

Carroll Independent School District Job Description

JOB TITLE:	Guidance Counselor Intermediate School or Middle School	Pay Grade: AP3
Supervisor:	Principal	Employment Days: 197, 203
Department:	Campus-Based Professional	Wage/Hour Status: Exempt

MISSION:

Building on a Dragon tradition of excellence, the Carroll Independent School District will foster a safe, caring, and creative learning environment that inspires students to realize their full potential as they positively impact the world around them.

JOB SUMMARY:

This position will plan, implement, and evaluate a comprehensive developmental guidance and counseling program at assigned campus. Counsel students to fully develop each student's academic, career, personal, and social abilities and address the needs of special population students.

QUALIFICATIONS:

Education/Certification:

- Master's degree in counseling from an accredited college or university
- Valid Texas school counselor certificate

Special Knowledge/Skills:

- Knowledge of counseling procedures, student appraisal, and career development
- Excellent organizational, communication, and interpersonal skills
- Ability to instruct students and manage their behavior
- Ability to present information in one-on-one, small group, and large group situations to students, parents, and district staff

Experience:

- Two years creditable experience as a classroom teacher

MAJOR RESPONSIBILITIES:

Instructional Management

- Receive general instructions from the school Superintendent or Principals regarding overall operations of counselor's functions pursuant to the job description and as established by the Texas Education Agency

School/Organizational Climate

- Provide for each new student a cumulative record which contains personal data, health record, attendance, test scores, and grades
- Maintain student records and protects their confidentiality
- Coordinate the district achievement testing
- Share with and interprets to teachers standardized test data which is available on pupils
- Summarize objective and subjective data for use in curriculum planning purposes

- Assist in identifying students with special abilities and needs
- Serve as a member of the educational team in developing and modifying the curriculum
- Participate in conducting local research relating to pupil needs and evaluating the educational, guidance, and counseling program

School/Organizational Improvement

- Prepare, collect, and make available to students and parents information concerning school offerings, opportunities for further education, careers, and career awareness, exploration, and training opportunities
- Assist pupils in obtaining financial aid to remain in high school and for college education
- Plan with teachers and administrators for meeting instructional needs of students K-12 at all levels of achievement
- Assist pupils in obtaining financial aid to remain in high school and for college education
- Aid students in developing long-range educational plans and in making appropriate choices of school courses
- Administer placement and aptitude tests so that youngsters may be placed in the most appropriate program
- Assist students in making the transition successfully from one school level to another and from school to employment
- Provide student information to colleges and potential employers according to provisions of the Board's policy on student records
- Make recommendations to colleges for admissions and scholarships
- Provide a follow-up program for dropouts and graduates.

Personnel Management

- Help students to become aware of his/her potential and interests and to develop these to the fullest
- Provide parents with information about their children with due regard to the child's desire for confidentiality
- Hold conferences to assist parents in understanding their children and in obtaining realistic perceptions of their children's potentials

Administration and Fiscal/Facilities Management

- Inform students and parents of the availability of such services

Student Management

- Share appropriate pupil data with due regard for the student's desire for confidentiality; interpret data; provide information in regard to its limitations and proper use.
- Share information regarding the growth and development of students
- Consult with co-workers in identifying and working with students with special needs and problems
- Participate in planning and implementing staff development education programs

Professional Growth and Development

- Describe objectively the population of the school as a basis for future planning
- Determine progress of student body through norm reference and criterion reference tests and follow-up studies of grades made by students
- Suggest areas of curriculum in need of study and possible revision
- Keep informed concerning occupational trends in the community and also nationally.

- Make systematic judgments of the relative effectiveness with which goals of the guidance and counseling programs are attained in relation to specified standards

School/Community Relations

- Keep abreast of innovative practices.
- Be adaptable and flexible in acceptance of changes in techniques and procedures.
- Maintain a professional level of confidentiality regarding all district matters.
- Uphold and adhere to safety rules.
- Support the goals and objectives of the district and follow district policies.
- Adhere to legal, ethical, and professional standards for school counselors including current professional standards of competence and practice.
- Perform other duties as assigned.

MENTAL DEMANDS/PHYSICAL DEMANDS/ENVIRONMENTAL FACTORS:

Tools/Equipment Used: Personal computer and peripherals; standard instructional equipment

Posture: Prolonged sitting; frequent standing, kneeling/squatting, bending/stooping, pushing/pulling, and twisting

Motion: Frequent walking

Lifting: Regular light lifting and carrying (less than 15 pounds); occasional physical restraint of students to control behavior

Environment: Work inside, may work outside

Mental Demands: Maintain emotional control under stress; may work prolonged or irregular hours

THE REFERENCED STATEMENTS DESCRIBE THE GENERAL CHARACTERISTICS, QUALIFICATIONS AND PERFORMANCE RESPONSIBILITIES OF THIS POSITION, HOWEVER, ADDITIONAL REQUIREMENTS MAY BE STIPULATED DURING THE TERM OF ASSIGNMENT.

REVIEWED BY: _____ DATE: _____
(Executive Director of Personnel Services)

APPROVED BY: _____ DATE: _____
(Assistant Superintendent for Administrative Services)

Date Created: 7/2003	Date(s) Revised: 4/2021
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