

## **GUILFORD COUNTY SCHOOL SYSTEM JOB DESCRIPTION**

### **JOB TITLE: SUPERVISOR II - LEAD SCHOOL PSYCHOLOGIST PSYCHOLOGICAL SERVICES EXCEPTIONAL CHILDREN SERVICES CURRICULUM AND ORGANITIONAL DEVELOPMENT**

#### **GENERAL STATEMENT OF JOB**

Under limited supervision, performs a variety of supervisory and administrative tasks in monitoring and assisting the operation of psychological services in the County and also provides psychological services in schools. Employee assists the Director of Psychological Services with overseeing services delivered by school psychologists, monitoring their effectiveness, providing staff development opportunities, and ensuring adherence to federal, state and local policies and procedures. Employee directly supervises and evaluates assigned school psychologists. Employee provides psychological services in the school setting, which includes facilitation of learning, and promoting the cognitive, social and personal development of all students. Reports to the Director of Psychological Services.

#### **SPECIFIC DUTIES AND RESPONSIBILITIES**

##### **ESSENTIAL JOB FUNCTIONS**

Assists Director with the implementation of a psychological services program for preschool through 12th grade students; consults with school psychologists regarding individual cases, system policies and general programs; interprets and enforces system policies and state procedures.

Provides direct supervision of assigned school psychologists; directs, monitors, and assesses services provided by the school psychologists; conducts on-site observations of school psychologists; provides feedback and advice; conducts monthly analysis of referral loads for each school psychologist; conducts annual performance appraisals for assigned school psychologists.

Advises and assists school psychologists in crisis situations; resolves problems as non-routine situations arise; refers students to outside agencies as needed.

Assists the Director with basic personnel administration duties for subordinates, including interviewing, hiring, and evaluating.

Assists Director with coordination of annual contracts for psychologists in private practice.

Co-Leads one of the three districts' crisis teams with the Director.

Provides training for school-based staff on a variety of topics (e.g., training for Intervention Support Teams, classroom management training, assessment best practices, etc.).

## **SUPERVISOR II – LEAD SCHOOL PSYCHOLOGIST**

Identifies and assesses the learning, development and adjustment characteristics and needs of individuals and groups, as well as the environment factors that affect learning and adjustment.

Uses assessment data about the student and his/her environment(s) in developing appropriate interventions and programs.

Provides interventions to students to support the teaching process and to maximize learning and adjustment.

Provides consultation to parents, teachers, other school personnel, and community agencies to enhance the learning and adjustment of students.

Assists in the planning, development, and evaluation of programs to meet identified learning and adjustment needs.

Delivers a planned and coordinated program of psychological services.

Applies ethics and standards of professional practice in the delivery of school psychological services and observes relevant laws and policies that govern practice.

Participates in professional organizations and continually seeks to improve professional knowledge and skill.

Communicates effectively with students, parents and school staff.

### **ADDITIONAL JOB FUNCTIONS**

Completes special projects and/or tasks assigned by the Director of Psychological Services and the Assistant Superintendent of Special Education.

Performs other related work as required.

### **MINIMUM TRAINING AND EXPERIENCE**

60 hour Master's degree in school psychology from an approved school psychology training program plus a one year internship providing psychological services; and 5 to 7 years of experience as a school psychologist, preferably with supervisory experience; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

### **SPECIAL REQUIREMENTS**

Must be licensed as a school psychologist by the North Carolina Department of Public Instruction.  
Must possess a valid North Carolina driver's license.

## SUPERVISOR II – LEAD SCHOOL PSYCHOLOGIST

### MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

**Physical Requirements:** Must be physically able to operate a variety of equipment including computers, copiers, typewriters, overhead projectors, etc. Must be physically able to operate a motor vehicle. Must be able to exert up to 80 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects, including the human body. Light Work usually requires walking or standing to a significant degree.

**Data Conception:** Requires the ability to compare and/or judge the readily observable, functional, structural or composite characteristics (whether similar or divergent from obvious standards) of data, people or things.

**Interpersonal Communication:** Requires the ability to speak and/or signal people to convey or exchange information. Includes giving instructions, assignments or directions to assistants or subordinates.

**Language Ability:** Requires the ability to read a variety of correspondences, reports, forms, requisitions, referrals, manuals, etc. Requires the ability to prepare correspondence, reports, forms, records, proposals, appraisals, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak to people with poise, voice control and confidence.

**Intelligence:** Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

**Verbal Aptitude:** Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in a variety of technical or professional languages including psychological terminology.

**Numerical Aptitude:** Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the theories of descriptive statistics and statistical theory.

**Form/Spatial Aptitude:** Requires the ability to inspect items for proper length, width and shape.

**Motor Coordination:** Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

**Manual Dexterity:** Requires the ability to handle a variety of items such as office equipment. Must have minimal levels of eye/hand/foot coordination.

**Color Discrimination:** Requires the ability to differentiate between colors and shades of color.

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**Interpersonal Temperament:** Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with emergency situations.

**Physical Communication:** Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear-). Must be able to communicate via telephone.

### **KNOWLEDGE, SKILLS AND ABILITIES**

Considerable knowledge of federal, state and local policies and procedures regarding psychological services.

Considerable knowledge of psychological services appropriate for school age children.

Considerable knowledge of appropriate actions to be taken in emergency situations.

Considerable knowledge of the current literature, trends, methods and developments in the area of school psychological services.

General knowledge of the ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations.

General knowledge of the principles of supervision, organization and administration.

Ability to interpret student behavior, system policies and state procedures.

Ability to coordinate large programs.

Ability to develop, counsel and support staff.

Ability to evaluate the effectiveness of programs and make recommendations for improvements.

Ability to use common office machines and popular computer-driven word processing, spreadsheet and file maintenance programs.

Ability to maintain complete and accurate records and to develop meaningful reports from them.

Ability to effectively express ideas orally and in writing.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

## **SUPERVISOR II – LEAD SCHOOL PSYCHOLOGIST**

### **DISCLAIMER**

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.