

**TEMECULA VALLEY CHARTER SCHOOL
SCHOOL PSYCHOLOGIST JOB DESCRIPTION**

THE POSITION: Under general supervision of the Superintendent/Designee, and in close cooperation with the student services team members(s) assesses and/or counsels students as appropriate in an elementary or middle school setting. This position is responsible for the evaluation of children in an educational setting; to perform psychoeducational assessment to determine appropriate programs and instructional processes to enable students to maximize achievement and adjustment; to assist students in understanding and seeking solutions to social, emotional, or academic problems and issues; to serve as a resource pertaining to student behavior management and learning strategies, and welfare and attendance problems and concerns.

STATUS: Salary; Exempt

WORK DAYS: 187 Days

Essential Functions and Examples of Job Duties

- Assist students using various techniques including conferencing, counseling, psychometrics, and observation.
- Recommend appropriate remediation for exceptional children; presents verbal and written reports of the findings to significant personnel; serves in a liaison relationship between the school, community, and community agencies in the understanding and treatment of learning and behavior problems.
- Assess difficulties of referred students through appropriate testing and diagnostic practices.
- Administer tests, help identify and recommend placements for all types of exceptional students.
- Maintain case records on all referred students.
- Serve as a consultant on mental health topics for staff in collaboration with School Counselor/s.
- Interpret the school psychological services to teachers and parents.
- Prepare and submit required reports on educationally handicapped students and special education programs.
- Cooperate with personnel of community health and social welfare agencies.
- Assists with in-service training of school personnel.
- Perform a variety of individual and group psycho-educational assessments and diagnosis of specified learning, emotional and behavioral disabilities.
- Prepare recommendations pertaining to student remediation, placement in special program, and psycho-educational intervention.
- Makes recommendation for Individualized Education Program (IEP) goals and objectives and special education services and placement; participates in IEP meetings.
- Provide staff development in effectively implementing behavioral plans to support teachers with full inclusion students.
- Consult and confer with instructional administrative personnel in the development and implementation of instructional methods and procedures designed to facilitate learning and to overcome learning and behavioral disorders.

- Participate in parent conferences, student evaluations review and provide student profiles indicating learning strengths and weaknesses.
- Serve as a member of the student assessment team and collaborates with other team members in planning special programs and in the use of remedial instructional material for students with diverse needs. •
- Provide teacher training and support in the use of classroom resources and how to develop early intervention strategies to assist students.
- Provide professional development to teachers and other staff to promote improved classroom management, better instructional approaches, and increased understanding of the educational and mental health needs of all students.
- Consult with parents to further their understanding of the learning and emotional adjustment processes pertaining to their child.
- Counsel students individually and in small groups using a variety of data gathering and therapy techniques.
- Serve as a resource to the school personnel and members of the school community concerning youth services.
- Serve as a liaison between the schools and mental health and juvenile agencies in pursuing referral follow-ups.
- Serves as a member of the student crisis intervention team.
- Assist in the development and monitoring of individual education plans for students with exceptional needs may pursue evaluation and research psychological service programs. • Assist in identifying school psychological service's needs.
- Plans and presents, as requested, a variety of management related reports pertaining to school psychological service functions and activities.
- Provide parent education in areas such as child development, psychological adjustment, communication, study techniques, behavior management, understanding the unique needs of students with disabilities and intervention activities.
- Provide psychological interventions and consultation to staff and students in response to crisis events such as natural disasters, death of a classmate or staff members, and personal family tragedies.
- Complete appropriate reports for Medi-Cal or other billing in accordance with State mandated cost programs.
- Adhere to the behavior and dress codes for all school personnel.
- Attend technology training as needed.
- Maintains regular attendance and notifies appropriate personnel when ill, absent, or injured.
- Maintain data entry for students in the school information system.
- Perform other duties as designated or assigned.

Education and Experience:

Valid California credential - Clear Pupil Personnel Services Credential - School Psychology.

Master's Degree

Doctorate or Educational Specialist Credential highly preferred.

Knowledge of: Principles, methods, techniques, strategies, and trends in educational, social, and emotional adjustment assessment functions; applicable and appropriate psychological and achievement appraisal instruments, techniques, and procedures; social services and youth service agencies in the local area; social, emotional and behavioral characteristics of pre-school, elementary, secondary school age students and adult education students; evaluation and research techniques, strategies and procedures; curriculum and instructional programs beneficial to students with special learning needs; applicable sections of the State Education Code, Board and school policies procedures and regulations.

Ability to: Work independently with little direction; communicate effectively both orally and in writing; work effectively in the absence of supervision; interpret, apply and explain rules, regulations, policies and procedures; collaborate and communicate effectively both orally and in writing; establish and maintain collaborative working relationships multi-disciplinary teams and site administrators, staff and parents; provide effective learning experiences for students with a wide range of socio-economic and cultural backgrounds; respect the privacy and/or confidentiality of information of co-workers and students; prioritize, complete work and meet schedules and timelines.

Environment/Physical Demands: Ability to push, pull, and transport instructional and/or presentation materials; ability to communicate so others will be able to clearly understand a normal conversation; ability to understand speech at normal levels; ability to hear normal range verbal conversation in person and on the telephone; ability to bend, twist, stoop, reach, push, pull or kneel; dexterity of hands and fingers to operate a computer keyboard and other assigned equipment; visual ability to write and read handwritten or typed documents and the display screen of various technological devices; frequently sitting for extended periods of time; frequently walking or standing - able to stand and/or walk on hard flooring for sustained periods of time, up to and including seven and one half (7.5) hours; able to lift up to twenty-five (25) pounds frequently, able to exhibit full range of motion for hip flexion and extension; able to operate a motor vehicle in a safe and effective manner. Must be physically able to maintain an active work schedule.

Working Conditions: Office environment. May be in an outdoor environment, as needed. Demanding timelines. Subject to frequent interruptions and daily contact with staff and public.

Other Requirements:

- Fingerprint clearance from the Department of Justice
- Current, clear T.B. test results
- Possession of a valid California Driver's License.

Updated September 2026

Board Approved: September 14th, 2026