WISD Job Description

Job Title: Intervention Counselor - Secondary
Wage/Hour Status: Exempt

Reports to: Director of Instructional Support
Pay Grade: A/P 2

Dept./School: Curriculum & Instruction
Date Revised: April 2018

Primary Purpose:

Delivers programs and specialized services that address student emotional, social, and behavioral needs in the academic setting. Provides services including crisis intervention, short term individual counseling, group counseling and other direct or indirect services to students and families. Works to enhance student emotional, social, and behavioral performance and participation in the educational environment.

Qualifications:

Education/Certification:
Master’s degree
Valid Texas school counselor certificate preferred
Valid Texas professional licensure in at least one of the following preferred:
• Licensed Chemical Dependency Counselor (LCDC)
• Licensed Marriage and Family Therapist (LMFT)
• Licensed Professional Counselor (LPC)
• Licensed Psychologist
• Licensed Social Worker (LMSW, LCSW)
• Licensed Specialist in School Psychology (LSSP)

Special Knowledge/Skills:
• Knowledge of counseling procedures, intervention skills, student appraisal and career development
• Knowledge of academic programs, policies and procedures
• Knowledge of TEA/Federal related rules, regulations and procedures
• Strong organizational, communication, and interpersonal skills
• Skill in conducting team efforts to design, implement, measure and refine programs and services
• Skill in communicating effectively with parents, students, staff, and community.
• Skill in implementing integration and interaction of vertical and horizontal systems to guarantee the support of high student achievement and customer satisfaction
• Skill in analyzing complex information
• Skill in making oral and written presentations
• Skill in demonstrating a working knowledge of strategies for transforming behaviors, beliefs, and habits that put students at risk of not graduating from high school
• Ability to identify, access, and utilize the multiplicity of social services available in the community to support students
• Knowledge of community-based organizations to help students’ access appropriate services outside the school setting
Experience:
Two (2) years successful educational experience

Preferred:
Three (3) years successful experience in providing responsive counseling services to children or adolescents

Major Responsibilities and Duties:

1. Address the immediate concerns of identified students through counseling and consultation.

2. Assist school counselors with knowledge and implementation of intervention strategies and techniques regarding instruction and discipline to encourage school success among identified students.

3. Consult with teachers, parents, campus counselors, and administrators to assist in intervention strategies and techniques for use with identified students.

4. Develop and implement appropriate awareness and prevention programs, i.e. alcohol, drugs, self-esteem, peer pressure.

5. Establish campus-based short-term individual and structured group counseling services for students identified as being at-risk for academic failure, dropping out and/or disciplinary action by campus administration.

6. Facilitate social-emotional RTI process through documentation and collaboration.

7. Maintain and submit accurate, timely documentation of program and service activities including monthly reports, surveys, needs assessments, action plans, and other required documentation.

8. Meet with Director of Instructional Support on a regular basis to complete required reporting, review program effectiveness and provide evidence of work with identified students.

9. Provide case management services to students with severe and chronic problems that are leading to disciplinary action by the administrator (including third-party hearings, out of school suspensions, or expulsions).

10. Provide consultation to parents and school staff regarding the behavioral and other identified needs of students as they relate to the educational setting and process.

11. Provide intervention services in situations that are deemed crisis or critical by campus administration.

12. Provide professional development to teachers, campus counselors and administrators to assist in intervention strategies and techniques for use with identified students.

13. Provide professional expertise to promote understanding of student development, individual behavior, and human relationships; consult with parents, staff, and other community members in order to increase the effectiveness of student education and promote student success.

14. Provide programs and services to parents that include education and referral, and facilitate parent involvement.
15. Provide transitional support services to students in need.

16. Utilize an effective referral process for assisting identified students and others to use special programs and services.

17. Utilize guidance and counseling competencies to provide developmentally appropriate activities and to meet students’ developmental needs, personal concerns, or problems affecting their educational, career, personal or social development.

18. Serve as substance abuse prevention and crisis intervention liaison between the student, school, home, and community resources.

19. Provide and monitor follow-up services to students requiring intervention to in-patient students for the purpose of successful transition back into school environment.

Administration

20. Comply with policies established by federal and state law, State Board of Education rule, and board policy in guidance and counseling area.

21. Comply with all district and campus routines and regulations.

22. Maintain a positive and effective relationship with supervisors.

23. Communicate effectively with colleagues, students, and parents.

Professional

24. Model behavior that is professional, ethical, and responsible.

25. Participate in professional development to improve skills related to job assignment.

Supervisory Responsibilities:

• None

Working Conditions:

Mental Demands/Physical Demands/Environmental Factors:

• Maintain emotional control under stress
• Travel among campuses
• Work with frequent interruptions
• Occasional and prolonged irregular hours may be necessary to meet with identified students
• Occasional and irregular hours that may include home visits.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.