Job Posting: School Counselor

About Cristo Rey Jesuit Seattle High School:

Cristo Rey Jesuit Seattle opened in 2024-25 as a 9-12 Catholic school educating young people of limited economic means and all religious faiths to become "people for others." Through a rigorous college-prep curriculum, integrated with professional experience and spiritual development, students graduate empowered to succeed as scholars and citizens. CRJS is a part of the largest network of high schools in the US exclusively serving low-income youth, as well as a proud member of the Jesuit Schools Network.

Position: Counselor
Salary: $83,000 - $115,000. Position is 11 months.
Benefits: Employees of CRJS enjoy a competitive employee benefits program, including medical, dental, and vision coverage, retirement plan contribution, and generous paid time off.

WHY US?

Our goal is to attract, develop, and retain one of the best faculty and staff in the nation. CRJS is committed to building and sustaining an inclusive and equitable work environment. We believe diversity benefits and enriches the development of all, and we value the cultural and identity diversity of our team.

Our educators will continue to do extraordinary work as teachers, mentors, and leaders, as well as play a critical role in the growth and decision-making processes of the organization. We will provide:

- Best in class team of colleagues: Our leaders are collaborative and reflective. CRJS leaders prioritize staff development, cohesion, and shared responsibility for org-wide decision-making, priority and goal establishment.
- Unique opportunity to not only shape the educational experience for our students but also to create the work culture you want to see.
- We have a deeply held respect for educators. We provide them with resources and agency to drive curriculum development, learning opportunities outside of the classroom, and encourage innovation to enhance the learning experience.
- Professional development: weekly PD, year-round retreats and trainings, and ongoing coaching

WHAT OUR STAFF BELIEVE

- We share a collective responsibility for all students.
- We make the choice every day to be the ones who will prepare all students to live lives of opportunity - we do not believe there is "another school."
- We apply a growth mindset when working with students. All students are capable of academic growth; intelligence is not fixed.
- We build the world we want to see and live in, even if it does not exist yet - one that it centers equity and inclusivity.

- We see humanity in all people.
- We take an entrepreneurial approach to education.
- We share a collective responsibility for all students.

ROLE RESPONSIBILITIES

Build Student Support Systems to support the entire community's effort to Care for the Whole Person

- In collaboration, build out and serve as a member of the student success team on campus and provide support and recommendations for students as needed. Coordinate and support interventions, monitor progress, and respond to emerging student needs.
- Collaborate closely with the Dean of Students and the Instructional Leadership Team to align student support, behavior, and academic interventions.
- Build out and strengthen the school's MTSS structures to ensure coordinated, data-informed support for students across tiers.
- Deliver instruction that proactively enhances awareness of mental health; promotes positive, healthy behaviors; and seeks to remove the stigma associated with mental health issues
- Use data to develop and inform the school counseling program and evaluate the program's impact on the school's instructional goals.
- Advocate for ethical use of valid and reliable universal screening instruments with concerns for cultural sensitivity and bias
- Attend grade-level meetings to identify student needs, share insights, and align supports across teams.
- Support with Equitable Service Plans through intake meetings with families, collaboration and communication with teachers, and for exams.

Individual Social-Emotional Counseling:

- Provide individual counseling to students who have been referred for concerns of socioemotional well-being.
- Create individualized behavior plans, personal goal-setting plans, or support plans for students experiencing crisis or other disruptions to learning.
- Connect students (and family, when appropriate) to outside support services or agencies when appropriate.
- Observe students in academic classes or during unstructured socialization times to further identify and support student needs.
- Maintain appropriate records and case files to track student information and recognize patterns in behavior in accordance with state law.
- Communicate regularly with parents, teachers, and administration to provide adequate understanding of the full scope of student concerns.
- Provide referrals to school and community resources that treat mental health issues (suicidal ideation, violence, abuse and depression) with the intent of removing barriers to learning and helping the student return to the classroom
- Advocate, collaborate and coordinate with school and community stakeholders to meet the needs of the whole child and to ensure students and their families have access to mental health services

Additional Responsibilities:

- Organize and maintain weekly small groups with individuals for the purpose of improving coping and social skills and any other identified needs.
- Work with individuals or small groups to improve executive function skills.

- Educate teachers, administrators, families and community stakeholders about the mental health concerns of students, including recognition of the role environmental factors have in causing or exacerbating mental health issues, and provide resources and information
- Seek to continually update their professional knowledge regarding the students' social/emotional needs, including best practices in universal screening for mental health risk

WHO YOU ARE

- Degree in Social Work (MSW) or Counseling (LCSW) or ESA (School Counseling)
- Three years or more in school counseling, preferably at the high school level
- Motivated by the potential accomplishments, innovations, and challenges associated with a growing institution
- Excellent interpersonal and communication skills and an ability to collaborate with parents, students and colleagues
- Knowledge and understanding of the communities served by CRJS. Ability to serve economically disadvantaged, racially diverse students and their families with patience and humility.
- Excellent verbal and written communicator and excellent interpersonal skills.
- Ability and flexibility to thrive in a fast-paced, entrepreneurial school environment.
- Highly collaborative, dynamic leader with the ability to manage professional relationships with a variety of stakeholders.
- High ethical standards with personal integrity and the ability to convey a positive public image, acting in the best interests of the school.
- Ability to maintain absolute confidentiality.
- Demonstrated ability to inspire, lead and work collegially with faculty and staff.
- Detail-oriented, with the ability to manage CRJS staff, students, and volunteers effectively.
- A deep belief that all students deserve excellent access to high-quality education and work experience.

**Cristo Rey Jesuit Seattle High School is committed to following the American School Counselor Association (ASCA) Ethical Standards for School code of ethics and professional practices.*

TO APPLY

Upload resumé and references from HERE. Accepting applications until position is filled.

Equal Opportunity Employer:

Cristo Rey Jesuit Seattle High School encourages applicants from a wide array of fields, experiences, and backgrounds to apply for this position. CRJS is an Equal Opportunity Employer. All employment decisions, policies, and practices are made in accordance with applicable federal, state and local anti-discrimination laws. CRJS will not engage or tolerate unlawful discrimination on the basis of actual or perceived race, creed, color, alienage or national origin, ancestry, age, disability or handicap, sex, gender, marital status, citizenship, veteran status, sexual orientation, genetic information, religion when it is not a requirement for the position, or any other characteristic protected by applicable federal, state or local laws. Any offered salary is determined based on internal equity, internal salary ranges, market data, applicant's skills and prior relevant experience, degrees, and certifications.