

SOCIAL WORKER VACANCY CIRCULAR

School Name: Urban Assembly Maker Academy

District: 02

School Site: Murry Bergtraum High School Campus, 411 Pearl Street, New York, NY 10038 **Send**

Cover Letter and Resume to: careers@uamaker.org

School opening is contingent upon approval by the Panel for Educational Policy (PEP). This proposal will be voted on during the May 6, 2014 PEP meeting. For more information, click [here](#).

POSITIONS

Social Worker

DESCRIPTION

The Urban Assembly Maker Academy (UAMKR) is a new career and technical education (CTE) high school that prepares students for college and careers. Our students learn computer code, learn design thinking, and learn by solving real world problems. Students use technology every day in a highly personalized environment. Our school also engages professionals at the top of their fields to guide our project-based learning and mastery based assessment systems. Our school features new kinds of classroom experiences that recreate what the workplace looks and feels like for 21st century careers. Our committed industry partners, including Control Group, a NYC based interaction design firm, believe that students who know how to code, who think like designers, and who are comfortable with changes as the only constant, will be extremely employable graduates and richly successful participants in the digital age. We support and empower students to become the next generation of designers and inventors. In challenge-based courses, students tackle real problems in the world and, as they experiment with solutions, develop the skills, tools, and habits of inquiry to be tomorrow's "makers," contributing to the internationally booming "Maker Movement." For more information visit www.uamaker.org.

A 10-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:

- In-house school committees and/or special programs
- Daytime professional development such as inquiry work and collaborative conversation among staff members

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:

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- Collaborating with staff members on the development of the socio-emotional developing based Advisory curriculum and provide support to teacher-advisors to develop the Advisory program and their skills as advisors
- 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
- 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
- Having an open door policy for all members of the school community
- Providing strategies and work with teachers to promote social and emotional competence in the classroom
- Providing support to teachers to assess and address students’ social and emotional needs
- 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 forming successful partnerships with community-based organizations and other organizations that offer social and emotional supports to students
- 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 or willingness to develop conflict resolution programs including, but not limited to, restorative justice and peer mediation
- 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 effectively communicate orally and writing with colleagues, parents, students, and the community

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

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