

JOB DESCRIPTION

READINGTON TOWNSHIP BOARD OF EDUCATION

CHILD STUDY TEAM/COUNSELORS/MEDICAL PERSONNEL
3206 Elementary School Counselor
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JOB TITLE: ELEMENTARY SCHOOL COUNSELOR

REPORTS TO: The Principal and Supervisor of Special Projects

SUPERVISES: Students

NATURE AND SCOPE OF JOB:

Assumes professional responsibility for providing comprehensive developmental counseling services for elementary school students, so that each student develops the skills, attitudes, and knowledge to meet and exceed the New Jersey Student Learning Standards. Working collaboratively with other members of the school staff and with parents, the Elementary School Counselor acts as an advocate for the student, arranging for appropriate resources when necessary, and assisting students in understanding the school and its environment, understanding themselves and their relationships with others, and understanding their strengths and needs.

QUALIFICATIONS:

The Elementary School Counselor shall:

1. Hold a valid New Jersey educational services certificate in accordance with the requirements of N.J.S.A. 18A:27.1 et seq., and N.J.A.C. Title 6 Chapter 11 with a student personnel services endorsement (N.J.A.C. 6:11-11.11) and other appropriate endorsement(s) in accordance with the requirements of N.J.A.C. 6:11-10.1 et seq..
2. Hold a valid driver's license with no serious violations.
3. Have excellent experience in school counseling and working with children.
4. Demonstrate knowledge and understanding of the components and strategies of a comprehensive developmental counseling program, learning assessment and diagnosis, research related to learning, and the resources in the school and community to assist elementary students.
5. Have excellent integrity and demonstrate good moral character and initiative.
6. Exhibit a personality that demonstrates enthusiasm and sensitive interpersonal skills to relate well with students, staff, administration, parents, and the community.
7. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.
8. Demonstrate the ability to listen well to children and to adults who work with children.

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9. Demonstrate the ability to use electronic equipment for word processing, data management, information retrieval, audio and visual presentations, and telecommunications.
10. Provide proof of eligibility to work in the United States by completing the I-9 form.
11. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education prior to employment.
12. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:3-4A.4.
13. Pass the State required Mantoux Intradermal Tuberculin Test as required by N.J.A.C. 6:3-4A.4.
14. Meet such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.

VERIFICATION OF COMPETENCY:

1. District application and resume.
2. Required documentation outlined in the qualifications above.
3. A minimum of three letters of reference from former employers, teachers, professors or other professional sources, or copies of recent evaluations and observations of teaching and counseling performance.
4. College transcripts.
5. Employment interview.

EMPLOYMENT TERMS:

The Elementary School Counselor shall be employed under the following terms:

1. Work year of ten months.
2. Salary or hourly wage, benefits, and leave time as specified in the Collective Bargaining Agreement.
3. Conditions established by all laws and codes of the State, and all policies, rules, and regulations established by the Board of Education (N.J.S.A. 18A:27-4 et seq.).

JOB FUNCTIONS AND RESPONSIBILITIES:

The Elementary School Counselor shall:

1. Establish high standards and expectations for all students for academic performance and responsibility for behavior.

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2. Assist teachers with planning and implementing learning experiences for children that promote positive concepts in self-esteem, personal relationships with others, responsible behavior, and attitudes toward school and learning.
3. Teach developmental counseling lessons to address and support the New Jersey Student Learning Standards, using a variety of instructional strategies and materials. Ensure that the instruction and materials used meet affirmative action guidelines and are free of stereotyping. Use effective presentation skills, including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.
4. Provide individual counseling of students referred by self, teachers, parents, and Pupil Services.
5. Provide group counseling to plan and facilitate counseling groups as the needs of students warrant, which would include, but not be limited to, groups for new students, loss/bereavement, etc.
6. Provide orientation along with administration, assist in planning and implementing orientation programs such as new students, kindergarten, and elementary to middle school.
7. Provide consultation to parents, classroom teachers, and grade-level interdisciplinary teams regarding relevant academic, social, or emotional needs of students.
8. Be a member of the Intervention and Referral Team to arrange, plan, and conduct Response to Intervention (RTI) meetings relating to social/emotional development.
9. Articulation with administration, Pupil Personnel Services staff, and in-district counseling department.
10. Hold membership in the School Climate Committee, Crisis Management Committee, and Intervention and Referral Team.
11. Make referrals to and articulate with outside agencies, including but not limited to NJ Division of Youth and Family Services, law enforcement agencies, Big Brothers/Big Sisters, substance abuse programs, hospice and bereavement programs, Community Mental Health agencies, Crisis Intervention Units, and, upon parent releases, private therapists.
12. Oversee Developmental Counseling Visits: to conduct class-sized developmental groups with the goal of enhancing personal growth and development. Examples of such may include, but are not limited to: Child Abuse Prevention Programs, Drug Awareness Programs, Self-Esteem Programs, and Individualized Lessons requested by teachers.
13. Use technology to enhance record keeping and data collection.
14. Plan and implement learning experiences free of stereotyping to address the following Student Learning Standards:

Cross Content Workplace Readiness Standards, specifically in the areas of:

- Career planning and workplace readiness skills;
- Use of technology, information, and other tools;

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- Critical thinking, decision-making, and problem-solving skills; and
 - Self-management skills.
15. Participate on the Intervention and Referral Services Team (I&RS). Assist in the assessment and diagnosis of the learning, social, and emotional needs and styles of students, using a variety of techniques.
 16. Recommend adjustment in learning experiences accordingly, requesting advice and assistance from specialists when appropriate.
 17. Coordinate substance awareness and substance abuse activities of the school, including providing support for students whose family life involves drugs and alcohol; and serving as a resource for the Substance Abuse Prevention Program, particularly regarding attendance.
 18. Assist students in evaluating their aptitudes and abilities through the use of teacher comments, interpretation of individual standardized test scores and other pertinent data. Work with students in evolving educational and career plans in terms of such evaluation.
 19. Maintain student records and ensure their confidentiality.
 20. Work closely with teachers, administrators, and other professional staff members, providing information and assistance where needed for the ultimate benefit of students.
 21. Maintain a close relationship with the Child Study Team.
 22. Work closely with and involve parents in planning students' educational plans, and assist in the resolution of school-related problems.
 23. Assist in the organization and administration of standardized test programs.
 24. Interview students new to the school, provide orientation and information relative to school procedures, curriculum, and extra-curricular opportunities to ensure a smooth transition and adjustment into the life of the school.
 25. Collaborate with stakeholders to prevent students from experiencing chronic absenteeism.
 26. Maintain a professional and welcoming office environment.
 27. Follow the ethical standards for school counselors set forth by the American School Counselor Association.
 27. Utilize the resources of the community in developing and expanding counseling services and activities.
 28. Assist with the implementation of specialized programs, including child abuse, sexual abuse, career education, equity and stereotyping, and other school and district programs.
 29. Provide individual and group counseling services, including crisis intervention, to students experiencing difficulty with personal and social growth, and academic performance, referring students to other resources and agencies as needed.

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30. Conduct conferences with students, parents, teachers, or administrators to help all understand and assist students in achieving success in the school and in positive personal growth.
31. Coordinate school and community resources when needed to assist a student and parents, working closely with other school personnel, including the administration, nurse, social worker, learning disabilities teacher consultant, attendance officer, and others.
32. Maintain accurate student records, protecting the privacy and confidentiality of information, in accordance with school policy and federal and State law.
33. Maintain a confidential log of all counseling sessions.
34. Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the student in the school. Assist parents with understanding their role in encouraging children to learn and help those parents who need assistance in understanding child growth and development so that family communication skills are improved.
35. Assist with approved research and follow-up studies related to student achievement, effectiveness of curriculum, student attitudes and perceptions, parent and community perceptions, and other information useful to the school to assess the overall effectiveness of the program for students.
36. Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and other agencies associated with the school.
37. Provide a nurturing, supportive, and positive climate, using positive motivation that encourages student responsibility.
38. Establish a professional rapport with students that earns their respect.
39. Use excellent written and oral English skills when communicating with students, parents, and colleagues.
40. Assume responsibility for all students within the school, supervising in a fair and constructive manner to ensure the safety and well-being of all students.
41. Assist with extra-curricular activities, supporting the total program of the school. Attend student events to demonstrate a genuine interest in the life of the students.
42. Ensure the safety and health of all students, notifying the administration of any unsafe conditions, following established procedures.
43. Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility in school, and demonstrating pride in the honorable profession of teaching and counseling.
44. Attend required staff meetings and serve, as appropriate, on staff committees. Participate in curriculum and program development, and in the selection of materials and equipment to support counseling instruction.

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45. Notify immediately appropriate personnel of evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids.
46. Summarize, interpret, and disseminate current developments in the guidance and counseling field, through reading of professional journals, participation in professional development, and involvement in professional organizations.
47. Continue to grow professionally through collaboration with colleagues and professional growth experiences. Complete the required 100 clock hours of State-approved continuing professional development every five years in accordance with State and district procedures, as specified in the Professional Improvement Plan (N.J.A.C. 6:11-13).
48. Maintain a safe working condition and operate electronic and other equipment needed to carry out job functions and responsibilities.
49. Protect the confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
50. Perform any duties that are within the scope of employment and certifications, as assigned by the Principal and not otherwise prohibited by law or regulation, such as Anti-Bullying Specialist.
51. Adhere to New Jersey school law, State Board of Education rules and regulations, Board of Education policies and regulations, school regulations and procedures, and contractual obligations.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all-inclusive. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job.

Unless reasonable accommodations can be made, while performing this job, the staff member shall:

1. Use strength to lift items needed to perform the functions of the job.
2. Remain in a stationary position for required periods of time and be able to travel throughout the district/building.
3. Communicate, convey or exchange information effectively.
4. Use close vision, color vision, peripheral vision and depth perception along with the ability to focus vision.
5. Communicate effectively in English, using proper grammar and vocabulary. American Sign Language or Braille may also be considered as acceptable forms of communication.

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6. Reach with hands and arms and use hands and fingers to handle objects and operate tools, computers, and/or controls.

ENVIRONMENTAL DEMANDS:

The environmental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all-inclusive.

1. Exposure to a variety of childhood and adult diseases and illnesses.
2. Occasional exposure to a variety of weather conditions.
3. Exposure to heated/air-conditioned and ventilated facilities.
4. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment.
5. Function in a workplace that is usually moderately quiet but that can be noisy at times.

EVALUATION:

An assigned administrator shall evaluate the Elementary School Counselor in accordance with Policy Nos. 3221 or 3222, Regulation Nos. 3221 or 3222, this Job Description and such other criteria as shall be established by the Board of Education.

Revised: September 9, 2025

JOB DESCRIPTION

READINGTON TOWNSHIP BOARD OF EDUCATION

CHILD STUDY TEAM/COUNSELORS/MEDICAL PERSONNEL 3207 Middle School - School Counselor Page 1 of 6

JOB TITLE: MIDDLE SCHOOL - SCHOOL COUNSELOR

REPORTS TO: The Principal and Supervisor of Special Projects

SUPERVISES: Students

NATURE AND SCOPE OF JOB:

Assumes professional responsibility for providing comprehensive developmental guidance and counseling services in the areas of educational and career planning, and social and emotional development so that each student develops the skills, attitudes, and knowledge to meet and exceed the NJ Student Learning Standards. Working collaboratively with other members of the school staff and with parents, the Middle School Counselor acts as an advocate for the student, arranging for appropriate resources when necessary, and assisting students in understanding the school and its environment, understanding themselves and their relationships with others, understanding their strengths and needs, and planning for future educational and career opportunities.

QUALIFICATIONS:

The Middle School School Counselor shall:

1. Hold a valid New Jersey educational services certificate in accordance with the requirements of N.J.S.A. 18A:27.1 et seq., and N.J.A.C. Title 6 Chapter 11 with a student personnel services endorsement (N.J.A.C. 6:11-11.11) and other appropriate endorsement(s) in accordance with the requirements of N.J.A.C. 6:11-10.1 et seq..
2. Have excellent experience in school counseling and working with adolescents.
3. Demonstrate knowledge and understanding of the components of a comprehensive developmental school counseling program, child growth and development, strategies for effective career and educational planning, learning assessment and diagnosis, research related to learning, and the resources available in the school and community to assist secondary students.
4. Have excellent integrity and demonstrate good moral character and initiative.
5. Exhibit a personality that demonstrates enthusiasm and sensitive interpersonal skills to relate well with students, staff, administration, parents, and the community.
6. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.

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7. Demonstrate the ability to listen well to adolescent needs and concerns.
8. Demonstrate the ability to use electronic equipment for word processing, data management, information retrieval, audio and visual presentations, and telecommunications.
9. Provide proof of eligibility to work in the United States by completing the I-9 form.
10. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education prior to employment.
11. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:3-4A.4.
12. Pass the State required Mantoux Intradermal Tuberculin Test as required by N.J.A.C. 6:3-4A.4.
13. Meet such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.

VERIFICATION OF COMPETENCY:

1. District application and resume.
2. Required documentation outlined in the qualifications above.
3. A minimum of three letters of reference from former employers, teachers, professors, or other professional sources, or copies of recent evaluations and observations of counseling performance.
4. College transcripts.
5. Employment interview.

EMPLOYMENT TERMS:

The Middle School School Counselor shall be employed under the following terms:

1. Work year of ten months.
2. Salary or hourly wage, benefits, and leave time as specified in the Collective Bargaining Agreement.
3. Conditions established by all laws and codes of the State, and all policies, rules, and regulations established by the Board of Education (N.J.S.A. 18A:27-4 *et seq.*).

JOB FUNCTIONS AND RESPONSIBILITIES:

The Middle School School Counselor shall:

1. Support high standards and expectations for all students for academic performance and responsibility for behavior.
2. Teach developmental counseling lessons to address and support the New Jersey Student Learning Standards, using a variety of instructional strategies and materials. Ensure that the instruction and materials used meet affirmative action guidelines and are free of stereotyping. Use effective presentation skills, including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.
3. Provide individual counseling of students referred by self, teachers, parents, and Pupil Services.
4. Plan and facilitate counseling groups as needs of students warrant which would include but not be limited to: groups for peer mediation, conflict resolution, new students and children dealing with divorce, bereavement, etc.
5. Provide Tier 1 classroom lessons and school-wide programming on topics related to academic achievement, personal/social, and career awareness.
6. Along with administration, assist in planning and implementing orientation/transition programs. This includes in-district orientations from primary to intermediate to middle schools, as well as out-of-district transitions from middle to high school and to and from other public and private schools.
7. Consult with parents, classroom teachers and grade-level interdisciplinary teams regarding relevant academic, social, or emotional needs of students.
8. Serve as a member of the Response to Intervention (RTI) team to provide counseling-related support to students.
9. Provide articulation with administration, Pupil Personnel Services staff, in-district School Counseling Department and High School Counseling Department.
10. As assigned by the administration, school counselors will serve as members on a variety of school-related committees.
11. Make referrals to and articulate with outside agencies, including but not limited to: DCPP, Community Mental Health agencies, Crisis Intervention Units, and, upon parent releases, private therapists.
12. Use of technology to enhance record keeping and data collection.
13. Provide Tier 2 and Tier 3 counseling services.

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3207 Middle School - School Counselor
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14. Assist students in evaluating their aptitudes and abilities through the use of teacher comments, interpretation of individual standardized test scores, and other pertinent data. Work with students in evolving educational and career plans in terms of such evaluation.
15. Maintain student records and ensure their confidentiality.
16. Work closely with teachers, administrators, and other professional staff members, providing information and assistance where needed for the ultimate benefit of students.
17. Maintain a close relationship with the Child Study Team.
18. Work closely with and involve parents in planning students' educational plans, and assist in the resolution of school-related problems.
19. Support the administration in their organization and administration of standardized test programs.
20. Interview students new to the school, provide orientation and information relative to school procedures, curriculum, and extra-curricular opportunities. Monitor to ensure a smooth transition and adjustment to the life of the school
21. Collaborate with stakeholders to prevent students from experiencing chronic absenteeism.
22. Maintain a professional and welcoming office environment.
23. Follow the ethical standards for school counselors set forth by the American School Counselor Association.
24. Utilize the resources of the community in developing and expanding counseling services and activities.
25. Provide for a smooth transition from middle school to high school, which may include orientation programs for students and parents.
26. Help others in the school community to understand and assist students in achieving success in the school and in positive personal growth.
28. Provide, if assigned substance abuse responsibilities, a program consistent with code (N.J.A.C. 6:29-6 et seq.) and local policies and regulations.
29. Maintain accurate student records, protecting the privacy and confidentiality of information, in accordance with school policy and federal and State law.
30. Maintain a confidential log of all counseling visits.
31. Provide gender and racial equity programs, and with other services designed to reduce and eliminate stereotypes and biases.
32. Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and other agencies associated with the school.

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3207 Middle School - School Counselor
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33. Provide a nurturing, supportive, and positive climate, using positive motivation that encourages student responsibility and establish a professional rapport with students that earns their respect.
34. Communicate regularly with parents to create a cooperative relationship to support the student in the school. Hold conferences in the evening when required.
35. Ensure the safety and health of all students, notifying the administration of any unsafe conditions following established procedures.
36. Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility in school, and demonstrating pride in the honorable profession of teaching and counseling.
37. Attend required staff meetings and serve, as appropriate, on staff committees. Participate in curriculum and program development, and in the selection of materials and equipment to support counseling instruction.
38. Notify immediately appropriate personnel of evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol or controlled substances.
39. Summarize, interpret, and disseminate current developments in the counseling field, through reading of professional journals, participation in professional development, and involvement in professional organizations.
40. Continue to grow professionally through collaboration with colleagues and professional growth experiences. Complete the required 100 clock hours of State-approved continuing professional development every five years in accordance with State and District procedures, as specified in the Professional Improvement Plan (N.J.A.C. 6:11-13).
41. Maintain safe working conditions and operate electronic and other equipment needed to carry out job functions and responsibilities.
42. Protect the confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
43. Perform any duties that are within the scope of employment and certifications, as assigned by the administration and not otherwise prohibited by law or regulation, such as Anti-Bullying Specialist.
44. Adhere to New Jersey school law, State Board of Education rules and regulations, Board of Education policies and regulations, school regulations and procedures, and contractual obligations.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are

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not meant to be all inclusive. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job.

Unless reasonable accommodations can be made, while performing this job the staff member shall:

1. Use strength to lift items needed to perform the functions of the job.
2. Remain in a stationary position for required periods of time and be able to travel throughout the district/building.
3. Communicate, convey, or exchange information effectively.
4. Use close vision, color vision, peripheral vision, and depth perception, along with the ability to focus vision.
5. Communicate effectively in English, using proper grammar and vocabulary. American Sign Language or Braille may also be considered as acceptable forms of communication.
6. Reach with hands and arms and use hands and fingers to handle objects and operate tools, computers, and/or controls.

ENVIRONMENTAL DEMANDS:

The environmental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all-inclusive.

1. Exposure to a variety of childhood and adult diseases and illnesses.
2. Occasional exposure to a variety of weather conditions.
3. Exposure to heated/air-conditioned and ventilated facilities.
4. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment.
5. Function in a workplace that is usually moderately quiet but that can be noisy at times.

EVALUATION:

Assigned administration shall evaluate the Middle School Counselor in accordance with Policy Nos. 3221 or 3222, Regulation Nos. 3221 or 3222, this Job Description and such other criteria as shall be established by the Board of Education.

Revised: September 9, 2025