School Name: P.S. 969 - Central Brooklyn Literacy Academy

District: 17

School Site: 188 Rochester Avenue, Brooklyn, NY 11213

Send Cover Letter, Resume, and Portfolio to: HiringForCBLA@gmail.com

**POSITIONS**

Social Worker

**DESCRIPTION**

**School Overview:**

P.S.969 - The Central Brooklyn Literacy Academy (CBLA) is the second stand-alone public school in New York City specifically designed to serve students with diagnosed dyslexia and/or language based learning difficulties. CBLA is designed to meet the unique needs of students who are struggling to learn to read. Aligned with recommendations from the International Dyslexia Association, CBLA will offer intensive, tier 1 instruction in structured literacy - providing highly explicit, systematic and multi-sensory teaching of the foundational skills and other important literacy components including vocabulary, comprehension, and writing. Additionally, CBLA will embed consistent and purposeful practices to support social emotional learning and executive functioning skill development to meet the needs of our student population.

**Our Vision:**

At Central Brooklyn Literacy Academy (CBLA), our vision is to cultivate a transformative learning community where every student, regardless of their learning differences, becomes a confident, empowered, and lifelong learner.

**Our Mission:**

At CBLA, we believe that reading is a civil right. Our mission is to provide an inclusive, equitable, and transformative educational experience for students with language-based learning difficulties. We offer precise and explicit instruction in structured literacy, executive functioning, and social-emotional skills, guided by the latest research on how students learn best.

CBLA will open with two 2nd grade ICT classes and two 3rd grade ICT classes, with each class capped at 18 students (with no more than 7 SE students in each class). Additionally Related Services supports and mandates will be integrated into the classroom.

CBLA is looking for staff with the capacity to understand, analyze and support diverse learners and their socio-emotional needs, particularly those related to academic failure and the frustration generated from reading struggle.

A 10-day summer planning institute will offer an essential opportunity for staff to be involved in developing the school’s culture and instructional program.

Because we believe that all staff members play an important role in the education of our students, the school will offer opportunities for social workers to support and participate in activities such as:

* After-school and/or Saturday tutoring programs, enrichment, sports, arts, parent workshops and family programs
* In-house school committees and/or special programs
* Daytime professional development such as inquiry work and collaborative conversation among staff members

*Advance notice of dates will be supplied, and those who participate will be compensated according to the terms of the UFT contract. Staff participation in these activities is voluntary, although strongly encouraged, as they are very important to the development of the school.*

**ELIGIBILITY REQUIREMENTS**

Licensed certified Social Worker in New York City schools, bilingual Spanish preferred, with satisfactory ratings and attendance.

**DUTIES AND RESPONSIBILITIES**

Because roles in small schools are varied and complex, serious consideration will be given to applicants who demonstrate in their resume and cover letter experience and/or willingness to commit to the school’s mission and core beliefs and to become involved in these essential aspects:

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| * Counseling students, individually and in groups, regarding social and emotional development, conflict mediation, and making appropriate referrals * Having an open door policy for all members of the school community * Providing support to teachers to assess and address students’ social and emotional needs * Maintaining regular, open, communication with parents * Developing and maintaining partnerships with participating industry partners and community-based organizations to support school initiatives * Participating in community outreach events that foster healthy family involvement * Working collaboratively with staff and families to address attendance issues and help improve students’ attendance * Leading school’s Pupil Personnel Team (PPT) and effectively create and implement plans of action for students whom the team identifies as those needing interventions |

**SELECTION CRITERIA**

The successful candidate will demonstrate:

* Willingness to carry out the above duties and responsibilities:

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| * Ability to collaborate with staff and participate in a school-wide social-emotional program, promoting social and emotional competence throughout the school * Success in collaborating on AIS (Academic Intervention Services) team, or similar interdisciplinary team * Success in forming successful partnerships with community-based organizations and other organizations that offer social and emotional supports to students * Knowledge of or ability to make referrals for students in need of additional services or alternative placements * Evidence of success with students who exhibit academic, social, and/or emotional struggles, English Language Learners, students with special needs and their families * Clinical experience with addressing contemporary issues that affect youth living in high poverty communities * Ability to intervene in crisis situations with verbal de-escalation techniques * Evidence of success leading workshops and discussions with/for parents * Strong leadership, interpersonal, and communication skills * Ability to use NYCDOE systems |

In addition to the cover letter, resume, and interview, applicants must present three references including, if possible, one from a current supervisor. Other references might include a colleague with whom the applicant has collaborated, and/or a professional organization or staff development representative.

**WORK SCHEDULE & SALARY**

As per Collective Bargaining Agreement