

# CLEVELAND INDEPENDENT SCHOOL DISTRICT

## *Job Description*

316 EAST DALLAS STREET | CLEVELAND, TEXAS 77327 | WWW.CLEVELANDISD.ORG | 281.592.8717

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<b>TITLE:</b>	<b>Middle School Counselor</b>	<b>STATUS:</b>	<b>Exempt (At-Will)</b>
<b>REPORTS TO:</b>	<b>Principal or Designee</b>	<b>TERMS:</b>	<b>200 Days</b>
<b>DEPARTMENT:</b>	<b>Campus Assigned</b>	<b>PAY GRADE:</b>	<b>AD3</b>

### PRIMARY FUNCTION

Plan, implement, and evaluate a comprehensive school counseling program at the assigned campus. Counsel students to fully develop each student's academic, career, personal, and social abilities and address the needs of special population students. Deliver guidance curriculum in various group sizes. Educate students of skills necessary to address troublesome circumstances, support students in challenging situations, and assist students with needed resources to navigate crisis situations.

### 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:

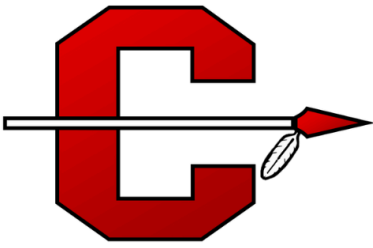
Two years creditable experience as a classroom teacher

### EVALUATION

Performance will be evaluated annually in accordance with provision of the Board's policy on evaluation of personnel.

### ESSENTIAL JOB FUNCTIONS:

1. Plan, organize, implement, and deliver structured group lessons according to the district's guidance curriculum to improve students' interpersonal and intrapersonal effectiveness, personal health and safety, post-secondary planning and readiness, and other developmental needs.
2. Teach the school guidance curriculum components through the use of effective instructional strategies and planned structured groups considering diverse student populations and needs for differentiated instruction.



# **CLEVELAND**

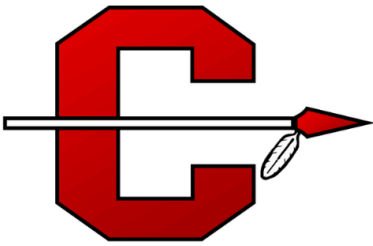
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3. Work with students, staff, parents or guardians, and the community to identify priorities where students will be served through the guidance curriculum component. Collaborate across curricular areas to integrate guidance lessons into content area curriculum.
4. Create a balanced curriculum by using well-planned and intentional activities and materials, incorporating guest speakers, and offering engaging delivery techniques, including technology tools.
5. Use accepted theories and effective techniques of developmental guidance to respond to problematic or critical incidents to support students and offer services in time of need.
6. Use preventive activities to remove barriers that interfere with a student's educational, career, personal, and social development.
7. Implement remediation practices to assist students in coping with problem situations or unwise choices. Identify precipitating and antecedent factors, effective and ineffective approaches to dealing with the circumstances, and provide feedback to guide future decisions.
8. Use specialized skills to support students in crisis situations requiring immediate response. Maintain a healthy and safe school environment by collaborating with district staff, parents or guardians, and local officials.
9. Provide continued support to students in need through individual counseling, small group counseling, consultation, or referral to services outside the school or district.
10. Serve as an impartial, non-reporting resource for interpersonal conflicts and discourse involving two or more students, including accusations of bullying.
11. Create school counseling services that are developmental and age appropriate and provide information or literature that highlights related topics to students, teachers, and administrators.
12. Assist individual students and their parents or guardians in monitoring their academic, career, personal, and social development as they progress in school.
13. Act as a student advocate, leader, collaborator, and systems change agent. Advocate for a school environment that acknowledges and respects diversity and ensures equitable access and placement in courses and programs for minority, disenfranchised, homeless, and other special populations.
14. Interpret standardized test results, offer career development activities, provide strategies for grade level transitions, and guide students in individual goal setting and planning including creating and reviewing personal graduation plans and providing information about post-secondary opportunities.
15. Collect, summarize, and interpret testing data to plan, create interventions, guide students, and address specific student needs.
16. Conduct an annual program audit to inform accountability, action plans, time management, and systemic change.
17. Participate in campus-based school improvement planning and goal setting.
18. Provide parent or guardian and staff training and consultation to foster student educational, career, personal, and social development.
19. Clearly articulate and communicate the counseling program's management system and related program action plans to campus and district staff, parents or guardians, and the community.
20. Participate in staff development and continuing education opportunities to improve job-related skills and research to identify best practices in implementing a comprehensive school counseling program.



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21. Compile, maintain, and file all reports, records, and other documents.
22. Comply with policies established by federal and state law, State Board of Education rule, and board policy.  
Comply with all district and campus routines and regulations.
23. Adhere to legal, ethical, and professional standards for school counselors including current professional standards of competence and practice.
24. Maintain confidentiality.
25. Reliable attendance and punctuality.
26. Follow district safety protocols and emergency procedures.
27. Participate in staff development activities to improve job-related skills.
28. Comply with state, district, and school regulations and policies.
29. Attend and participate in faculty meetings and serve on staff committees as required.
30. Comply with policies established by federal and state law, State Board of Education rule, and local board policy.
31. Perform other duties as assigned by supervisor and the Superintendent of Schools.

### WORK ENVIRONMENT

#### **Mental Demands/Physical Demands/Environmental Factors:**

**Tools/Equipment Used:** Standard office equipment including personal computer and peripherals

**Posture:** Prolonged sitting; occasional bending/stooping, pushing/pulling, and twisting

**Motion:** Repetitive hand motions, frequent keyboarding and use of mouse; occasional reaching

**Lifting:** Occasional light lifting and carrying (less than 50 pounds)

**Mental Demands:** Work with frequent interruptions; maintain emotional control under stress; understand the need for continued flexibility based around the complex needs of students with behavioral needs.

**Environment:** Indoors including but not limited to: classroom, cafeteria, library, or other campus location.

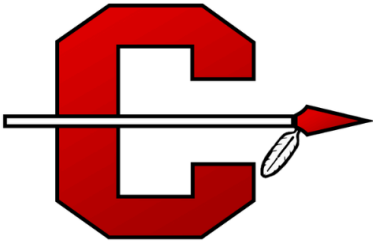
Outdoors (exposure to sun, heat, cold, and inclement weather). Exposure to noise. May work prolonged or irregular hours. A remote location in the event of a declared emergency, temporary closure, or closure.

Personal Protective Equipment may be required.

The above statements are intended to describe major job functions of this position and are not intended to represent an exhaustive list of all responsibilities, duties, and skills required. The Superintendent or designee may assign additional duties when deemed appropriate.

**Special Funding:** If my position is funded by grants, federal funding, or other special funding, I understand that my employment is expressly conditioned on the availability of full funding for the position. If full funding becomes unavailable my employment is subject to termination or non-renewal, as applicable.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed to the job description are representative of the knowledge, skills, ability, and physical demands required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.



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Employee Signature

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Date