
Title: Social Emotional Counselor, 3rd-5th
Classification: Salary; Exempt

Status: Full-time
Reports to: Head of Lower & Middle School

POSITION SUMMARY

The Social Emotional Counselor provides a Social Emotional program related to the needs of the students, teachers, and parents for Lower School (3rd & 4th) and Middle School (5th).

ESSENTIAL DUTIES AND RESPONSIBILITIES

This job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities, and activities may change at any time with or without notice.

Social Emotional Program Planning

- Under the direction of the Heads of the Lower and Middle School Division, develops goals and objectives to provide a Social Emotional program related to the needs of the students, teachers, and parents.
- Collaborates with the other school counselors and Lower and Middle School Assistant Heads of Student Life to develop and to maintain a Social Emotional program for the Lower and Middle School Divisions that can be integrated as a sequential Social Emotional program.
- Initiates, plans, and coordinates parent education programs, guidance lessons and learning lunches.
- Creates a list of community resources/services/agencies/ and outside specialists/professionals and develops and maintains a strong networking relationship with these resources.
- Communicates effectively and on a timely basis with the Lower and Middle School Divisional Leadership regarding Social Emotional related issues involving students, parents, and teachers and creates ways to keep the Lower and Middle School Divisional Leadership updated and informed.
- Adheres to the laws, policies, procedures, and ethical standards of the school counseling profession.
- Attends professional development programs and training and uses available technology resources to enhance the school counseling program.

Involvement with Students

- Selects and demonstrates appropriate counseling models and techniques in order to provide individual and group counseling to students relative to social, behavioral, developmental, and other personal issues.
- Uses appropriate counseling techniques and strategies including active listening, identifying/defining problems, exploring alternative solutions, and observing.
- Provides crisis intervention (in cases where there is a death, illness, divorce or separation) to students individually or in groups as needed.
- Acts as an on-going, effective advocate for students.
- Provides guidance and support to students who may receive disciplinary action and offers tools to redirect behaviors that may lead to such consequences.
- Chaperone field trips of varying lengths.

Involvement with Faculty/Staff

- Develops recommendations and strategies regarding students and coordinates these with the Lower and Middle School Divisional Leadership, classroom teachers, and parents, often in Student Support Team (SST) setting.
- Leads the 3rd and 4th Student Support Team meeting.
- Attends Middle School Student Support Team meeting.
- Attends 5th Grade Level meetings to update teachers on specific student concerns and to get feedback on students from teachers.
- Assists teachers in understanding the developmental needs of students.
- Provides staff with a variety of resources to meet the individual needs of students.
- Collaborates with teachers regarding specific classroom problems (e.g., bullying, self-esteem,) and assists teachers with the integration of Social Emotional activities into the curriculum to address these problems or provides direct support in the classroom to address these problems.
- Acts as a liaison between teachers, parents, and administrators regarding student issues.
- Provides staff development training on pertinent topics on staff development days and in designated division or department meetings.
- Member of Care and Response team to identify the emotional and spiritual needs of the community in the event of an impending or recent crisis and serves as the first management team for a campus crisis as it occurs.
- Member of the Belonging Council, a committee focused on aspects of belonging and building a stronger community.

Involvement with Parents

- Communicates effectively and on a timely basis with parents regarding student issues or concerns.
- Provides information to parents (both orally and in writing) that enables them to better understand their child's individual needs, accomplishments, limitations, etc.

- Initiates, plans, and coordinates parent education programs.
- Makes recommendations for outside mental health support when needed.
- Develops a strategy for resolving/preventing student problems and provides counseling and support to parents for implementing those strategies.

MARGINAL DUTIES AND RESPONSIBILITIES

Marginal duties of this position include the following. Employees in this position perform some or all the following tasks. Other duties may be assigned.

- Attends Division Head, Assistant Division Head, and Division Meetings as needed
- Attends School Functions
- Attends Conferences
- Attends Chapel

SUPERVISORY RESPONSIBILITIES

No supervisory duties assigned. All school employees have some responsibility for supervising students and assisting in maintaining a safe environment.

QUALIFICATIONS

Education and Experience:

- Master's degree or post graduate work in counseling or social work.
- Preferred licensure in counseling/psychology/social work.
- A minimum of five years' experience in an independent school environment is preferred.

Job Knowledge, Skills, and Abilities:

Must have skills in organization, collaboration, and excellent verbal and written communication skills. Demonstrative leadership and facilitative skills. Other skills include competence in technology, ability to handle sensitive matters with confidence, and execute duties with an inspired attitude. Promote and model the school's statement of mission and philosophy.

WORKING ENVIRONMENT | PHYSICAL AND MENTAL REQUIREMENTS

These are the physical and mental requirements of the position as it is typically performed. Inability to meet one or more of these requirements will not automatically disqualify a candidate or employees from the position. Upon request for reasonable accommodation, the School may be able to adjust or excuse one or more of these requirements, depending upon the requirement, the essential function to which it relates, and the proposed accommodation.

Working Environment:

- Office Environment
- Classroom Environment
- Works Primarily with Students
- Works Primarily with Adults; Some Exposure to Students
- Travel - Light
- Travel - Heavy
- Evening and/or Weekend Commitment - Light
- Evening and/or Weekend Commitment - Heavy
- Inside
- Outside
- Works with Others
- Works Alone
- Extreme Heat
- Extreme Cold
- Noise

Physical Requirements:

- Seeing

- Color Perception
- Hearing
- Clear Speech
- Touching (Hand and Finger Dexterity)
- Sitting
- Fine Finger Manipulation in Use of Computer
- Standing
- Ability to Move Distances
- Hillcrest Campus includes 5 buildings, 10 acres
- Midway Campus is 350,000 square feet, 50 acres
- Driving
- Climbing
- Balancing
- Kneeling
- Crawling
- Reaching
- Twisting or Bending at Waist
- Pushing or Pulling

- Lifting 0 - 20 pounds
- Lifting 0 - 40 pounds
- Lifting 0 - 75 pounds
- Carrying 0 - 20 pounds
- Carrying 0 - 40 pounds
- Carrying 0 - 75 pounds

Mental Requirements:

- Reading - Simple
- Reading - Complex
- Writing - Simple
- Writing - Complex
- Clerical
- Basic Math Skills
- Analysis and Comprehension - Simple
- Analysis and Comprehension - Complex
- Decision Making - Simple
- Decision Making - Complex
- Exercise Discretion - Simple
- Exercise Discretion - Complex

The School believes that each individual is entitled to equal employment opportunity without regard to race, color, religion, gender, sexual orientation, national origin, age, disability, genetic information, veteran status or any other characteristic protected under federal, state, or local anti-discrimination laws. The School's equal employment opportunity practices extend to recruitment, hiring, selection, compensation, benefits, transfer, promotion, training, discipline, and all other terms, conditions, and privileges of employment. All Employees are responsible for complying with the School's equal employment opportunity policy.

Qualified candidates should send a cover letter, resume', and contact information of 3 professional references to employment@parish.org