

SOCIAL WORKER VACANCY CIRCULAR

School Name: Automotive High School

District: 14

School Site: 50 BEDFORD AVENUE BROOKLYN, NY 11222

School Site: Send Cover Letter and Resume to: Mary Kenny at MKenny2@schools.nyc.gov

Subject to budget availability

** Interested internal candidates must apply by June 8th

POSITIONS

Social Worker

DESCRIPTION

Automotive High School (AHS), the oldest CTE School in NYC, offers students a dual course of study that prepares them for both post-secondary education and the workplace. Our motto, “experience teaches so that we may fly by our own wings”, typifies our commitment to creating a learning environment that cultivates students’ curiosity while offering them a variety of experiences both within our school community as well as in the greater community, that will help them become well-rounded members of the 21st century global marketplace.

Members of the AHS community envision our school as a home away from home for our students. Our home is a place where our students can navigate who they are as individuals, as thinkers, and as members of a nurturing community committed to supporting one another. Our three-pronged approach to developing the members of our community includes a strong socio-emotional component that is anchored in a rigorous, ever-evolving academic component, which is augmented by a host of extra-curricular activities geared at developing the individuality of each student

Our classrooms are not isolated islands because our teachers recognize the important role learning and inquiry play in the development of their practice. The journey of self-discovery embarked upon by our faculty serves as the model for how best to serve our students in their own journey of self-discovery. The road to self-discovery, which is punctuated by experiences within our classrooms and the greater community is characterized by inquiry based learning tasks that foster curiosity, independence, and imagination while supporting analysis, critical thinking, and accountable talk. Every member of our learning community is committed to the ongoing development of their mind, body, and spirit through a process of discovery and self-reflection.

A mandatory 5-day summer planning institute (July 13 - 17) and a highly-encouraged, optional week for per-session (July 20 - 24) will offer an essential opportunity for staff to be involved in developing the school’s culture and instructional program. Instructional extended learning time will be scheduled into the school day and compensated pro-rata as per collective bargaining. Additionally, the school will offer opportunities for teachers to participate in:

- After school and/or Saturday tutoring, clubs, enrichment, sports, arts, and family programs.
- In-house school committees and/or special programs.
- Daytime professional development such as inquiry work, inter-visitations, teacher common planning, and collaborative conversation.

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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, 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:

- Participating in regular faculty development which includes but is not limited to: 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, including participating in community outreach events that foster family involvement
- 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 learning community events including but not limited to: freshman orientation, post-secondary fairs, career fairs and other public events
- Having an open door policy for all members of the school community
- Providing strategies and working with teachers to promote social and emotional competence in the classroom
- Providing support to teachers to assess and address students social and emotional needs, including developing and supporting experiential half-day curriculum to support student growth.
- Working collaboratively with staff and families to address attendance issues and help improve students' attendance
- Working collaboratively with staff to ensure services are most effectively organized for students
- Leading school's Pupil Personnel Team (PPT) and effectively creating and implementing plans of action for students whom the team identifies as needing interventions

SELECTION CRITERIA

The successful candidate will demonstrate:

- Ability and willingness to carry out the above duties and responsibilities, as well as:
- Success in forming successful partnerships with community-based organizations and other organizations that offer social and emotional supports to students
- Knowledge 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, including the ability to intervene in crisis situations using verbal de-escalation techniques
- Experience collaborating on an inter-disciplinary grade level team and success in collaboration on AIS (Academic Intervention Services) team

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- Knowledge of both ELL/ESL and Special Education compliance requirements
- Knowledge of NYCDOE systems
- Success or knowledge in developing conflict resolution programs including, but not limited to restorative justice and peer mediation
- Knowledge of and clinical experience addressing contemporary issues that affect students living in high poverty communities and provide strategies to staff in promoting social and emotional competence throughout the building
- 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 articulate strategies with other building staff to promote social and emotional competence in the classroom, recognize and address bullying techniques, and implement a behavior modification plan
- Evidence of success leading workshops and discussions with/for families
- 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

APPEALS PROCESS

The decisions of the Staffing Committee shall be grievable and arbitrable using the same process and implemented in the same manner as the Expedited Arbitration Procedure For the SBO Transfer and Staffing Plan (including, but not limited to, Article 22E2 of the collective bargaining agreement covering teachers for 2000-2003 and the practices that were established by the parties).

AN EQUAL OPPORTUNITY EMPLOYER

It is the policy of the Department of Education of the City of New York to provide educational and employment opportunities without regard to race, color, religion, creed, national origin, alienage and citizenship status, age, marital status, disability, prior record of arrest or conviction (except as provided by law), sexual orientation, gender (sex), and to maintain an environment free of discriminatory harassment, including sexual harassment, or retaliation as required by civil rights law. Inquiries regarding compliance with this equal opportunity policy may be directed to: Office of Equal Opportunity, 65 Court Street, Room 1102, Brooklyn, New York 11201, or visit the OEO website at: <http://schools.nyc.gov/Offices/GeneralCounsel/Investigative/OEO/default.htm>