

PLEASE POST

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PERSONNEL VACANCY NOTICE

GARY COMMUNITY SCHOOL CORPORATION

900 Gerry Street
Gary, IN 46406

M. Jones-Henderson, Executive Director
Human Resources Department

Dr. Paige McNulty, Emergency Manager

POSITION: Psychologist

SALARY: To Be Determined

REPORTS TO: Special Education Department

PURPOSE STATEMENT

The School Psychologist provides a full range of school psychological services to children ages 0-21, including screening and assessment, designing remedial educational programs, individual and group counseling with school staff, parents, and outside agencies as appropriate. Functions as a member of the multi-disciplinary team to determine the student's eligibility for special services, appropriate programming, and on-going progress.

DUTIES AND RESPONSIBILITIES

The list of duties and responsibilities is illustrative only, and is not a comprehensive listing of all the duties and responsibilities performed by this position.

- Serves as an advocate for all children and youth.
- Consults and collaborates with educators, parents, children, and other professionals or agencies to improve student outcomes.
- Provides functional academic and behavioral assessments that are relevant to the presenting problem of student characteristics and are intervention and results oriented.
- Develops individual, group or system level interventions, which improve or resolve the identified problems or concerns including academic, social/emotional/behavioral, and mental health needs as they relate to educational progress.
- Provides support, instructions, technical assistance and ongoing monitoring of progress towards measurable, identified goals for students at individual, group or systems level.
- Provides collaborative consultation and documentation of results including assisting basic education staff with suggestions and implementation of MTSS, pre-referral intervention strategies, and providing recommendations and modifications to assist basic education staff in working with special education students in the classroom setting.
- Engages in staff development through membership in professional organizations, staff development, consulting and research.

- Involvement in data analysis and evaluation, using data outcomes for implementing plans at an individual, group or systems level.
- Engages in public awareness activities that assist consumers in understanding services and the anticipated outcomes of these services.
- Provides individual and group services to children and/or parents that emphasize improved educational performance and/or conduct.
- Screens and evaluates referred children including selecting appropriate instruments, administering tests, observations, and writing reports which state the evaluation findings and provide for educational program recommendations.
- Participates as a member of the multi-disciplinary team and the individualized education program (IEP) committee contributing evaluation findings and collaborating on the child's educational plan.
- Reports any and all violations of rules and regulations to Director of Special Education or Partnership Director.
- Engages in professional growth including continuous inquiry, professional development practices, application and sharing of research based practices.
- Consults with parents, teachers, and other appropriate staff regarding the child's program and any adaptations/materials needed to facilitate improved performance in the classroom or at home.
- Establishes and monitors the necessary caseloads, procedures, and resources to manage school psychologist services to students/staff and works cooperatively to accomplish the goals of the IEP.
- Adheres to the ethical standards and codes of the profession and to the established rules, regulations, and laws governing special education programs.
- Maintains regular attendance and punctuality.
- Assists other personnel as may be required for the purpose of ensuring an efficient and effective working environment.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Knowledge of:

- Specific competencies to satisfactorily perform the functions of the job. They include: anatomy and physiology of speech and hearing mechanisms and disorders; principles and practices of speech and language therapy; and pertinent codes, policies, regulations and/or laws.

Skill in:

- Using a computer and related software applications.
- Using modern office equipment.
- Performing multiple, highly complex, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include:

applying assessment instruments; operating specialized equipment used in the treatment of communication disorders; operating standard office equipment including pertinent computer software; and preparing and maintaining accurate records.

Ability to:

- Adapt to changing work priorities; communicate with diverse groups; utilize specialized equipment in communication disorders; maintain confidentiality; meet deadlines and schedules; work as part of a team; work with detailed information/data; maintain effective working relationships; and translate therapy data into meaningful educational activities.
- Experience coordinating and delivering professional development for a variety of internal and external stakeholders
- Skilled multi-tasker and excellent time manager; ability to effectively achieve multiple goals and manage multiple projects simultaneously
- Strong analytical, time management, organizational and interpersonal skills
- Passion and urgency for the critical role of SEL for improving the lives of students and families throughout the district
- Proficiency in MS Office Suite (e.g., Outlook, Word, Excel and Power point)

EDUCATION AND EXPERIENCE

Master's Degree in School Psychology.

CERTIFICATION

Indiana Department of Education Student Services License: School Psychologist.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Sedentary Work: Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.

Specific vision abilities required by this job include the ability to adjust focus.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Required Testing

- Drug Test

Clearances

- Background Check

METHOD OF APPLICATION:

An on-line application, to include letter of interest and resume listing training, past job experiences and responsibilities should be submitted to:

Gary Community School Corporation
www.garycsc.k12.in.us
Click on "Employment"
900 Polk Street
Gary, IN 46406

Human Resources Department
Certified: April 15, 2020

EQUAL OPPORTUNITY EMPLOYER