Print Name:_____ **Date:**_____

Job Title: Social Emotional Counselor **Wage/Hour Status:** Exempt

Reports to: Campus Principal **Pay Grade:** Administrative Professional Pay Grade 3

Campus: Campus Level as Assigned **Number of Days:** 215 Days

Primary Purpose:
Perform casework service to help students resolve personal, emotional, and social problems that interfere with their adjustment to school and their ability to enjoy the benefits of the educational process. Function as part of the student support team to formulate plans with the school, student, and parents.

Plan, implement, and evaluate a comprehensive developmental guidance and counseling program at assigned campus. Counsel students to fully develop each student's academic, career, personal, and social abilities and address the needs of special population students.

Provide support and training for teachers, staff, and parents to address and manage students with challenging behaviors.

Qualifications:
Education/Certification
Certified as a school counselor in the state of Texas, or a Licensed Professional Counselor (LPC)
Three years of classroom teaching experience (preferred)

Special Knowledge/Skills
Knowledge of counseling procedures, student appraisal, career development, and student program planning
Excellent organizational, communication, and interpersonal skills
Knowledge of individual and group counseling skills
Knowledge and skill in casework methods
Strong consultation skills for conferencing with teachers, parents, and students
Knowledge of prevention and intervention strategies, including behavior management interventions
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
Three years teaching experience

Major Responsibilities and Duties:

Social Emotional Work

1. Build an awareness for social emotional learning across the organization and directly coach and support staff, students, and parents.

2. Conduct individual and group counseling sessions to encourage peer support and enhance social development of students including developing the ability to accept responsibility for their actions, resolve conflicts, develop decision-making skills, and handle crises. Work with students to improve attendance.

3. Perform casework service with parents to increase the parents' understanding, their constructive participation in resolving their child's problems and their knowledge and use of available and appropriate resources.

4. Provide crisis support and counseling to students, parents, and school staff along with the District Crisis Team.

5. Coordinate and integrate school and community resources and refer school staff and parents to community resources where appropriate.

6. Provide bereavement counseling and programs as appropriate to families, and within community as appropriate.

7. Assist with managing student behavior including intervening in crisis situations and physically restraining students if necessary.

8. Obtain and keep an updated Crisis Preventive Institute (CPI) certification in order to restrain students as needed.

Guidance

9. Plan and conduct structured group lessons to deliver district's guidance curriculum effectively and in accordance with students' developmental needs. Collaborate with teachers who teach guidance-related curriculum.

10. Guide individual students, groups of students, and parents to plan, monitor, and manage the student's social and emotional behavior.

11. Use accepted theories and effective techniques of developmental guidance to counsel individual students, small groups of students, and parents to plan, monitor, and manage a student's own personal and social development. Provide preventive, remedial, and crisis counseling as needed.

12. Serve as an impartial, non-reporting resource for interpersonal conflicts and discourse involving two or more students, including accusations of bullying while working in collaboration with administration.

Assessment

13. Identify and explore causes of students' dysfunction as it relates to the home, school, and community including making home visits to gather information relating to students. Provide resources for medical, psychiatric, and other tests and examinations.

14. Identify and support students for appropriate level of care including crisis intervention, suicide risk, individual counseling, referral for community resources and further evaluation.

15. Participate in the Admission, Review, and Dismissal (ARD) Committee to assist in interpretation of assessment data, appropriate placement, and goal setting for students according to district procedures regarding emotional, psychological, and behavioral issues.

Consultation

16. Serve as consultant to school personnel regarding students or situations that are not referred for direct district or outside services.

17. Contribute to the planning and implementation of parent involvement activities. Develop and conduct parenting training and support groups.

18. Consult with parents regarding their children's academic performance, behavior, and needs.

19. Coordinate school, home, and community resources and refer students, parent, and others to special programs and services as needed.

20. Work collaboratively to advocate for individual students and specific groups of students.

Program Management

21. Foster meaningful and productive relationships with students, teachers, guidance counselors, social workers, school officials, and parents.

22. Develop and coordinate a continuing evaluation of social work services and make changes based on the findings.

23. Compile, maintain, and file all reports, records, and other required documents.

24. Comply with policies established by federal and state laws, State Board of Education rule, and board policy. Comply with all district and campus routines and regulations.

25. Plan, implement, evaluate, and promote continuous improvement of a balanced comprehensive developmental guidance and counseling program that includes guidance curriculum, responsive services, individual planning, and system support components.

26. Advocate for a school environment that acknowledges and respects diversity.

27. Adhere to legal, ethical, and professional standards for school counselors including current professional standards of competence and practice.

Instructional and Program Management

28. Collaborate with administrators and teachers to design and develop research based behavioral intervention plans (BIP), provide support to instructional staff in implementing BIPs, and classroom management strategies.

29. Monitor the effectiveness of behavior intervention plans and recommend changes as needed.

30. Refer students to school psychologist to conduct functional behavioral assessment (FBA) based on observation of students in school, home, and community environments. Work with school staff and parents in teaching socially acceptable behaviors to students based on individual needs.

31. Develop and maintain effective behavioral management and intervention techniques with individual and/or groups of students and provide assistance in meeting educations, occupational, and personal needs.

32. Provide individual and small group activities designed to improve interpersonal relationships and social skills for students attending an Alternative Education Program (AEP).

33. Participate in the Response to Intervention (RtI) process and Early Intervention Team (EIT) meetings to address academic and behavioral issues with identified students.

34. Conference with parents, administrators, and teachers concerning school and student issues.

35. Conduct home visits as needed.

36. Monitor and direct student activities within In School Suspension.

37. Consistently monitor campus data including academic, discipline, truancy, tardy, and other data in order to create and provide a plan of support for students who need intervention.

Other

38. Follow district safety protocols and emergency procedures.

39. Perform other duties as assigned.

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: Personal computer and peripherals; standard instructional equipment

Posture: Prolonged sitting; frequent standing, kneeling/squatting, bending/stooping, pushing/pulling, and twisting

Motion: Frequent walking

Lifting: Regular light lifting and carrying (less than 15 pounds); occasional physical restraint of students to control behavior

Environment: Work inside, may work outside

Mental Demands: Maintain emotional control under stress; may work prolonged or irregular hours

**Includes information from the* Counselor Job Description and Evaluation Form *distributed by the Texas Education Agency.*

This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Reviewed by _____ Date _____

Received by _____ Date _____