



## HENDRY COUNTY SCHOOL DISTRICT JOB DESCRIPTION

### JOB TITLE/ASSIGNMENT

**Position:** School Counselor

#### **Qualifications**

- Master's degree from an accredited educational institution.
- Certified as a School Counselor by the state of Florida.
- Such alternatives to the above qualifications as the board may find appropriate and acceptable.

#### **Job Goal**

Use data-based decision-making and evaluation practices, plan and design instruction and intervention frameworks, develop and facilitate instruction and intervention strategies, promote a positive learning environment, and uphold all professional responsibilities and ethical practices.

#### **Reports To**

Principal or Assigned Supervisor

### RESPONSIBILITIES/DUTIES

- Collect and use data to develop and implement interventions within a problem-solving framework.
- Review and collect school or district data relevant to the problem solving approach.
- Analyze multiple sources of qualitative and quantitative data to inform decision-making.
- Assist individuals with analyzing, integrating, and interpreting data from multiple sources.
- Use data to monitor student academic progress and evaluate the effectiveness of services on student achievement.
- Use data to monitor student social/emotional/behavioral progress and evaluate the effectiveness of services on student achievement.
- Share student performance data in a relevant and understandable way with students, parents, and administrators.
- Provide feedback on assessed areas of concern in a way that is understandable and relevant to the stakeholder.
- Use a collaborative problem-solving framework as the basis for identifying and planning for academic, behavioral, and health interventions.

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- Plan and design instruction and/or interventions based on data and align efforts with the school and district improvement plans, as well as state and federal mandates.
- Apply evidenced-based research and best practices to improve instruction and/or interventions.
- Develop intervention support plans that help the student, family, or other community agencies.
- Engage parents and community partners in the planning and designing of instruction and/or interventions.
- Collaborate with school-based and district level teams to develop and maintain a multi-tiered system of support (MTSS) to support the academic, social, emotional, behavioral success, and health of all students.
- Consult and collaborate at the individual, family, group, and systems levels to implement effective instruction and intervention services.
- Implement evidence-based practices within a multi-tiered framework that are proven to achieve positive student outcomes.
- Identify, provide, and/or refer students for supports designed to help overcome barriers that impede learning.
- Promote student outcomes related to college and career readiness by providing age appropriate information, resources and activities to promote self-advocacy and transitional needs of students.
- Provide relevant information regarding child and adolescent development barriers to learning and student risk factors.
- Collaborate with colleagues, teachers, and administrators to develop and implement school-wide positive behavior support.
- Collaborate with educators, students, and families to identify strengths and needs of the student to foster and promote student engagement.
- Consult on the development of classroom management systems to promote a safe school environment.
- Identify relevant cultural, social, and societal issues that have an impact on family/school partnerships.
- Participate in child study, MTSS, and Individual Education Plan (IEP) committees, to help meet the needs of identified students.
- Develop and implement a schedule for counseling and student service programs.
- Develop a personal, professional growth plan that enhances professional knowledge, skills, and practices.
- Engage and participate in targeted professional growth opportunities and reflective practices.
- Implement knowledge and skills learned in professional development activities.
- Demonstrate effective record keeping skills.
- Demonstrate effective oral and written communication skills.
- Comply with national and state laws and district policies and guidelines.
- Uphold all ethical educational and professional standards.
- Performs other such job-related duties as may be required by the immediate supervisor, superintendent, or school board.

Revised: 04/30/2025

Adopted:

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### PHYSICAL REQUIREMENTS

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects. Ability to actively perform work in classroom, office, and other business and community settings. Ability to move freely and perform duties in numerous locations throughout the day (typically involving frequent standing, walking, sitting, bending, and lifting). Exposure to noise and activity of a school setting. Exposure to weather conditions. Ability to travel outside the district for a variety of meetings and conferences.

### TERMS OF EMPLOYMENT

**Calendar Months:** 11 Month

**Salary Schedule:** Instructional (Bargaining) **Pay Grade:** Base

Salary and Benefits as determined and approved annually by Hendry County School Board.

### EVALUATION

Performance of this job will be evaluated annually in accordance with School Board Policies for evaluation of administrative personnel.

### ADDITIONAL CONDITIONS

Conditions for continued employment if applicable: \_\_\_\_\_

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### ACKNOWLEDGEMENT

This job description is intended to provide an overview of the requirements of the position. As such, it is not necessarily all inclusive, and the job may require other essential and/or non-essential functions, tasks, duties, or responsibilities not listed herein. The District reserves the sole right to add, modify, or exclude any essential or non-essential requirements at any time with or without notice. Nothing in this job description, nor the completion of any requirement of the job by the employee, is intended to create a contract of employment of any type.

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Employee Printed Name: \_\_\_\_\_

Revised: 04/30/2025

Adopted: