

DeKalb County School District

Position Specification

Title: Counselor II

DIVISION	School-Based		
DEPARTMENT	School-Based		
REPORTS TO	Principal		
CLASSIFICATION	Teacher	LEVEL	Teacher
CALENDAR	11 Month	FLSA	Exempt
RETIREMENT	Teachers Retirement System	APPROVED (HR)	07/02/2012

General Statement of Job

Under general supervision, provides students with a comprehensive guidance program that promotes self-esteem development, responsible behavior, career exploration and educational planning; provides assistance to students and parents and collaborates with community resource personnel, staff and faculty to create and assist with the development and implementation of programs and services for the school.

Specific Duties and Responsibilities

Essential Functions:

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

- Supervises work performed by and provides necessary advisement to counselors and classified staff assigned to the local school guidance and counseling department; and conducts all aspects of management of the guidance and counseling office under the supervision of the principal and in accordance with established school system procedures
- Supervises the planning of counseling activities in support of the academic, social and personal development of students; Ensures the implementation of comprehensive school guidance curriculum that assists students with academic achievement, social development and career awareness
- Consults/conferences with teachers and parents to address student concerns and needs; provides outside resources to parents/guardians indicating a need for emotional, family, economic, clothing, and/or medical support.

- Coordinates calendar of counseling activities for local school and guidance staff; develops beginning of year department plan; creates end of semester and end of year counseling reports
- Develops a comprehensive guidance program for all students; conducts classroom guidance sessions related to personal, academic, and career development.
- Coordinates the transition of students in preparation for promotion to the next grade level.
- Develops programs with staff to support school activities and programs; develops strategies for improving the learning environment.
- Participates in Student Support Team and 504 meetings to address students behavioral, academic and/or speech concerns.
- Monitors student attendance to ensure students are attending school regularly; contacts students and parents concerning attendance issues and follows up with written contracts and attendance letters (Attendance Protocol Manager).
- Coordinates programs to foster positive relationships with families and students.
- Mediates student conflicts.
- Completes social worker referrals as needed.
- Performs other duties as assigned.

Education and/or Experience:

Master's degree in education or human services (guidance, counseling, etc.) field from a Professional Standards Commission approved accredited college or university required.

Minimum of three (3) years experience in school counseling is required.

Certificates, Licenses, Permits:

Valid Professional Standards Commission approved certificate in guidance and counseling at level S-5 or above required.

Knowledge, Skills & Abilities:

May require:

Knowledge of normal and abnormal child development, educational principles and approaches pertinent to children with traumatic brain injuries, children with various intellectual and learning disabilities, special needs preschool children, visual, hearing and orthopedically impaired children, children with emotional and behavioral disorders; school system policies, programs and procedures pertinent to child and substance abuse and social adjustment; and state graduation/placement procedures.

Skill in oral, written and interpersonal communication, including communication for sight, hearing and speech impaired, establishing and/or facilitating individualized and group special education, vocational and community skills training programs, programs for the disabled, speech and language programs and teacher support programs, educational approaches for planning and implementation of intervention programs for children and families.

Ability to understand and interpret a wide variety of assessment tests relative to intellectual, emotional and physical abilities and disabilities, provide individual and group instruction in students' homes, the classroom and specialized facilities, enhance student and parental competence and incorporate formal and informal outside resources into educational processes.

ADA Requirements:

Sedentary Work: Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.

Balancing: Maintaining body equilibrium to prevent falling when walking, standing or crouching on narrow, slippery or erratically moving surfaces.

Reaching: Extending hand(s) and arm(s) in any direction.

Standing: Particularly for sustained periods of time.

Fingering: Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand or arm as in handling.

Talking: Expressing or exchanging ideas by means of the spoken word. Those activities in which one must convey detailed or important spoken instructions to others accurately, loudly, or quickly.

Hearing: Ability to receive detailed information through oral communication and to make fine discrimination in sounds, such as when making fine adjustments on machined parts with or without correction.

Repetitive Motions: Substantial movements (motions) of the wrists, hands, and/or fingers.

Performance Factors:

Interaction with Others: Ability to maintain, on a regular and consistent basis, relationships that are not characterized by high levels of hostility, social withdrawal or failure to communicate. Ability to be flexible relative to daily routines. Ability to demonstrate sensitivity to the differences among diverse populations.

Concentration: Ability to maintain workflow and thought processes in the presence of frequent distractions. Ability to ignore irrelevant sights or sounds and intrusive thoughts or stimuli. Ability to manage multiple tasks simultaneously with only few or no errors.

Stressful Circumstances: Ability to produce quality work when short or unexpected deadlines are presented. Ability to adjust work processes without incident when new and unexpected directions are given relative to a project that may be in process. Ability to maintain composure and not

compound a situation when interacting with persons who may be angry, demanding or otherwise less than polite.

Independent Judgment: Ability to complete work tasks without being given precise directions relative to work steps or the final project.

Organizational Skills: Ability to establish priorities; simultaneously manage multiple tasks; and deliver a quality work product by a designated deadline.

Public Contact: Ability to communicate professionally and effectively, both verbally and in writing, with superiors, colleagues, and other individuals within and external to the school system. Ability to demonstrate professionalism while interacting with others and to maintain constructive working relationships.

Attendance and Dependability: Ability to be depended on to report to work at the scheduled time and to seldom be absent from work. Ability to complete work in a timely, accurate manner and to be conscientious about work performance.