

Counselor

QUALIFICATIONS:

Certification:

- NCLB (No Child Left Behind) Highly Qualified Criteria
- Illinois Type 73 Certificate (School Service Personnel)
- Appropriate endorsement in counseling and/or social work.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO:

Direct Supervisor: Home School Principal

VISION:

The Counselor applies specialized knowledge of human sociology and psychology to provide programs, interventions and a school culture that support student academic and emotional success. Staff and students embody the developmental, comprehensive social/emotional program in which students learn to make decisions, set goals, and prepare for life in future schooling and work. The Counselor gathers and interprets social/emotional data related to program management. The Counselor also offers responsive services to address students' immediate social/emotional concerns.

JOB GOALS:

- System Support: The Social/Emotional programs of the school and district function effectively.
 - Stakeholders within the school and its community understand the purposes, goals and principles of the social/emotional program.
 - Students and staff commit to and embody a culture of achieving high expectations within a community characterized by mutual respect and support.
 - The counselor, principal, teachers, and staff possess the knowledge and dispositions to provide an emotionally healthful learning experience for students.
- Social/Emotional Curriculum: Through the Social/Emotional Curriculum students develop self-awareness, inter- and intrapersonal skills, and the habits of mind and emotion for success in everyday life.

- Individual Student Diagnosis: The staff uses student indicators of social/emotional health for early identification and intervention to eliminate or reduce student failure.
- Responsive Services: Students receive responsive services to address social and emotional needs.

RESPONSIBILITIES:

Planning and Preparation

- Use counseling theory and techniques, i.e., individual consultations, group process
- Demonstrate knowledge of child and adolescent development
- Establish goals for the counseling program appropriate to the setting and the students served
- Know state and federal regulations and resources, both within and beyond the school and district
- Plan the counseling program, using individual and small group sessions, and in-class activities, and including crisis prevention, intervention, and response
- Develop a plan to evaluate the counseling program

The Environment

- Create an environment of respect and rapport
- Establish a culture for productive communication
- Establish a culture for positive mental health throughout the school
- Manage routine and procedures
- Establish standards of conduct, and contributes to the culture for positive behavior throughout the school
- Organize physical space

Delivery of Service

- Assess student needs
- Assist students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs
- Using counseling techniques, in individual and classroom programs
- Broker resources to meet needs
- Maintain contact with physicians and community mental health service providers
- Demonstrate flexibility and responsiveness

Professional Responsibilities

- Reflect on practice
- Maintain records, and submit them in a timely fashion
- Communicate with families
- Participate in a professional community – emphasis on the positive and supportive interactions

- Engage in professional development
- Show professionalism, including integrity, advocacy and maintaining confidentiality

TERMS OF EMPLOYMENT:

Work Day:

Typical for certified staff per Contract, including the possibility of an Atypical schedule.

Work Year:

180 days.

Bargaining Unit:

Non-exempt, bargaining unit member.

Salary and Benefits:

Per Contract

EVALUATION:

Home school administrator.