



PSYCHOLOGIST

GENERAL RESPONSIBILITIES

Collaborate with teachers, parents, and school personnel to improve classroom management strategies or parenting skills; address mental health issues; assess, identify, and work with students with disabilities or gifted and talented students; and improve teaching and learning strategies for all students. Coordinate and facilitate the needs of students and the school district including evaluation, counseling, consultation, crisis intervention, threat and risk assessment, staff development, research, educational planning, and coordination with outside agencies. Maintain case records on all referred students.

ESSENTIAL FUNCTIONS

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

- Serve on student support teams and special education committees at each school in the division.
- Conduct individual child evaluations designed to identify strengths and weaknesses that can be used to develop effective interventions.
- Select, administer, analyze, and interpret results of psychological and psychoeducational assessment procedures.
- Analyze and interpret assessment data using statistical techniques, knowledge of instruments and understanding of disabling conditions.
- Integrate findings into systematic case formulations and plan for intervention through written reports and oral presentation of results.
- Provide psychological counseling individually and in groups for students who have behavioral, emotional, and/or academic problems that affect their academic performance or their ability to interact well with others.
- Consult with school personnel (teachers, administrators, special education staff), parents and outside agencies to identify and develop interventions that address the academic, behavioral, and/or social/emotional needs of students.
- Conduct or participate in field-based research with students.
- Develop and implement prevention and early intervention programs.
- Recommend instructional accommodations for both regular and special education students through 504 plans, IEP's, and Student Support.
- Present in-service and educational programs to school staff, parents, community agencies, and students that will expand psychological awareness of issues related to children and adolescents and to perform preventative mental health services.
- Provide teachers and parents with information about appropriate developmental tasks and expectancies in cognitive, social, communication, physical and self-help areas.
- Make appropriate student referrals to specialist and/or community agencies.
- Perform other duties as required.

KNOWLEDGE, SKILLS, AND ABILITIES

Knowledge of psychological theory and practice including assessment and test theory, diagnostic categories, personality assessment, learning disabilities, statistics, and counseling theories; knowledge of and adherence to legal procedures as contained in local, state, and federal policies governing special education, including IDEA laws and guidelines; knowledge of and adherence to professional and ethical standards of the American Psychological Association and the National Association of School Psychologists; knowledge of counseling techniques, behavioral management techniques, classroom instructional interventions, and parent training strategies.

EDUCATION AND EXPERIENCE

Psychologist

Required:

Master's Degree in School Psychology.

Completion of one-year school-psychology internship.

Eligibility for endorsement as a school psychologist through the Department of Education.



Clinical Psychologists or Doctoral-level School Psychologists

Required:

Doctoral Degree in Clinical or School Psychology,

Completion of one-year doctoral internship in professional psychology, license, or eligibility for licensure as clinical or school psychologist upon completion of residency year through the Commonwealth of Virginia, Department of Health Professions, and/or Board of Psychology.

Experience working with children and adolescents in a school, clinic, or hospital setting.

PHYSICAL REQUIREMENTS

Must have the use of sensory skills in order to effectively communicate and interact with other employees and the public using the telephone and personal contact as normally defined by the ability to see, read, talk, hear, handle or feel objects and controls. Frequent sitting, walking, bending, grasping, fingering, repetitive motion, reaching, and driving. Occasional standing, stooping, and crouching. Ability to lift up to 20 pounds frequently. Requires timely and regular adherence to established work schedules.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks.

SPECIAL REQUIREMENTS

Possession of a valid driver's license.

Regular and reliable attendance is an essential function of this position.