



Position Description

Counselor

Salary Level: Teacher Contract

Contract/Benefits: Teacher Contract

Department or Area: Community and Student Services

Reports To: Principal & Director of Community & Student Services

Qualifications:

1. Educational Specialist I or II Certificate
2. Master's Degree
3. Criminal and child abuse clearances (Acts 34, 114, and 151).
4. 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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
5. Such additional or alternatives to the above qualifications as the board or superintendents may determine appropriate and acceptable.

Summary

Plans, implements, and manages all aspects of the Comprehensive K-12 School Counseling Program for the district at his/her level. Oversees and serves as liaison for social service agency referrals for all staff and students.

Essential Duties and Responsibilities

I. Professional Performance -

- 1) Demonstrates mastery in professional field.
 - a. Represents the School District with a positive professional image.
 - b. Has knowledge of School District policies, regulations, and goals.
 - c. Has experience in dealing with various socio-economic family situations.
 - d. Is perceptive in evaluating situations and problems.
 - e. Is knowledgeable in professional field.
- 2) Prepares accurate, lucid written reports.
 - a. Makes adequate investigation and obtains desired information.
 - b. Reports with expediency.
 - c. Follows through on communications with school personnel.
 - d. Offers suggestions and recommendations toward resolving problems.
 - e. Uses plain, lucid language.

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- f. Reports reflect individually of student and the needs of the case.
 - 3) Organizes time efficiently.
 - a. Has a sense of priority and needs and responds accordingly.
 - b. Serves building assignments with proportionate regularity.
 - c. Maintains appropriate records, reports, studies, etc.
 - d. Daily schedule reflects ability to reorganize time and priorities.
 - 4) Identifies problems accurately.
 - a. Uses background information to determine relevance and severity of the problem.
 - b. Makes valid diagnostic conclusions.
 - c. Identifies those behaviors that appear problematic but are within normal development.
 - 5) Reports precisely and intelligibly during conferences with parents and/or other professional staff members.
 - a. Adheres to data.
 - b. Makes appropriate inferences.
 - c. Reports comprehensively.
 - d. Is understood by attending persons.
 - 6) Responds promptly to requests for service.
 - a. Responds with expediency whenever possible.
 - b. Accepts referrals with a positive attitude.
 - c. Obtains desired information and culminates the requested task.
 - d. Does additional follow-up work if necessary.
 - e. Is able to establish and communicate priorities.
 - 7) Communicates effectively in case conferences.
 - a. Covers all aspects of case in organized and concise manner.
 - b. Is aware of and can deal effectively with emotional reactions of the audience.
 - c. Adjusts presentation to persons present.
 - 8) Makes realistic recommendations.
 - a. Has perceptive ability to analyze total situations and recommend adjustments.
 - b. Isolates and discerns problems.
 - c. Makes positive suggestions to parents, pupils, and school personnel.
 - d. Uses School District resources for helping the student.
 - e. Bases recommendations on diagnosis and within resources.
 - 9) Creates a positive climate for the student.

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- a. Displays a friendly and humanistic attitude.
 - b. Interacts in a non-threatening manner.
 - c. Reinforces appropriate, desirable behaviors.
 - d. Commends in order to make learning a positive experience.
- 10) Is perceptive to the needs of children and staff.
- a. Is aware of personal and emotional needs.
 - b. Responds appropriately to these needs.
- 11) Respects confidentiality.
- a. Secures and communicates information in a professional manner.
 - b. Respects family's right to confidentiality on information given.
 - c. Respects school's right to confidentiality of records.
 - d. Keeps confidence of pupil, parent, or school personnel whenever possible.
- 12) Recognizes and uses skills of other professional personnel through referrals and conferences.
- a. Refers to appropriate school and community personnel.
 - b. Utilizes input of principal, teacher, school nurse, parent, and other school and outside personnel if appropriate.
 - c. Uses community resources.
- 13) Other
- a. Performs such other tasks and assumes such other responsibilities as may be assigned or delegated by the principal or Director of Community & Student Services.

Supervisory Responsibilities

Supervises support staff and instructional faculty at the school location as requested by the principal. Carries out responsibilities in accordance with the principal's directions, district's policies and applicable laws.

Competencies

To perform the job successfully, an individual should demonstrate the following competencies:

Interpersonal Skills

Manages difficult or emotional parent/community situations judiciously; Responds to parent/community requests for service and assistance; Meets commitments made to parents and the community; Maintains confidentiality; Listens to others without interrupting; Shows reasonable control of personal emotions; Exhibits objectivity and openness to the views of others; Speaks clearly and persuasively in positive or negative situations; Listens and solicits clarification; Responds appropriately to questions; Demonstrates group presentation skills; Writes clearly and effectively; Edits work for spelling and grammar; Varies writing style to meet needs of the audience; Balances team and individual responsibilities; Gives and welcomes feedback; Contributes to building positive morale; Puts success of faculty and staff above own interests and recognition;

Leadership Skills

Provides vision and inspiration to peers and subordinates; Mobilizes others to fulfill the vision; Displays passion and optimism; Develops workable implementation plans; Communicates changes effectively; Prepares and supports those affected by change; Monitors transition and evaluates results; Provides recognition for results; Exhibits confidence in self and others; Inspires and motivates others to perform well; Effectively influences actions and opinions of others; Includes faculty and staff in planning and decision-making; Takes responsibility for the performance of faculty and staff; Makes self accessible to faculty, staff, and students; Provides regular performance feedback to faculty and staff; Develops the skills of faculty and staff and encourages growth; Continually works to improve supervisory skills; Looks for ways to improve and promote quality; Demonstrates accuracy and thoroughness; Fosters a focus on quality in others; Observes safety and security procedures when appropriate; Determines appropriate action beyond safety and security guidelines; Identifies and resolves problems in a timely manner; Gathers and analyzes facts relating to the problem skillfully; Develops alternative solutions;.

Organizational Skills

Works within approved budget; Conserves district/school resources; Shows respect and sensitivity for cultural differences; Educates others on the value of diversity; Promotes a harassment-free environment; Follows policies and procedures; Completes administrative tasks and reports correctly and on time; Develops strategies to achieve district/school goals; Understands district/school's strengths & weaknesses; Aligns work with strategic goals.

Personal Competencies

Displays willingness to make decisions; Exhibits sound and accurate judgment; Includes appropriate people in decision-making process; Makes timely decisions; Treats people with respect; Keeps commitments; Inspires the trust of others; Works ethically and with integrity; Sets and achieves challenging personal goals; Demonstrates persistence and overcomes obstacles; Measures self against standard of excellence; Takes calculated risks to accomplish goals; Prioritizes and plans work activities; Uses time efficiently; Treats others with respect regardless of their status or position; Accepts responsibility for own actions; Demonstrates accuracy and thoroughness; Looks for ways to improve and promote quality; Applies supervisor feedback to improve performance; Monitors own work to ensure quality; Follows instructions, responds to supervisory direction; Takes responsibility for own actions; Commits to long hours of work when necessary to reach goals; Completes tasks on time or notifies appropriate person with an alternate plan; Is consistently at work and on time; Ensures work responsibilities are covered when absent; Arrives at meetings and appointments on time.

Physical Demands

The physical demands described here are representative of those that must be met by an administrator to successfully perform the essential duties of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

While performing the duties of this job, the administrator is regularly required to talk or hear. The administrator is frequently required to walk, climb stairs, bend, and lift. The administrator is required to use hands to fingers or handle documents, telephone, etc. The administrator is occasionally required to stand; sit and reach with hands and arms. Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus.

Evaluation

The person filling this position will be evaluated according to the evaluation procedure adopted by the Allentown School District.

Reviewed and read by: Date:

Individual serving in this position