

SOCIAL WORKER VACANCY CIRCULAR

School Name: Hamilton Grange Middle School

District: 06

School Site: 500 WEST 138 STREET, MANHATTAN, NY 10031

Send Cover Letter and Resume to: hamiltongrangems@gmail.com

POSITIONS

Social Worker

DESCRIPTION

The Hamilton Grange School is a public middle school founded on the principle that hard work breeds talent, intelligence, and success. Through a curriculum devoted to challenge readings, thoughtful debate, argumentative writing, problem solving, and character education, we will prepare our students to consistently strive to reach further and embrace rigor, hard work, and failure to better themselves and their communities.

A 10 - 15-day summer planning institute will offer an essential opportunity for staff to be involved in developing the school's culture and instructional program. Because we believe that all staff members play an important role in the education of our students, the school will offer opportunities for social workers to support and participate in activities such as:

- After-school and/or Saturday tutoring programs, enrichment, sports, arts, and family programs
- In-house school committees and/or special programs
- Daytime professional development such as inquiry work and collaborative conversation among staff members
- Staff and student summer retreats

Advance notice of dates will be supplied, and those who participate will be compensated according to the terms of the UFT contract. Staff participation in these activities is voluntary, although strongly encouraged, as they are very important to the development of the school.

ELIGIBILITY REQUIREMENTS

Licensed certified Social Worker in New York City schools, bilingual Spanish preferred, with satisfactory ratings and attendance.

DUTIES AND RESPONSIBILITIES

Because roles in small schools are varied and complex, serious consideration will be given to applicants who demonstrate in their resume and cover letter experience and/or willingness to commit to the school's mission and core beliefs and to become involved in these essential aspects:

- Practicing counseling to facilitate professional growth and collaboration that supports overall learning environment for students
- Serving as a faculty-advisor to a small "advisory group" of students throughout their duration in school, and attending professional meetings to support this work
- Participating in regular faculty development, reflective practice, professional organizations, peer coaching and Critical Friends Group work
- Counseling students, individually and in groups, regarding discipline, social and emotional development, substance abuse, conflict mediation, and making appropriate referrals
- Maintaining regular and open communication with parents

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- Developing and maintaining partnerships with participating educational institutions, industry partners, and community-based organizations to support school initiatives including job shadowing, internships, and other academic opportunities
- Organizing orientations (incoming freshman, college, and work fairs etc), workshops (PTA/at risk students, etc) and other public speaking events
- Providing strategies and work with teachers to promote social and emotional competence in the classroom
- Participating in community outreach events that foster healthy family involvement
- Working collaboratively with staff and families to address attendance issues and help improve students' attendance

SELECTION CRITERIA

The successful candidate will demonstrate:

- Willingness to carry out the above duties and responsibilities
- Ability to collaborate with staff and participate in an Advisory program.
- Success in collaborating on AIS (Academic Intervention Services) team
- Knowledge of or ability to make referrals for students in need of additional services or alternative placements
- Evidence of successful counseling strategies with regard to discipline, social and emotional development, substance abuse, and conflict mediation
- Ability to use NYCDOE systems
- Clinical experience addressing contemporary issues that affect youth living in high poverty communities
- Ability to provide strategies to staff in promoting social and emotional competence throughout the school
- Evidence of success with students who exhibit academic, social, and/or emotional struggles, English Language Learners, students with special needs, and their families
- Ability to intervene in crisis situations with verbal de-escalation techniques
- Strong leadership, interpersonal, and communication skills
- Commitment to continuous professional growth (e.g. professional development, formal education, professional literature)

In addition to the cover letter, resume, and interview, applicants must present three references including, if possible, one from a current supervisor. Other references might include a colleague with whom the applicant has collaborated, and/or a professional organization or staff development representative.

WORK SCHEDULE & SALARY

As per Collective Bargaining Agreement