations per contract year including initial and re-evaluations.

Participates as a member of any Special Education Leadership Team or committees as directed by the Director of Special Services.

Reviews and evaluates IEPs when required by the Director of Special Services.

Observes and assists in special education classes.

Receives and reviews student records, medical records, IEPs, test results, screening information, referrals, psychological reports, etc.

Prepares and/or processes psychological reports, evaluation log, monthly calendar, travel log, conference documentation, hearing records, placement documentation, memos, correspondence, etc.

Refers to policy and procedure manuals, medical books, tables and charts, diagnostic manuals, intervention manuals, computer manuals, professional journals, laws and regulations, etc.

Interacts and communicates with the immediate supervisor, other District administrators and staff, school administrators and staff, students, parents, medical personnel, therapists, other service agencies, and the general public.

Operates various types of machinery and equipment including a computer, printer, calculator, copier, telephone, etc.

Uses clerical, copier and computer supplies; test instruments, various forms, etc.

ADDITIONAL JOB FUNCTIONS

Performs related duties as required.

SCHOOL PSYCHOLOGIST, SPECIAL SERVICES

MINIMUM TRAINING AND EXPERIENCE

Requires a Master's degree plus 30 additional hours of graduate coursework in school psychology, supplemented by a one-year of internship as a school psychologist, or an equivalent combination of education, training and experience that provides the required knowledge, skills and abilities.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of automated office machines and equipment including a computer, telephone, etc. Tasks involve the ability to exert light physical effort in sedentary to light work, but which may involve some lifting, carrying, pushing and/or pulling of objects and materials of light weight (5 to 10 pounds). Tasks may involve extended periods of time at a keyboard or workstation.

Data Conception: Requires the ability to compare and/or judge the readily observable functional, structural or compositional characteristics (whether similar to or divergent from obvious standards) of data, people or things.

Interpersonal Communications: Requires the ability of speaking and/or signaling people to convey or exchange information. Includes receiving assignments and/or direction from supervisor.

Language Ability: Requires ability to read a variety of reports and documentation, policy and procedure manuals, medical and psychology texts, professional journals, etc. Requires the ability to prepare therapy plans, reports, records, recommendations, correspondence, etc., with proper format, punctuation, spelling and grammar, using all parts of speech. Requires the ability to speak with and before others with poise, voice control and confidence.

Intelligence: Requires the ability to apply principles of conceptual thinking as in psychoanalysis; to apply logical or scientific thinking to define problems, collect data, establish facts and draw valid conclusions; to deal with several abstract and concrete variables. Requires the ability to apply to learn and understand relatively complex principles and techniques; to make independent judgments in absence of supervision; to acquire knowledge of topics related to primary occupation. Must have the ability to comprehend and interpret received information.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow and give verbal and written instructions; to counsel and teach students, employees and parents. Must be able to communicate effectively and efficiently with persons of varying ages and educational/cultural backgrounds and in a variety of technical and/or professional languages including psychology, psychiatry, special education, medical, counseling, etc.

Numerical Aptitude: Requires the ability to add and subtract totals, to multiply and divide, to determine percentages and decimals and to determine time. Must be able to use advanced applications of statistics.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape; and visually read various information.

SCHOOL PSYCHOLOGIST, SPECIAL SERVICES

Motor Coordination: Requires the ability to coordinate hands and eyes using office equipment.

Manual Dexterity: Requires the ability to handle a variety of items, keyboards, office equipment, control knobs, buttons, switches, catches, etc. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination and Visual Acuity: Requires the ability to differentiate colors and shades of color; requires the visual acuity to determine depth perception, peripheral vision, inspection for small parts; preparing and analyzing written or computer data, etc.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress when confronted with emergency situations or tight deadlines. The worker may be subject to danger or risk to a slight degree and to tension as a regular, consistent part of the job.

Physical Communications: Requires the ability to talk and hear: (talking: expressing or exchanging ideas by means of spoken words; hearing: perceiving nature of sounds by ear).

PERFORMANCE INDICATORS

Knowledge of Job: Has thorough knowledge of the methods, procedures and policies of the Kershaw County School District as they pertain to the performance of duties of the School Psychologist. Has thorough knowledge of the organization of the District. Has knowledge of the laws, ordinances, standards and regulations pertaining to the specific duties and responsibilities of the position. Is able to make sound, educated decisions. Is able to plan and develop daily, short- and long-term goals related to District purposes. Is able to take the initiative to complete the duties of the position without the need of direct supervision. Is able to plan, organize and prioritize daily assignments and work activities. Has comprehensive knowledge of the theories, methods, practices and materials of school psychology. Has knowledge of how to conduct psychological and psychoeducational evaluations of students. Has knowledge of the theories and methods of data analysis and application. Is able to plan and implement effective intervention, routine and crisis counseling and behavior modification strategies as appropriate. Has knowledge in the areas of special education and special needs assessment. Has knowledge of how to develop effective relationships with referred students. Has knowledge of how to maintain effective relationships with personnel of other departments, professionals and members of the public through contact and cooperation. Is able to offer training and assistance to co-workers and employees of other departments as required. Is able to read and interpret complex materials pertaining to the responsibilities of the job. Is able to assemble and analyze information and make written reports and records in a concise, clear and effective manner. Has comprehensive knowledge of the terminology and various professional languages used within the department. Has knowledge of proper English usage, grammar, punctuation and spelling; has the mathematical ability to handle required calculations. Has knowledge of and is able to use modern office practices and equipment, including computers. Has knowledge of how to react calmly and quickly in emergency situations; is able to handle volatile situations calmly and professionally. Is able to learn and utilize new skills and information to improve job performance and efficiency.

Quality of Work: Maintains high standards of accuracy in exercising duties and responsibilities. Exercises immediate remedial action to correct any quality deficiencies that occur in areas of responsibility. Maintains high quality communication and interaction with internal and external entities with whom the position interacts.

SCHOOL PSYCHOLOGIST, SPECIAL SERVICES

Quantity of Work: Performs described Essential Functions and related assignments efficiently and effectively in order to produce quantity of work which consistently meets established standards and expectations.

Dependability: Assumes responsibility for completing assigned work. Completes assigned work within deadlines in accordance with directives, policy, standards and prescribed procedures. Maintains accountability for assigned responsibilities in the technical, human and conceptual areas.

Attendance: Attends and remains at work regularly and adheres to policies and procedures regarding absenteeism and tardiness. Provides adequate notice to higher management with respect to vacation time and leave requests.

Initiative and Enthusiasm: Maintains an enthusiastic, self-reliant and self-starting approach to meet job responsibilities and accountabilities. Strives to anticipate work to be accomplished, and initiates proper and acceptable action for the completion of work with a minimum of supervision and instruction.

Judgment: Exercises analytical judgment in areas of responsibility. Identifies issues or situations as they occur and specifies decision objectives. Identifies or assists in identifying alternative solutions to issues or situations. Implements decisions in accordance with prescribed and effective policies and procedures and with a minimum of errors. Seeks expert or experienced advice where appropriate and researches issues, situations and alternatives before exercising judgment.

Cooperation: Accepts supervisory instruction and direction and strives to meet the goals and objectives of same. Questions such instruction and direction when clarification of results or consequences are justified, i.e., poor communications, variance with established policies or procedures, etc. Offers suggestions and recommendations to encourage and improve cooperation intra- and inter-departmentally.

Relationships with Others: Shares knowledge with managers, supervisors and co-workers for mutual benefit. Contributes to maintaining high morale among all employees. Develops and maintains cooperative and courteous relationships inter- and intra-departmentally, and with external entities with whom the position interacts. Tactfully and effectively handles requests, suggestions and complaints in order to establish and maintain good will. Emphasizes the importance of maintaining a positive image.

Coordination of Work: Plans and organizes daily work routine. Establishes priorities for the completion of work in accordance with sound time-management methodology. Avoids duplication of effort. Estimates expected time of completion of work elements and establishes a personal schedule accordingly. Attends required meetings, planning sessions and discussions on time. Implements work activity in accordance with priorities and estimated schedules.

Safety and Housekeeping: Adheres to all established safety and housekeeping standards. Ensures such standards are not violated.

DISCLAIMER: This job description is not an employment agreement or contract. Management has the exclusive right to alter this job description at any time without notice.