

DISTRICT SCHOOL BOARD OF PASCO COUNTY

JOB DESCRIPTION

Social Educator

Department: Early Childhood Programs

Job Code: 5097/5163/6322

FLSA: Exempt Non-Exempt

Salary Schedule: HS

Reports To: Supervisor, ECP or administrator

Work Days: 245/230/198

Board Approved Date: April 4, 2017

Work Hours: 7.5 hrs/day

JOB GOAL: Responsible for serving as a communication liaison between parents, the school and program staff, and the community with a focus on Head Start, Early Head Start, or ERSEA services, including the provision of comprehensive services to ensure compliance with state, federal and local regulations.

ESSENTIAL DUTIES & RESPONSIBILITIES:

The following statements of duties and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position.

1. Assist with the delivery of services to children and families in accordance with state and federal guidelines.
2. Mentor designated staff and provide technical assistance as needed.
3. Establish, maintain, and assist in the coordination with community partners and agencies to identify and reach the neediest populations.
4. Establish and maintain cooperative outside agency contacts to ensure successful delivery of services for those in need.
5. Assist with the coordination of program social services and family engagement efforts.
6. Establish recruitment and engagement processes to maintain full enrollment and monitor wait list data
7. Update and manage program manuals related to social education.
8. Assist in the development and management of program outreach and public awareness materials.
9. Maintain appropriate records, including the Program Information Report (PIR), as required by federal and state guidelines, and district policy.
10. Keep informed of current and proposed regulations and best practices related to early childhood programs.
11. Maintain scheduled case management as applicable and follow-up with stakeholders to ensure recommended activities are being enacted.
12. Provide transportation to families as needed if other transportation options are not available.
13. Assist with data collection, monitoring and reporting requirements
14. Perform other duties as assigned.

Head Start:

1. Provide family engagement opportunities through the coordination of parent meetings, community events and school-based occasions, parent training workshops, program governance and other family activities.
2. Support families in the Family Outcomes process, including completion of the Family Needs Survey, Family Partnership Agreement, and follow-up with support services when needed.
3. Support families in the Parent, Family, Community Engagement (PFCE) program to promote family growth and school readiness goals.
4. Maintain contact with families through home visits, parent conferences, calls, written communication and other communication/engagement strategies.
5. Ensure program attendance requirements are followed.

Early Head Start:

1. Perform tasks involving data collection for the Family Partnership Agreement process.
2. Prepare developmentally appropriate lesson plans that support the child's cognitive, social-emotional, and physical well-being.
3. Develop and implement program activities and functions, including planning for and participating with socialization group activities, assisting with child care at program events and transporting families as needed.
4. Assist, and support families with information regarding home visits, social service resources that help promote family advocacy and make referrals to community agencies as needed.
5. Model and provide experiences to expectant mothers and families to support school readiness goals and promote effective strength based parental education techniques.
6. Assist families in accessing health and developmental services and coordinate services to help address needs.

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ERSEA:

1. Assist in the development and implementation of recruitment, selection, and enrollment procedures for targeted students and families in compliance with federal and state regulations.
2. Assist with the training and development of social services staff in the areas of recruitment, eligibility, enrollment, attendance, and voluntary pre-k requirements.
3. Assist in coordinating summer ERSEA program functions, including applications, registration, orientation and other program needs.

MINIMUM REQUIREMENTS:

Requirements are representative of minimum levels of knowledge, skills and/or abilities. To perform this job successfully, the incumbent will possess the abilities or aptitudes to perform each duty successfully. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

KNOWLEDGE, SKILLS & ABILITIES:

- Knowledge and understanding of community agencies and resources
- Ability to analyze and keep accurate records
- Ability to relate to children and families
- Ability to communicate effectively with a variety of audiences, orally and in writing, including electronic media
- Knowledge of and experience with personal computers and programs, such as word processing programs, spreadsheets, and databases

EDUCATION, TRAINING & EXPERIENCE:

- High School diploma or equivalent
- Valid Florida driver license, record of safe driving
- Must maintain a driving record that meets the standards of the District Safe Driver Plan. Driver license must be maintained as a condition of employment
- Health examination that includes screening for tuberculosis
- At least 18 years of age

CERTIFICATES, LICENSES, & REGISTRATIONS:

- Credential or certification in social work, human services, family services, or a related field or
- An agreement to earn a Family Development Credential, ERSEA Certification, Child Development Associate (CDA), or a comparable credential/certification. Must begin working on the credential/certification within six months and completed within eighteen months of employment

PREFERRED QUALIFICATIONS:

- Knowledge of related federal, state, and local rules, regulations, statutes, and policies
- Experience in the area of assignment
- Bilingual ability
- College training in social work or related field
- Experience in mentoring and/or conducting meetings
- Experience in working with low-income families
- Experience in working with children, schools, and agencies

****Current and former parents or guardians of children served by the Head Start program will receive preference for employment in Head Start vacancies for which they apply.***

SUPERVISORY RESPONSIBILITY: None

PHYSICAL REQUIREMENTS *(Describes physical conditions of this position):*

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| <input type="checkbox"/> Sedentary Work | Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently to lift, carry, push, pull or move objects. 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. |
| <input checked="" type="checkbox"/> Light Work | Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently. If the use of arm and / or leg controls require exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated as Light Work. |
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<input type="checkbox"/>	Medium Work	Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force constantly to move objects.
<input type="checkbox"/>	Heavy Work	Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.
<input type="checkbox"/>	Very Heavy Work	Exerting in excess of 100 pounds of force occasionally, and/or in excess of 50 pounds of force frequently, and/or in excess of 20 pounds of force constantly to move objects.

PHYSICAL ACTIVITY:

(Physical activities of the job are listed below and are with or without accommodations for disabilities for this position. Frequency of each applicable activity is noted according to the following: R = Regularly; F = Frequently; O = Occasionally, S = Seldom)

R	Sitting	Resting with the body supported by the buttocks or thighs.
R	Standing	Assuming an upright position on the feet particularly for sustained periods of time.
R	Walking	Moving about on foot to accomplish tasks, particularly for long distances.
S	Climbing	Ascending or descending ladders, stairs, scaffolding, ramps, poles, etc. using feet and legs and/or hands and arms.
O	Balancing	Maintaining body equilibrium to prevent falling when walking, standing or crouching on narrow, slippery or erratically moving surfaces.
O	Bending	Lowering the body forward from the waist.
O	Stooping	Bending body downward and forward by bending spine at the waist through the use of the lower extremities and back muscles.
S	Kneeling	Bending legs at knee to come to a rest on knee or knees.
O	Crouching	Bending the body downward and forward by bending leg and spine.
S	Crawling	Moving about on hands and knees or hands and feet
O	Twisting	Moving body from the waist using a turning motion.
O	Reaching	Extending hand(s) and arm(s) in any direction
S	Pushing	Using upper extremities to press against something with steady force in order to thrust forward, downward or outward .
S	Pulling	Using upper extremities to drag, haul, or tug objects in a sustained motion.
O	Lifting	Raising objects from a lower to a higher position or moving objects horizontally from position- to-position through the use of the upper extremities and back muscles .
R	Finger Dexterity	Picking, pinching, typing or otherwise working primarily with fingers rather than with the whole hand or arm.
O	Grasping	Applying pressure to an object with the fingers and palm.
O	Feeling	Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips
F	Repetitive Motions	Substantial and continuous movements of the wrists, hands, and/or fingers.
R	Talking	Expressing or exchanging ideas by means of the spoken word. Those activities in which detailed or important spoken instructions must be conveyed accurately, loudly or quickly.
R	Hearing Acuity	The ability of perceive speech and other environmental sounds at normal loudness levels.
R	Visual Acuity	The power to see at a level which allows reading of numbers and text, operations of equipment inspection of machines, etc.

WORKING CONDITIONS:

(Conditions the worker will be subject to in this position with or without accommodations for disabilities. Indicate all that apply to the position. Please note that there can be more than one condition.)

<input type="checkbox"/>	Outdoors	The worker is subject to outside environmental conditions. There is not effective protection from weather conditions such as wind, moisture, sunlight, extreme temperature changes, etc.
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<input type="checkbox"/>	Indoors	The worker is subject to inside environmental conditions. There is protection from weather conditions but not necessarily from temperature changes.
<input checked="" type="checkbox"/>	Indoors and Outdoors	The worker is subject to both environmental conditions. Activities occur inside and outside.
<input type="checkbox"/>	Cold	The worker is subject to extreme cold. Temperatures are below 32 degrees for periods of more than one hour.
<input type="checkbox"/>	Heat	The worker is subject to extreme heat. Temperatures are above 100 degrees for periods of more than one hour.
<input type="checkbox"/>	Noise	The worker is subject to noise. There is sufficient noise to cause the worker to shout in order to be heard above the ambient noise level.
<input type="checkbox"/>	Vibration	The worker is subject to vibration. There is exposure to oscillating movements of the extremities or whole body.
<input type="checkbox"/>	Hazards	The worker is subject to hazards. This includes a variety of physical conditions, such as proximity to moving mechanical parts, electrical current, working on scaffolding and high places and exposure to high heat or chemicals.
<input type="checkbox"/>	Atmospheric Conditions	The worker is subject to atmospheric conditions. One or more of the following conditions affect the respiratory systems or the skin: fumes, odors, mists, gases or poor ventilation.
<input type="checkbox"/>	Oils	The worker is subject to oils. There is air and/or skin exposure to oils and other cutting fluids.
<input type="checkbox"/>	Respirator	The worker is required to wear a respirator.
<input type="checkbox"/>	None	The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work).

MACHINES, TOOLS, EQUIPMENT:

(Machines, tools, equipment, electronic devices, vehicles, etc, used in this position.)

General office equipment, including personal computers, fax machines, copiers, scanners, telephones, etc.

Pasco County School District will provide reasonable accommodations to qualified individuals with disabilities to allow them to perform the essential functions of the job when such individuals request an accommodation.