

PUEBLO CITY SCHOOLS D60
CERTIFIED JOB DESCRIPTION

Job Title: School Counselor
Prepared Date: 7/30/2008
Revised Date: 10/15/2018
Work Year: 175 days
Department: Learning Services
Reports To: School Principal
Salary Range: Teacher Salary Schedule
Benefits: Fringe Benefits based on PEA Negotiated Agreement
Status: FLSA Status: Exempt

SUMMARY OF FUNCTIONS:

The primary responsibility of the School Counselor is to utilize leadership, advocacy, and collaboration to promote student success through providing preventative services, and to respond to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social development for all students.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. The physical demands, work environment factors, and mental functions described below 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.

REQUIRED:

- Valid Colorado Special Services License with a School Counselor endorsement in secondary or K-12 within 60 days from date of hire **OR**
- Master's Degree in School Counseling/Community Counseling/Family Counseling **AND** passing the PLACE or PRAXIS exam for School Counseling **OR**
- Master's Degree in Community Counseling/Social Work **AND** willingness to obtain appropriate Authorization through the Colorado Department of Education and enroll in a Colorado state approved program for School Counseling and completion of program within 3 years **AND**
- Proof of acceptance in program and continued progress required prior to the start of each school year.
- Employee must complete a fingerprint-based criminal background check and must be cleared by the Office of Human Resources
- Must be able to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary

PREFERRED:

- Three to five years successful teaching experience at the secondary level (demonstrated by references and evaluations, and student growth)

- Experience in a Title I setting
- Previous experience as an Elementary or Secondary Teacher

SKILLS AND KNOWLEDGE:

- Knowledge and understanding of American School Counselor Association Competencies and ASCA model
- Ability to write specific learning goals, objectives and outcomes
- Ability to analyze and use multiple data sources to make sound decisions
- Ability and willingness to collaborate with colleagues and actively participate in professional learning communities
- Ability to use technology and incorporate/teach 21st century skills
- Ability and willingness to integrate reading, writing and math throughout the curriculum
- Knowledge of and willingness to uphold ethical and professional school counseling standards
- Demonstrated ability to work with needs of all student populations including, but not limited to, ELL, ESS, GT, and 504's
- Computer expertise or an expectation to learn Infinite Campus
- Positive public relation skills, professionalism, strong work ethic, ability to develop positive relationships with school and community
- Ability to demonstrate communication skills with students, parents, and teachers to enhance the educational, personal, and social aspect of each student
- Knowledge of ICAP development (6th – 12th grade students only)
- Knowledge of graduation requirements and college entrance requirements
- Knowledge of career assessments and career counseling (MS & HS only)
- Experience or course work in multicultural awareness
- Ability to interpret test information and data
- Strong commitment to system change and strong evidence of being a "team player"
- Ability to be flexible

ESSENTIAL JOB DUTIES AND RESPONSIBILITIES:

The following statements of duties and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. This organization believes that every individual makes a significant contribution to our success. That contribution should not be limited to assigned responsibilities. Therefore, this position description is designed to define primary duties, qualifications and job scope but should not limit the incumbent nor the organization to the work identified. It is our expectation that every employee will offer his/her services wherever and whenever necessary to ensure the success of the District's/department's goals. Actual duties, responsibilities, frequency, and percentages may vary depending upon building assignments and other factors.

The major function of the school counselor is to uphold Pueblo City Schools Mission, Vision, and Core Values in all interactions with students, school staff, administration, parents, and community members.

Provide comprehensive school counseling program

- Communicate the goals of the comprehensive school counseling program to education stakeholders
- Maintain current and appropriate resources for education stakeholders
- Use majority of time providing direct services through school counseling curriculum, individual student planning, and preventative and responsive services. Remaining time is dedicated to program management, system support, and accountability
- Implement developmentally appropriate and prevention-oriented activities to meet student needs and school goals
- Facilitate communication between student, parent, and staff

Provide individual student planning

- Assist all students, individually or in groups, with developing academic, career, and personal/social skills, goals and plans
- Accurately and appropriately interpret and utilize student data
- Communicate with school and community resources as an advocate for students
- Design and participate in orientation activities, especially at the transition levels, and for student transferring into the District

Preventative and Responsive Services

- Provide individual and group counseling to students with identified concerns and needs
- Consult and collaborate effectively with parents/guardians, teachers, administrators, and other educational/community resources regarding students with identified concerns and/or needs
- Implement an effective referral and follow-up process
- Accurately and appropriately use assessment procedures to determine and structure individual and group counseling sessions

System Support

- Provide appropriate information to staff related to the comprehensive school counseling program
- Assist teachers, parents/guardians, and other stakeholders in interpreting and understanding student data
- Participate in professional development activities to improve knowledge and skills
- Use technology to enhance the school counseling program
- Adhere to laws, policies, procedures, and ethical standards of the school counseling profession

Accountability

- Collect and analyze data to guide school counseling program direction and emphasis

- Measure results of the school counseling program and share results as appropriate
- Monitor student academic performance, behavior, and attendance and assist with appropriate interventions
- Demonstrate an awareness of curriculum offerings sufficient to assist students in attaining graduation requirements
- Assess student schedules and provide appropriate guidance to insure the attainment of individual student goals and needs
- Assist in the forecasting and registration process (secondary schools only)
- Make students aware of career/job opportunities, their characteristics, their requirements, and necessary career planning
- Assist students to develop habits, attitudes, and skills for successful job acquisition and job retention
- Assist students/parents in achieving financial assistance for career/educational opportunities (HS Only)

NON-ESSENTIAL DUTIES:

- Perform any and all other duties as assigned by Building Administrators

The physical demands, work environment factors, and mental functions described below 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.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is required to stand; walk; sit; use hands and fingers to handle, or feel. The work requires the use of telephone and using fingers to operate computer or typewriter keyboards. The employee is continually hearing and speaking to exchange information. The employee is required to reach with hands and arms; climb or balance; and stoop, kneel, crouch, or crawl.

In an 8-hour workday, this job requires:

R – Rarely (Less than .5 hr per day)

F – Frequently (2.5 – 5.5 hrs per day)

NA – Not Applicable

O – Occasionally (.5 – 2.5 hrs per day)

C – Continually (5.5-8 hrs per day)

Physical Requirements	NA	R	O	F	C
Sitting				X	
Stationary Standing			X		
Walking (level surface)				X	
Walking (uneven surface)	X				
Crawling		X			
Crouching (bend at knees)		X			
Stooping (bend at waist)		X			
Twisting (knees/waist/neck)			X		
Turn/Pivot			X		

Climbing (stairs)		X			
Climbing (ladder)	X				
Reaching overhead			X		
Reaching extension			X		
Repetitive use arms				X	
Repetitive use wrists				X	
Repetitive use hands grasping			X		
Repetitive use hands squeezing			X		
Fine manipulation			X		
Using foot control	X				
*Pushing/Pulling Maximum weight: 40 lbs.		X			
Lifting/Carrying Maximum weight: 40 lbs.			X		

WORKING CONDITIONS:

Employee will work primarily in a school/office environment with both natural and fluorescent lighting; fast-paced work; constant interruptions; contact with dissatisfied or abusive individuals; daily work schedules will vary depending on student and school needs.