

**BENICIA UNIFIED SCHOOL DISTRICT**  
**PSYCHOLOGIST- CLINICAL SUPERVISOR**  
**JOB DESCRIPTION**

**DESCRIPTION OF THE POSITION**

Under the supervision of the Director of Student Services and/or Designee, the psychologist/clinical supervisor will provide technical support and assistance to the school psychologists, and provide 1:1 individual clinical supervision of psychology assistant trainees; as well as ongoing support in the field.

**MAJOR DUTIES & RESPONSIBILITIES**

**Clinical Supervisor Duties**

1. 1:1 individual supervision of psychology assistant trainees; as well as ongoing support in the field.
2. Direct teaching 2-hour group weekly seminar, which includes psychologists, interns, and any MFT/MSW trainees. This teaching could be co-taught with any licensed mental health provider; therefore, it could just be overseeing the training instead of direct teaching.
3. Coordination of the overall training program, including case assignment.
4. Direction and support for the School Psychology Interns. Interns may be supervised by a District school psychologist, who is also a licensed psychologist.
5. Completion of any semester evaluations of psych interns/field workers for their University and liaison communication with their programs.
6. Establishment and monitoring of the record keeping processes and treatment plans and monitoring program data collection.
7. Training of record keeping and writing of annual IEP reporting (and correcting/signing all final reports).
8. Direction and support for field workers. Field workers may be supervised by a District school psychologist, who is also a licensed psychologist.

**QUALIFICATIONS**

*Knowledge of:*

- Students' with disabilities' needs, assessments, and counselling needs
- Special Education Regulations, School Board policies, and practices.
- Work in cooperation with other agencies and organizations to meet the needs of students.
- Work well with a diverse population.
- Possesses a love and commitment to children and their educational pursuits.
- Technology as well as instructional and intervention technology strategies.

*Ability to:*

- Establish and maintain productive collaborative relationships with others.

- Work productively with school and district teams and other outside experts.
- Ability in task organization, task completion and decision making.
- Ability to work cooperatively as a member of a leadership team.
- Ability to work independently to produce reports, organize projects and compile data.
- Ability to plan, establish priorities, and implement activities for maximum effectiveness.
- Has a collaborative style, is flexible, and enjoys working with all elements to the school community.
- Possesses the characteristics of honesty, openness, warmth, humor, integrity and is a caring person.
- Is adept in oral and written communication skills, including public speaking techniques.
- Read and write at a level sufficient for the performance of assigned duties including independently producing professionally written reports and documents.
- Plan, organize, implement, and supervise a district-wide program.
- Visit various work sites and inspect work in progress.
- Utilize techniques of effective supervision.
- Keep and compile records and reports.

#### **POSITION QUALIFICATIONS**

1. PhD in School Psychology or Clinical Psychology.
2. California Licensure as a Psychologist.
3. Minimum of (5) years of appropriate experience as a school psychologist.
4. Possession of a valid California pupil personnel services credential, and a valid California driver's license.
5. Required course work (6 unites) to provide Supervision, as approved by the Board of Psychology.
6. Expertise with Special Education assessments.
7. Supervisory experienced preferred.

#### **PHYSICAL ABILITIES AND WORKING CONDITIONS OF CONTINUED EMPLOYMENT**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

While performing the duties of this job, the employees are regularly required to directly or indirectly, talk and hear in order to communicate effectively with students, parents, administrators, staff and community members. The employee frequently is required to walk. The employee is required to be able to sit; use hands to keyboard, handle, or feel objects, tools, or controls; and reach with hands and arms and carry objects. The employee must occasionally lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision and the ability to adjust focus. Must be capable of being mobile to move throughout the school facilities, grounds, and community settings.

*The Physical Abilities and Other Conditions of Continued Employment listed in this section are representative of, but are not intended to provide an exhaustive list of Physical Abilities and Other Conditions of Continued Employment which may be required of positions in this class. Benicia Unified School District encourages persons with disabilities who are interested in employment in this class and need reasonable accommodation of those disabilities to contact the Human Resources Department for further information.*

Vision: (which may be corrected) to read small print; view a computer screen for prolonged periods.

Hearing: (which may be corrected) to answer telephones and tolerate exposure to noisy conditions.

Speech: to be understood in face-to-face communications; to speak with a level of proficiency and volume to be understood over a telephone.

Upper Body Mobility: use hands and fingers to feel, grasp, and manipulate small objects; manipulate fingers, twist and bend at wrist and elbow; extend arms to reach outward and upward; use hands and arms to lift objects; turn, raise, and lower head.

Strength: to lift, push, pull and/or carry objects which weigh as much as 5 pounds on a frequent basis.

Environmental Requirements: encounter constant work interruptions; work cooperatively with others; work independently; work indoors.

Mental Requirements: read, write, understand, interpret and apply information at a moderately complex level essential for successful job performance; math skills at a high school proficiency level; judgement and the ability to process information quickly; learn quickly and follow verbal procedures and standards; give verbal instruction; rank tasks in order of importance; copy, compare, compile and coordinate information and records.

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. The noise level in the work environment is usually moderate.