



JOB INFORMATION

TITLE:	High School Counselor	
EMPLOYEE GROUP:	Professional	ADDITIONAL JOB CODES: 304B
SHIFT:	Per Contract	
TERM OF EMPLOYMENT:	Per Contract	
HOLIDAYS:	As Per School Calendar	
LOCATION(S):	As Assigned	
RATE OF COMPENSATION:	Per Contract	
FSLA: Exempt X	Non-Exempt _____	
Last Edited On:	11/30/2017	Board Approval Date: 01/15/2018

ORGANIZATION

DEPARTMENT: Professional

REPORTS TO: Director of Pupil Personnel and to the Building Principal where performing services

JOB SUMMARY & QUALIFICATIONS

QUALIFICATIONS

- Possess an Educational Specialist I certificate as an Elementary or Secondary School Counselor as validated by the Pennsylvania Department of Education.
- Preferably have a minimum of three (3) years professional educational experience.

SCOPE OF RESPONSIBILITIES

- School Counseling Curriculum
- Individual Planning
- Responsive Services
- System-wide Support Services
- Miscellaneous Responsibilities

ESSENTIAL FUNCTIONS

SCHOOL COUNSELING CURRICULUM

A High School Counselor shall provide developmental counseling in the following areas:

- Academic Development – Promote strategies that support and maximize student learning.
- Career Development – Develop awareness in all students of the interests, abilities and skills that enable them to make successful transitions in high school and promote career and college readiness. Provide educational information for parents to assist students in career and college readiness, through information sessions and the use of social electronic media.

High School Counselor

- c. Personal/Social Development – Assisting each student’s growth and maturity in the areas of personal management and social interaction.

INDIVIDUAL PLANNING

A High School Counselor shall conduct annual interview with each student on the counselor’s caseload. Facilitate student planning as well as monitoring and managing their educational, career and personal development.

- a. Academic Planning – Assist students in orientation to the high school environment, maintain student records according to district procedures, assist students in selecting appropriate courses for their career path, and assist with standardized testing and interpretation.
- b. Career Planning – Assist students in making informed decisions, incorporating interests, abilities and educational goals with support from career-development courses. Also, monitor graduation progress (assessments and credits) to ensure timely graduation.
- c. Personal/Social Planning – Supporting students in the decision-making process and empowering them toward self-actualization.

RESPONSIVE SERVICES

A High School Counselor shall identify interventions and deliver appropriate services that provide for the immediate needs and concerns of students. Serve as student advocates.

- a. Consultation – Consult with parents, guardians, teachers and other educators, and community agencies regarding strategies to help students and families.
- b. Individual and Small Group Counseling – Work with students as individuals or in groups on the basis of relationships, personal concerns, and developmental adjustment. Short-term counseling is designed to identify problems, see possible consequences, and take action toward a solution.
- c. Referrals – Use referral sources, school-based and community-based, to address mental health, substance abuse, crises, employment / training and other needs.
- d. Crisis Counseling and Response – Provide counseling and support to students and families facing emergency situations. When necessary, consult other educational colleagues and make referrals to appropriate community resources. Counselors should play a leadership role in district-wide crisis situations.
- e. Peer Mediation – Introduce the techniques of peer mediation / conflict resolution to make changes in the way students interact with others.

SYSTEM-WIDE SUPPORT SERVICES

A High School Counselor shall work to sustain and enhance the implementation of comprehensive counseling services.

- a. Program Management and Operations of Counseling Services – Participate in Pupil Personnel and Counseling Department activities and decision-making processes; conduct self-study and data analysis to address student needs.
- b. Staff/Community Relations and Networking – Work toward continued cooperation between our community and our schools. Providing collaboration and education to parents, staff, and community on school resources and local resources available for assistance.
- c. Professional Development – Continue professional growth in education, school counseling, mental health and technology issues.

MISCELLANEOUS RESPONSIBILITIES

- a. Perform other duties as directed by the Director of Pupil Personnel, Principal and/or Administration.

WORK ENVIRONMENT

- a. Schools, classrooms areas, offices, meeting areas and outdoor settings

ATTENDANCE

- a. Regular attendance is required. Persistent absence, and/or leave without pay, is grounds for dismissal.

PHYSICAL DEMANDS

- a. Frequent travel to school district buildings.
- b. Frequent walking throughout various areas.
- c. Often sitting at a desk for extended periods.
- d. Standing for extended periods of time.
- e. Moderate moving from 15 to 50 pounds.
- f. Some carrying – up to 50 pounds.
- g. Manual dexterity to use office equipment.
- h. Repetitive movement of fingers and hands for keyboarding.

SENSORY ABILITIES

- a. Visual acuity to read correspondence and a computer screen.
- b. Auditory acuity to be able to use telephones.
- c. Ability to speak clearly and distinctly.

TEMPERAMENT

- a. Must be courteous and able to effectively manage students.
- b. Must be able to interact well with various publics and individuals.
- c. Must be able to work as a member of a team.
- d. Must be cooperative, congenial and service-oriented, and promote these qualities in the classroom.
- e. Must be able to appropriately handle confidential information.

COGNITIVE ABILITY

- a. Ability to follow written and verbal directions and give direction to others.
- b. Ability to create and delegate assignments.
- c. Ability to complete assigned tasks with minimal supervision.
- d. Ability to read, write and do complex computations.
- e. Ability to use correct grammar sentence structure and spelling.
- f. Ability to compose clear, concise sentences and paragraphs.
- g. Ability to organize office setting to efficiently accomplish tasks.
- h. Ability to work independently and make work-related decisions.
- i. Ability to exercise good judgment in prioritizing tasks, and directing staff.
- j. Ability to communicate effectively at all organizational levels.

SPECIFIC SKILLS

- a. Ability to operate office equipment.
- b. Must appropriately handle confidential information.
- c. Ability to manage a classroom with varied changing, service demand.

LICENSE

- a. Valid Driver's License

COMMENTS

- a. The job duties may be performed in a manner other than stated. The job will require the performance of other duties related to the essential functions as assigned. The employer may change the descriptions as jobs are analyzed and modified.
- b. The position holder must be able to accomplish the performance responsibilities with or without reasonable accommodation. It is the responsibility of the employee to inform their Supervisor of any and all reasonable accommodation requests.
- c. The position specifications described here are representative of those that 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 information contained in this job description for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.

The Big Spring School District is an equal opportunity employer.