POSITION:
Alternative Careers Liaison in the Peer Intervention Program
New York City licensed tenured teacher, school counselor, school social worker or school psychologist

The Peer Intervention Program (Article 21.I of the Bargaining Agreement) provides peer assistance on a voluntary, confidential basis to participants who believe that their teaching competence will benefit from such assistance. Intervenors work individually on an ongoing basis with participating teachers for up to one year, in and out of the classroom, to improve teaching skills and effectiveness in the classroom.

ELIGIBILITY REQUIREMENT:
• New York City licensed tenured teacher, School Counselor, School Social Worker or School Psychologist
• Preference will be given to candidates with current experience in career placement and counseling

SELECTION CRITERIA:
• Minimum of 8 years full-time, experience under regular appointment in the New York City school system, including at least 5 years of full-time highly effective, effective or satisfactory ratings
• Prior experience in the private sector
• Prior experience with adults in employment search/hiring placement
• Broad knowledge of personnel and labor relations information including the United Federation of Teachers and the Department of Education organizations as well as Open Market Transfer
• Familiarity with interest inventories
• Knowledge in choosing and administering appropriate assessment instruments
• Working knowledge of the DSM-V, crisis intervention and motivational counseling
• Demonstrated oral and written communication skills
• Demonstrated ability in human relations and interpersonal skills

NOTE:
A letter of application and current resume may precede the following documents which must be received by the closing date: JUNE 29, 2020
1. A letter of reference from the current building principal or site supervisor
2. A letter of reference from the current U.F.T. chapter leader (or district representative)
3. Letters of reference from two current sources who are knowledgeable about the applicant’s counseling skills
4. Copies of relevant licenses

DUTIES AND RESPONSIBILITIES:
• Oversee and personally assist teachers’ transition into alternative positions
• Train and assist teachers with job seeking skills, including interviewing and resume writing
• Using initiative and personal contact, generate public and private sector employment opportunities for teachers
• Communicate with employment counselors of private employment agencies/services
• Coordinate needs of clients with available employment resources, including job-related training/continuing education
• Assist teachers to complete documents according to their transitional goals
• Administer, score, and offer feedback on various assessment inventories
• Employ written documentation utilizing counseling protocols
• Participate in extensive staff development activities, some of which might take place evenings and/or weekends
• Based on program needs, it may be necessary to intervene as an intervenor with selected participants to diagnose their needs and problems and to design an individualized plan for the improvement process

SALARY/WORK YEAR:
As per Collective Bargaining Agreement.

LOCATION:
Based at UFT Headquarters. Some travel to public and/or private sector sites in the metropolitan area

HOURS:
Flexible scheduling (changes in the daily work day) will be mandated to meet the needs of the Program participants
APPLICATION:

Email detailed cover letter and current resume highlighting qualifications, related references and licenses to:

Lynne Ann Kilroy, Coordinator, Peer Intervention Program at
Lkilroy@uft.org

AN EQUAL OPPORTUNITY EMPLOYER M/F/D

It is the policy of the Department of Education of the City of New York to provide equal employment opportunities without regard to actual or perceived race, color, religion, creed, ethnicity, national origin, alienage, citizenship status, age, marital status, partnership status, disability, sexual orientation, gender (sex), military status, unemployment status, caregiver status, consumer credit history, prior record of arrest or conviction (except as permitted by law), predisposing genetic characteristics, or status as a victim of domestic violence, sexual offenses and stalking, and to maintain an environment free of harassment on any of the above-noted grounds, including sexual harassment or retaliation. For more information, please refer to the DOE Non-Discrimination Policy.

APPROVED: _______________________________
Tomás Hanna, Associate CFO-
Human Capital and Organizational Development New York City
Department of Education