

MARION COUNTY JOB DESCRIPTION

Position Title:	Counselor, Elementary		
Department:	Administrative		
Reports To:	Principal, Director of Special Education or Designee		
Approved By:	Marion County Board of Education	Date:	April 2014

SUMMARY: To help teachers and parents understand children so that school experiences may be individualized, the needs of children may be met, and self understanding and appropriate methods of coping be developed. This position is considered administrative with a minimum work day of 8 hours to be determined by the immediate supervisor.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*

- Provides support services for students in the areas of academic programs, team teaching, registration/welcome packet, course planning, school rules and other matters.
- Maintains student records and protects their confidentiality.
- Assesses and counsels students based on observations, conversations and test results.
- Serves as Building Assessment Coordinator, oversee and implement benchmark assessment programs for various grade levels.
- Assists in scheduling, monitoring attendance and academic performance along with communications from school to home.
- Participates in home visits.
- Consults with teachers to facilitate the infusion of counseling learning activities into the regular education curricula.
- Provides information to teachers and parents concerning child growth and development.
- Responsible for report card and progress reports.
- Responsible for 504 plans.
- Serves as chairperson for the RTI, 504 and Special Education ARC meetings.
- Administers tests and diagnoses results in areas such as organization, memory skills, aptitude and preferences.
- Facilitates all Individual Learning Plans.
- Provides RTI Program planning, oversee data collection, intervention consulting and recordkeeping.
- Assists Gifted and Talented Coordinator with scheduling, progress reporting, recordkeeping, and assessments.
- Provides personal counseling for students, families and groups to help them learn greater self-understanding and acceptance of responsibility.
- Interprets post-high school opportunities and available information regarding career, college, military and life style decisions.

- Organizes evening conferences for support groups, test interpretations with parents, new orientation/with parents.
- Participates in faculty meetings.
- Participates in professional development to keep informed of current practices and opportunities for students.
- Performs other duties and assumes other responsibilities as assigned by the principal.

SUPERVISORY RESPONSIBILITIES: None

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE: Master of Arts degree in counseling, counselor endorsement.

CERTIFICATES, LICENSES, REGISTRATIONS: Counseling Endorsement. IIA certification recommended

LANGUAGE SKILLS: Ability to read, analyze, and interpret professional periodicals, and journals, technical procedure manuals, or government regulations. Ability to write reports, correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of staff, students, parents and the general public.

MATHEMATICAL SKILLS: Ability to work with mathematical concepts such as probability and statistical inference. Ability to apply concepts such as percentages, ratios, and proportions to practical situations.

TECHNOLOGY SKILLS: Ability to use technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleges, parents, and the community; and conduct research/solve problems. Proficiency in technology skills must be demonstrated based on the performance criteria set out in the KDE teacher standards for technology.

REASONING ABILITY: Ability to solve practical problems that may arise from a variety situations. Ability to interpret a variety of communication furnished in written, oral, diagram, schedule form or non-verbal.

OTHER SKILLS and ABILITIES: Ability to apply knowledge of current research and theory; ability to plan and implement lessons based on school objectives and the needs

and abilities of students. Ability to establish and maintain effective relationships with students, staff and parents.

(The position requires the individual to met multiple demands from several people and interact with the public and other staff.)

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is continuously required to sit and talk or hear. Occasionally the employee will repeat the same hand, arm or finger motion many times. The employee must be able to attend meetings in the evening and at other locations.

Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually quiet.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

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