

SCHOOL DISTRICT OF ST. JOHNS COUNTY

SCHOOL COUNSELOR

JOB DESCRIPTION

QUALIFICATIONS:

- (1) Master's degree or higher in Guidance and Counseling or Counselor Education.
- (2) Currently holds or is eligible for a Florida Department of Education certificate in school counseling as specified in Administration Rule 6A.4.0181.
- (3) Successful school counseling, mental health counseling or teaching experience, preferred.
- (4) Satisfactory criminal background check and drug screening.

KNOWLEDGE, SKILLS AND ABILITIES:

Demonstrated skills in human relations and ability to work with people. Exemplary written and verbal communication skills. Demonstrates the ability to analyze and use data, design, implement, and document outcomes of a comprehensive school counseling program based on national and state standards. Demonstrates the ability to support student achievement, social/emotional development, and college/ career readiness. Demonstrates the ability to work with diverse groups. Demonstrates knowledge of technology and software applications appropriate to job responsibilities.

REPORTS TO:

School Principal

JOB GOAL

A staff member employed to provide leadership in the school and to help students through the implementation of a developmentally appropriate comprehensive, data-driven school counseling program aligned with the district and school's mission to promote academic, social/emotional, and college/career development, while ensuring equity and access for all students. Each employee of the St. Johns County School Board will model the six pillars (as defined by Character Counts!) of the character education program.

SUPERVISES:

Assigned Support Personnel

PERFORMANCE RESPONSIBILITIES:

Service Delivery

- *(1) Design and implement a data driven, comprehensive school counseling program for all students to address barriers to student learning and to close the achievement/ opportunity gap.

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- * (2) Delivers programs that promote students' development of essential mindsets and behavior standards including, but not limited to, learning skills, social skills, self-management skills, and college/career readiness skills.
- * (3) Reviews and disaggregates student achievement, attendance, and behavior data to identify and implement interventions with current knowledge of promotion, retention, and graduation requirements.
- * (4) Uses school data to identify and assist individual students who do not perform at grade level and do not have opportunities and resources to be successful in school.
- * (5) Creates yearly, data-driven goals that advance student outcomes in areas of academic, social/emotional, and college/career development.
- * (6) Uses the skills of leadership, advocacy and collaboration to create systemic change to improve the academic, social/emotional, and post-graduate success of all students.
- * (7) Develops an annual calendar and implements a weekly schedule to maximize direct services to students and provide for indirect service delivery.
- * (8) Collaboration with the school leadership team to ensure a safe, supportive, and respectful school climate that promotes the social/emotional and academic development and success of all students.
- * (9) Infuses cultural competence, ethical and professional competencies in planning, organizing, implementing and evaluating the comprehensive school counseling program.
- * (10) Provides or coordinates preventative education and skill building along with counseling for students during times of transition, separation, heightened stress and critical change.
- * (11) Uses appropriate responses and a variety of intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response.
- * (12) Supports the continuum of mental health services, including prevention and tiered intervention strategies, and collaborates with both school-based and community mental health providers to enhance student success.
- * (13) Communicates the school counseling department mission statement and vision of the program's benefits for every student in alignment with the school, district and state missions. Revises as needed.
- * (14) Uses student data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps.
- * (15) Advocates for student equity and access to educational opportunities that leads to increased achievement, high school graduation and fosters post-graduate success.
- * (16) Analyzes and reports outcomes of the school counseling program and goals, presented in the context of the overall school and district performance.
- * (17) Utilizes technology effectively and efficiently to plan, organize, implement and evaluate the comprehensive school counseling program.
- * (18) Uses legal and ethical decision-making based on standards and principles of the school counseling profession and educational systems, including district and building policies.
- * (19) Collaborates with school staff in analysis of student performance data, rigorous goal setting, and development of effective action plans for improving academic, social/emotional, and post-graduate outcomes for all students.

Expectations of All Employees

- * (20) Meet and deal effectively with the general public, staff members, parents, administrators and other contact persons using tact and good judgment.
- * (21) Follow attendance, punctuality, proper dress code and other qualities of an appropriate work ethic.

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- *(22) Ensure adherence to good safety standards.
- *(23) Maintain confidentiality regarding school/workplace matters.
- *(24) Model and maintain high ethical standards.
- *(25) Maintain expertise in assigned area to fulfill position goals and objectives.
- *(26) Participate successfully in the training programs offered to increase skill and proficiency related to assignment.
- *(27) Demonstrate initiative in the performance of assigned responsibilities.
- *(28) Each employee of the St. Johns County School Board is charged with the responsibility of being familiar with the Character Counts! program and with modeling the characteristics of citizenship, character education and literacy.

Inter/Intra-Agency Communication and Delivery

- *(29) Respond to inquiries and concerns in a timely manner.

Professional Growth and Improvement

- *(30) Participate successfully in training programs, conferences, and workshops as assigned or appropriate to keep abreast of current practices, programs, legal issues, and character education.

Systemic Functions

- *(31) Keep supervisor informed of potential problems or unusual events.
- *(32) Follow federal and state laws as well as School Board policies, rules, and regulations.
- *(33) Prepare all required reports and maintain all appropriate records.
- *(34) Represent the District in a positive and professional manner.
- *(35) Develop annual goals and objectives consistent with and in support of District goals and priorities.

Leadership and Strategic Orientation

- *(36) Set high standards and expectations for self and others.
- *(37) Exhibit interpersonal skills to work as an effective team member.
- *(38) Demonstrate initiative in identifying potential problems or opportunities for improvement and take appropriate action.

Perform other tasks consistent with the goals and objectives of this position.

*Essential Performance Responsibilities

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.

TERMS OF EMPLOYMENT:

Approved unit compensation plan

10 Month position

7.5 Hours per day

Salary and benefits shall be paid consistent with the District's approved compensation plan.

Length of the work year and hours of employment shall be those established by the district.

EVALUATION:

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

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POSITION CODE: 61231, 61232, 61233, 61234, 61235, 61236
Pay Type: 12

FLSA STATUS: Exempt

BOARD APPROVED: April 1999

REVISED: June 2019