

**Job Title:** Substitute School Counselor  
**Reports to:** Building Principal  
**Work Schedule:** On-Call Basis  
**Salary:** Per Marysville Education Association negotiated salary schedule

**Position Summary:**

In the absence of the regular employee, the Substitute School Counselor will have knowledge in counseling, assessment, and instruction as well as skill in facilitating students to become active learners and will provide family, students, and staff services which help promote the education and emotional development of students. The Substitute School Counselor will have knowledge and skills specific to the developmental states and social and emotional needs of students and must believe in setting high expectations for themselves and students.

**Desired Skills:**

- Knowledge of counseling, instructional, and behavioral intervention methods
- Knowledge of individual and group assessment techniques, data gathering, and statistical analysis
- Knowledge of current technology and computerized data management systems
- Knowledge of and ability to access community agencies
- Knowledge of special childhood problems including abuse, depression, etc.
- Knowledge of the unique physical, psychological, and social changes students experience and a desire to help students grow in these areas
- Knowledge of federal and state laws, rules, and regulations governing the education of children with disabilities including IDEA '97 and 504
- Skills in communication and strength in developing and maintaining effective working relationships with students, parents, staff, and community agencies

**Essential Job Functions:**

This list of essential job functions is not exhaustive and may be supplemented as necessary. Depending upon individual assignment, the employee may perform all or a combination of several of the following duties:

- Provide direct counseling services to students in classroom, small groups, and individually
- Keep abreast of current trends in the profession and translate appropriate research to practical applications in the areas of counseling, curriculum, instruction, and assessment
- Provides consultation that may include resources, training, support, and modeling of effective instructional strategies and methods to special and general education staff, parents, student, and others
- Assist building principal and staff in programming and placement of students and monitoring effectiveness of special services interventions
- Maintain involvement with students referred to special services for learning and/or behavioral difficulties including pre-referral interventions and Professional Evaluation Group (PEG) assessment
- Facilitate involved community effectively with staff and parents to create a partnership of support for children
- Work to facilitate cooperation between the classroom teachers and parents to increase learning and improve behavioral skills
- Work effectively and cooperatively with parents, teachers, administrators and support staff and as a team member
- Maintain professional competence through in-service education, coursework, or professional growth activities
- Assist families in obtaining appropriate community services which fall outside of the school or educational setting
- Maintain consistent presence at assigned worksite and regular work hours
- Professionally interact with students, staff, and public
- Comply with all district policies and procedures
- Perform related duties as assigned

**Minimum Qualifications:**

- Valid Washington State Educational Staff Associate (ESA) certificate with School Counselor endorsement
- Excellent oral and written communication skills
- Successful experience at appropriate grade level preferred
- Experience and/or training with cultural, ethnic, and language diversity preferred
- Successful Washington State Patrol and Federal Bureau of Investigation Fingerprint Clearance
- Proof of Immunization (if born 1/1/57 or later)
- I-9 Employment Eligibility in compliance with the Immigrations Reform and Control Act
- Completion of all district-required trainings within thirty (30) calendar days from hire date

**Work Environment:**

Work is typically performed in and around a student learning environment; may be exposed to childhood diseases; may be required to balance and crouch, crawl, bend, or kneel; may be required to stand for prolonged periods; may be exposed to high noise levels; and may experience a multitude of demands and changing priorities with frequent interruptions.

**Evaluation**

The substitute shall be evaluated periodically by the Building Principal pursuant to the currently established district procedures and evaluation criteria.

**Classification History**

Job description developed January 2012.

Job description revised April 2012.

Job description revised January 2016.