

CARDIFF SCHOOL DISTRICT SCHOOL COUNSELOR

DEFINITION:

Under the general supervision of the site principal and in collaboration with the director of special education, the school counselor is responsible for enabling students to acquire grade-level competencies in the areas of personal/social behaviors and adaptive behaviors. The counselor also consults with teachers, administrators, and parents regarding effective strategies for assisting with student behavior and for developing a positive learning environment for individual students.

TYPICAL DUTIES:

- Counsels individual students to facilitate the transition from home to school and to promote and build positive attitudes, self-advocacy, self-understanding, self-direction, and responsibility
- Counsels groups of students to promote confidence and effective interaction, including problem solving and effective decision-making
- Consults with teachers to coordinate effective intervention plans to meet students' needs and to serve as a referral agent when needed
- Consult with other school staff as needed on curriculum development, testing, records, placement, grouping, student evaluation, screening of students, and providing information
- Explains the functions of counselors to students, teachers, parents and the general public
- Communicate with parents to maximize students' social and academic adjustment and assist in parental understanding of child development
- Interprets appropriate assessment data
- Evaluate program effectiveness, review data related to programs, and develop ideas for improving and/or enhancing services
- Participates in the Student Study Team and IEP process as needed to problem solve and coordinate services
- Participates in crisis team support when needed
- Develops and/or presents age-appropriate classroom, small group, and one one-on-one activities to enhance personal/social skills and appropriate behavior
- Supports programs for rewarding appropriate behavior
- Maintains effective records of student behavior in order to follow through with needed services
- Designs and presents in-service activities and professional development for staff when needed
- Maintains professional learning by keeping abreast of current practices, implementing activities based on current research, and disseminating successful strategies to professional colleagues
- Maintain an appropriate online presence through the school website and newsletters
- Serves in various capacities at the school or the district level when required, such as providing in-service, participating on committees, safety teams, and supporting administration with behaviors, concerns, and emergencies
- Performs other related duties as assigned

EMPLOYMENT STANDARDS:

Knowledge of:

- Instructional programs and best practices in social emotional education
- Multi-tiered Systems of Supports (MTSS)
- Positive behavior support strategies and best practices
- Social-emotional needs that affect the learning process
- Cultural, ethnic and language variations in the selection and use of appropriate diagnostic tools designed to assist in formulating enrichment, prevention, and remedial processes for children
- Current research, theory, and practices regarding instruction in the area of social emotional learning
- Data management and analysis
- Interpersonal skills using tact, patience, and courtesy
- Oral and written communication skills
- Correct English usage, spelling, grammar, punctuation, and arithmetic

Ability to:

- Effectively present information and respond to questions from a variety of school staff, parents, and agencies
- Demonstrate mastery skill in communicating in critical situations, orally, in writing, and in facilitating group processes
- Analyze and utilize data to make informed decisions
- Function as a collaborative team member in a variety of settings and situations
- Modify systems, procedures, and programs within areas of responsibility
- Use Standard English to communicate orally and in writing with large and small audiences
- Seek out necessary information, agencies, and resources for specific situations
- Operate technology and software used by the District
- Communicate effectively and work cooperatively with students, staff, families, and the public
- Provide grade level appropriate instruction to students
- Demonstrate empathy with parents and students
- Be flexible, patient, and work well under pressure
- Maintain regular and consistent attendance
- Effectively manage time and prioritize needs
- Possess mature judgment and ability to exercise individual initiative

EDUCATION AND EXPERIENCE:

Bachelor's Degree from an accredited college or university and a valid California Pupil Personnel Services: School Counselor Credential. Valid California Driver's License is required. School experience is preferred.

PHYSICAL DEMANDS:

The physical demands described here must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions. While performing the duties of this job, the employee is regularly required to sit; use hands to finger, handle, or feel objects, tools or controls; speak; and listen. The employee is frequently required to walk; reach with hands and arms; climb or balance; and stoop, kneel, crouch, or crawl. The employee is occasionally required to stand. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT:

The work environment described here is representative of that which must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The work environment involves daily contact with students, school, and district staff. The work environment involves possible interruptions. The noise level in the work environment is usually moderate.