

Position Description

The following statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

General Information		
Position Title: Child Associate, Primary Project	Location: Assigned school(s)	Date: July 20, 2016
Reporting Relationship(s): Director, School Services		FLSA Classification: Non-exempt (hourly)

General Summary

The incumbent will use standardized procedures to provide expressive play sessions with children in grades K to 3 (three), in a group or on an individual basis, with the goal being to establish a positive, meaningful relationship so as to reduce school adjustment problems.

This position has an official reporting relationship to the Contact Primary Project Program Manager and will work under the general supervision of the Syracuse City School District mental health professional at the school they are assigned to. In this unique duo reporting relationship, the child associate will receive supervision from SCSD site supervisors relative to screening, selection and the ongoing work they do with the children. They would also work with their SCSD site supervisor relative to any school issues, concerns with schedules and space. The Child Associate will report to the Contact Primary Project Program Manager for any issues that may interfere with their ability to do their job. For example, they want to work more or less hours, they want to change their hours, they cannot come to work or there is a problem with their paycheck.

Duties and Responsibilities

- Attend, actively participate in, and successfully complete all required training.
- Attain, and maintain the program training standards including but not limited to:
 - Carry a minimum case load of 15 students for every 12 hours of employment (work), OR 30 students for every 24 hours of employment (work).
 - Review each child at a minimum after one cycle and implement decisions made by the site supervisor based on that review.
- Engage each child in an individual child-led expressive play session according to standardized procedures learned through training. Ensure the session includes creative play materials, games, and a creative attitude. The goal is to have children become aware of their feelings, experience a sense of acceptance, enjoy supportive interaction with the Child Associate, and develop and maintain positive feelings about their school experience.
 - If it is felt that the child needs to be part of a group, make a referral to the site supervisor for another intervention.

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- Establish rapport and a positive bond with each student, resulting in an atmosphere that encourages the child to express their feelings and ideas. Deal effectively and constructively with their feelings and ideas.
- At all times, exude personal warmth to children, parents, and others.
- Set up an appropriate and sufficiently stocked play room/play area prior to the start of each play session. This task should take no longer than 15 minutes each time.
- Prior to commencing a relationship/meeting with a child, ensure that the site supervisor has received a parent permission slip.
- Ensure play supplies are appropriately stored at the end of each session. This task should take no longer than 15 minutes each time.
- Provide appropriate feedback to the project team, principal, teachers, and other school personnel.
- Actively participate with school personnel and/or consultants in assignment, progress, termination and other conferences concerning children, both in the school and with Contact Community Services.
- Assist the SCSD site supervisors, or others as needed, with the administrative tasks associated with the screening and assessment process, this includes, but is not limited to completion of application forms.
- Create and maintain progress notes on children, including the child's behavior and progress in the program.
- As needed or requested, create and maintain a variety of other project records.
- Attend and actively participate in all required meetings.
- Perform other duties as needed or assigned to ensure the success of the Primary Project program.

Education and Previous Experience Requirements

High school diploma or GED preferred. Previous experience interacting or working with children; this experience need not be paid experience.

Knowledge and Skills Needed to Perform Effectively in this Position

- The ability to establish and maintain warm, caring and appropriate relationships with children.
- The ability to communicate on a child's level when appropriate AND to communicate with other adults in a professional manner AND the ability to determine when each behavior is appropriate.
- The ability to use correct English, grammar, spelling, and vocabulary appropriate to a variety of communications situations.
- Knowledge and the ability to apply child guidance principles and practices.
- The ability to attend and successfully complete all required training and to continually maintain required knowledge of program rule, requirements, and restrictions.
- Reporting ability including presenting assessments verbally and in writing.
- Basic PC skills.

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Additional Requirements

- Must submit to and pass background checks by the Office of Mental Health, the NYS Justice Center and the NYS Department of Education
- Completion and proof of NYS Mandated Reporter Training required within 30 days of hire; preferably within 2 weeks
- This position description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by their supervisor
- This document does not create an employment contract, implied or otherwise, other than an “at will” employment relationship

Physical Dimensions (Job-related physical abilities an individual needs to possess in order to perform the job in a satisfactory manner)

- Some lifting, carrying, pushing, and/or pulling; some climbing and balancing; frequent stooping, kneeling, crouching, and/or crawling; and finger dexterity. Generally the job requires 30% sitting, 30% walking and 40% standing
- Sufficient visual acuity to recognize words letters and numbers
- Speech and hearing ability to carry on conversations in person and over the phone
- All requirements are subject to possible modification to reasonably accommodate individuals with disabilities