

School Counselor

Reports to: Principal

FLSA Status: Exempt

SUMMARY:

Provide a comprehensive guidance and counseling program for students. Provide services to promote the social and emotional development as well as the academic and career development of each student. Consults with teachers, parents and staff to enhance their effectiveness in helping students' educational, social, personal, and career development; provides appropriate support to the total school program.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Maintains and respects confidentiality of student and school personnel information, while maintaining the safety and welfare for all students and staff members;
- Follows federal, state, and local laws, regulations, and policies regarding children's educational welfare;
- Reports any pertinent information to the proper authorities in cases of child endangerment, neglect, or abuse;
- Meets and instructs the students(s) in assigned locations and at the designed times;
- Collects and interprets data about students to assist in program planning, occupational and/or educational placement to include the development of a Career Development Plan;
- Provides individual counseling to students who refer themselves or are referred by parents, teachers, or administrators;
- Provides small group counseling as needed for all grade levels on developmental or problem-centered issues;
- Counsels with students individually and in groups to assist in problem solving and decision-making of a personal, social, emotional, academic, educational, or vocational nature;
- Provides for the student's orientation to the offerings of the school, its personnel, facilities, regulations, rules, customs, traditions, courses, health, discipline, attendance, and guidance counseling;
- Supervises the development, security, and maintenance of cumulative record of each student;
- Collects, organizes, and disseminates career, educational, and parenting information to students, teachers and parents through the use of technology and other means;
- Consults with school staff and parents and refers students for specialized services;
- Designs coherent instruction based upon knowledge of subject matter, current instructional practices, students, the community, and Character Education curriculum goals;

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- Plans instruction to achieve desired objectives that reflect the division curriculum guidelines of the Character Education Program;
- Promotes and supports the Character Education Programs on a school-wide basis;
- Provides a sequential developmental series of classroom guidance lessons for each grade level, including planned occupational information programs;
- Administers various tests for counseling and guidance purposes;
- Facilitates the transition of students by providing for consistent articulation between schools and serving as a community liaison agent;
- Supervises preparation of transcripts upon request of a receiving school, as requested by building administrator(s);
- Coordinates all scholarship programs;
- Coordinates 504 Plans in their buildings;
- Assists administrators with master scheduling, student courses, registration, course changes, etc.;
- Establishes and maintains relationships with regional colleges;
- Consults regularly with administrators, teachers, and parents regarding the needs of students;
- Attends Child Study meetings and offers suggestions for intervention plans, as appropriate;
- Serves as a referral source to parents and students who need specialized services beyond those provided by the school;
- Assists with providing mediation services for student conflicts;
- Provides information and training for parents concerning parenting skills and to educate parents about available resources for handling family crises;
- Consults with the teachers of students with whom the counselor is working regarding that student's needs and/or concerns;
- Works in conjunction with teachers and other counselors to prepare students for the transition from elementary school, middle school to high school;
- Promotes effective public relations through communication with parents and community members about the counseling program and by offering opportunities for input and review of materials;
- Assists students by appraising their interests, aptitudes, abilities, educational achievements, and personality development;
- Submits and/or reviews referrals to the school psychologist, visiting teacher, and health organizations, as requested by the building administrator;
- Assists in referrals, in collaboration with the building administrator(s), and the psychologist, for specialized services beyond those provided by the school;
- Assists in group sessions with teachers, parents, community resource personnel, and administrators;
- Participates in sessions with teachers and other personnel relative to individualizing instruction;

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- Confers with parents, in group or individual sessions, concerning the total school program as it relates to the educational, career and technology education, and personal development of their children;
- Coordinates the maintenance of student records as required by law, system policy, and administrative regulations; and serves as a resource to other personnel in the use and interpretation of records;
- Evaluates the following on a continuous basis:
the nature and scope of the counselor services as outlined above; the functioning of counselor program as an integral part of the total educational program; the effectiveness of counseling services;
- Motivates students to achieve maximum potential;
- Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities;
- Works collaboratively with staff, families, and community resources to support the success of a diverse student population;
- Works in a collegial and collaborative manner with peers, school personnel, and the community to promote and support student learning;
- Maintains licensure at the state and/or national level; assumes responsibility for professional growth and keeps skills up-to-date;
- Models professional, moral, and ethical standards as well as personal integrity in all interactions;
- Models non-discriminatory practices in all activities;
- Complies with and supports school and division regulations and policies;
- Participates in curriculum development programs, faculty committees and student activity sponsorship as required;
- Assumes responsibilities outside the classroom as they relate to school;
- Performs other duties as assigned by administration.

KNOWLEDGE, SKILLS AND ABILITIES

Thorough knowledge of the educational process, secondary and special education principles, practices and procedures; thorough knowledge of the principles and methodology of effective teaching and counseling of students; thorough knowledge of school division rules, regulations and procedures; ability to establish and maintain standards of behavior; ability to deliver articulate oral presentations and written reports; ability to establish and maintain effective working relationships with staff, students and parents.

EDUCATION AND/OR EXPERIENCE:

Candidate must be a graduate of an accredited college or university and possess appropriate license(s) and/or endorsement(s) for position as required by the Commonwealth of Virginia and School Board.

PHYSICAL DEMANDS:

The physical demands 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.

Duties performed typically in school settings to include: guidance office/classroom, regular classrooms, gymnasium, auditorium, and recreational areas. Frequent walking, standing, stooping, lifting, up to approximately 15 pounds, and occasional lifting of equipment and/or materials weighing up to approximately 25 pounds may be required. Other limited physical activities may be required. Occasional travel with students on field trips may be necessary. Vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information at normal spoken word levels; visual acuity is required for preparing and analyzing written or computer data, determining the accuracy and thoroughness of work, and observing general surroundings and activities; the worker is subject to inside and outside environmental conditions, noise and hazards. Occasional movement of students by wheelchairs and other mechanical devices may be required. Regular instruction to special needs children may be necessary. Daily personal and close contact with children to provide classroom management and learning environment support is required. Regular contact with staff members, administrators, and parents is required. Contact with parents by phone and in person is necessary. Occasional contact with medical professionals may be required.

EVALUATION:

Performance on this job will be evaluated in accordance with school board policy and administrative regulations on evaluation of personnel.