**Merrimack School District**

**Director of School Counseling**

**Role Description**

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**TITLE: Director of School Counseling (Grades 9-12)**

**REPORTS TO:**

- Merrimack High School Administration

**SUPERVISES THE FOLLOWING POSITIONS:**

- High School Counselors & Department Members

**JOB GOAL:**

The Director of School Counseling will serve as an effective member of the Merrimack High School administrative team, providing leadership and organization for the members of the school counseling department. The Director will ensure that the Merrimack High School Counseling Department provides students with a culturally competent, comprehensive school counseling program that supports the development of the knowledge, mindsets, skills/competencies necessary for academic success, social/emotional development, and college and career readiness.

**QUALIFICATIONS:**

- Current certifications in School Counseling & School Counseling Director through the State of New Hampshire
- Master's degree in counseling, or related field
- Certificate of Advanced Studies (C.A.G.S.) degree preferred

**RESPONSIBILITIES:**

- Oversee all daily functions of the Merrimack High School Counseling Department, including individual consultations, school-based counseling, college and career planning, requests for support, scheduling, and assessment procedures
- Supervise and evaluate members of the school counseling department; provide or recommend professional learning opportunities for the school community



Proposed to School Board: June 19, 2023
Board Approval: July 10, 2023

- Develop, monitor, and maintain a dynamic and effective school counseling program that is consistent with state and federal regulations, best practices and responsive to the changing needs of students and the school community
- Develop and maintain a multi-tiered school counseling program for grades 9 – 12 that considers collaborative delivery with the school counselors, classroom teachers, and other appropriate education professionals. Prevention and pre-referral activities will be a part of this curriculum
- Work collaboratively with the district's Director of Student Wellness to develop and maintain a K-12 comprehensive school counseling plan and program to promote academic, social, emotional, and college and career development skills for all students
- Create the Merrimack High School master schedule in collaboration with the building administration, department heads, and others. Supervise and support the course selection process with all students. Oversee the production, distribution, and revision of student schedules in a timely manner
- Coordinate, oversee, and administer school-wide standardized testing programs, including the PSATs, SATs, and state assessments, as defined by state regulations and processes and the building and district administrative teams. This includes testing accommodations based on student need
- Work with district and school administration to analyze data related to student achievement and wellbeing to make programmatic recommendations as appropriate; this may include writing and presenting reports to the Merrimack School Board or other stakeholders
- Work with the building administration and department heads to create and maintain the Merrimack High School Program of Studies
- Develop and consistently implement policies, procedures, and processes within the school counseling department. Coordinate these practices with building administration to streamline timely implementation and active responsiveness to requests
- Serve as the primary contact for the Career & Technical Education Centers that serve Merrimack High School students
- Prepare and manage the annual school counseling budget
- Provide crisis support in conjunction with building administration, school counselors, and other student support personnel
- Work directly with students, staff, parents, families, and others to help students achieve their goals
- Manage a small case load in order to stay up to date with emerging needs of the students of the Merrimack High School
- Participate in school and district committees and initiatives to provide system support
- Fulfill all other duties/tasks consistent with the goals of this position as determined by the building and district administrators

**KNOWLEDGE, SKILLS, AND ABILITIES:**

- Strong knowledge of counseling theory and practice, including the most recent *American School Counselor Association (ASCA) National Model: A Framework for School Counseling Programs,*

trauma-informed care, Multi-Tiered Systems of Support (MTSS-B), Collaborative Problem Solving, and Non-Violent Crisis Intervention (CPI)
- Proven ability to collaborate with teachers, administrators, other school district staff, students, students' family members, and the larger community
- Evidence of positive leadership and advocacy for students and their families
- Clear evidence of effort to maintain current best practices in the profession
- Commitment to the *ASCA Ethical Standards for School Counselors*
- Strong written and oral communication skills
- Strong organizational skills

**TERMS OF EMPLOYMENT:** Full year, salaried position

KEY

N = not required

R = rarely

O = occasionally

F = frequently

C = constantly

**Physical Activity Requirements:**

| | | | | | |
|---|---|---|---|---|---|
| **Lift** up to 10 lb. | N | R | O | **F** | C |
| **Lift** 11 to 25 lb. | N | R | O | **F** | C |
| **Lift** 26 to 50 lb. | N | R | **O** | F | C |
| **Lift** over 50 lb. | N | R | **O** | F | C |
| **Carry** up to 10 lb. | N | R | O | **F** | C |
| **Carry** 11 to 25 lb. | N | R | **O** | F | C |
| **Carry** 26 to 50 lb. | N | R | **O** | F | C |
| **Carry** over 50 lb. | N | R | **O** | F | C |
| **Twisting** | N | R | **O** | F | C |
| **Bending** | N | R | **O** | F | C |
| **Crawling** | N | R | **O** | F | C |
| **Squatting** | N | R | **O** | F | C |
| **Kneeling** | N | R | **O** | F | C |
| **Crouching** | N | R | **O** | F | C |
| **Climbing** | N | R | **O** | F | C |
| **Balancing** | N | R | **O** | F | C |

**Work Surface(s)**

| | | | | | |
|---|---|---|---|---|---|
| **Reach** above shoulder height | N | R | **O** | F | C |
| **Reach** at shoulder height | N | R | **O** | F | C |
| **Reach** below shoulder height | N | R | **O** | F | C |
| **Push/Pull** | N | R | **O** | F | C |

**Hand Manipulation**

| | | | | | |
|---|---|---|---|---|---|
| **Grasping** | N | R | O | **F** | C |
| **Handling** | N | R | **O** | F | C |
| **Fingering** | N | R | **O** | F | C |
| **Torquing** | N | R | **O** | F | C |

**Controls and Equipment:**
Use of typical office/classroom equipment.

**During a typical day, employee may be required to:**

| | Consecutive Hours | Total Hours |
|---|---|---|
| **Sit** | 1 2 **3** 4 5 6 7 8 | 1 2 3 4 5 6 7 **8** |
| **Stand** | 1 2 **3** 4 5 6 7 8 | 1 2 3 4 5 6 7 **8** |
| **Walk** | 1 2 **3** 4 5 6 7 8 | 1 2 3 4 5 6 7 **8** |

**Cognitive/Sensory Requirements:**

| | |
|---|---|
| Talking: | Necessary for communicating with others |
| Hearing: | Necessary for taking instruction/direction from others |
| Sight: | Necessary for doing job effectively |
| Taste/Smell: | Smelling required to detect odors, such as natural gas, electrical smoke, etc. |

**Summary of Occupational Exposures:**

Exposure to typical building-related hazards and materials.
Exposure to outdoor exposures