

**CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM
CLARKSVILLE, TENNESSEE
JOB DESCRIPTION**

Job Title: At Risk Student Counselor

Department: Instruction

Job Description

Date Reviewed: June 2017
Teacher Calendar: 200 Day

Reports To: Alternative School
Principal

Purpose of Job

To provide guidance services for all pupils and provide specialized programs to promote individual development. The at risk student counselor provides leadership in developing and coordinating these services and serves as a resource person to the school staff in planning programs to meet the changing needs of students.

Essential Duties and Responsibilities:

The following duties are normal for this job. These are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.

COUNSELING:

- Counsels with individuals or groups for academic, personal, social, and career development.
- Counsels with students to develop understanding of and providing opportunity for personal goals, choices, and values and their relationship in decision-making.
- Identify target behavior triggers for students and provide individualized and group counseling to assist students in identifying trigger behaviors and adapting appropriate coping skills and responses to redirection from adults.
- Provide a bridge for students between students and their home school representative to ensure successful transition back to home school from Alternative School.
- Work with outside agencies to provide support and connect students to resources outside of school to assist in goal-setting and decision-making.
- Work in conjunction with Alternative School Social Worker to assist students in successfully completing Alternative School program and successfully transitioning back to homeschool.

CAREER DEVELOPMENT:

- Assists in planning and implementing a developmental career guidance program, utilizing career clusters from exploratory experiences through tentative career choices.
- Provides for the dissemination of educational and career information to acquaint students with the school curriculum as well as post secondary opportunities and requirements.
- Develops and maintains a self directed career information center, utilizing local, regional, and national information and teaches students to use the center.
- Assists students in selection of appropriate post secondary vocational/technical, academic opportunities.
- Provides necessary financial aid information to students and parents.
- Assists students in the development of the attitudes and characteristics and the job-seeking skills necessary to obtain and maintain employment.

CONSULTATION:

- Consults with parents to aid them in understanding their children's personal, social, academic and career development.
- Consults with the school staff in conferences designed to assist individual students.
- Consults with faculty and administration in curriculum planning.
- Consults with other personnel services specialists in planning services to meet the needs of all children.
- Consults with industrial, business, community, and government agencies in program development

ASSESSMENT:

- Assists in the selection and administration of appropriate assessment instruments for career interest, aptitude, achievement, social and personal skills, individual and group behavior, study skills, attitudes, and values.
- Assists students and parents through interpreting test results and other assessment information for self—understanding and making choices.
- Assists administration and faculty in a needs assessment of the school and the school community.

ADMINISTRATION:

- Plans, organizes, and coordinates the total guidance program.
- Develops and monitors 6 year plans with students and parents.
- Develops and monitors progress of intervention plans for students not meeting college readiness benchmarks.
- Regularly monitors academic progress of all assigned students.
- Plans a counseling program to meet the needs of individual from diverse socio—economic, ethnic and racial groups.
- Communicates guidance needs, programs, and goals to his/her colleagues and to the total community.
- Utilizes a guidance committee, community resources, and research data in developing guidance services.
- Orients students, parents, staff, and community to the counseling and other guidance services.
- Utilizes appropriate school and community resources for referral.
- Provides for proper placement in enrollment of students in courses, programs, extra—curricular activities, jobs, etc.
- Maintains accurate student records and protects their confidentiality: according to the Rights and Privacy Act of 1974.

Evaluation

1. Applies research techniques to determine accountability for the guidance program.
2. Continues to grow professionally by maintaining membership and involvement in professional associations specifically for guidance and pupil personnel services personnel.

Terms of Employment

Salary and work year to be established by the Board of Education.

Evaluations

Performance of this job will be evaluated in accordance with provisions of the Boards policy on Evaluation of Professional Personnel.

Minimum Training and Experience Required to Perform Essential Job Functions

The counselor shall hold a certificate endorsement as a guidance counselor to work at the grade levels.

Knowledge of Job

Considerable knowledge of the policies, procedures, and activities of the school system, and supervisory practices as they pertain to the performance of duties relating to the position. Capability to develop and implement long-term goals. Knows how to keep abreast of any changes in statutes, policy, procedures and methods as they pertain to public education. Is able to effectively communicate and interact with subordinates, supervisors, members of the general public, and other groups involved in the operation of the school system. Is able to assemble information and make written reports and documents in a concise, clear, and effective manner. Has good organizational, management, interpersonal, and technical skills. Is able to use independent judgment and discretion in supervising subordinates, including the handling of emergency situations, determining and deciding upon procedures to be implemented, setting priorities, maintaining standards, and resolving problems.

**(ADA) MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED
TO PERFORM ESSENTIAL JOB FUNCTIONS**

PHYSICAL REQUIREMENTS:

Must be physically able to operate a variety of office machines. Must be able to use body members to work, move or carry objects or materials. Must be able to exert up to twenty pounds of force occasionally, and/or up to ten pounds of force frequently. Physical demand requirements are at levels of those for light active work. Must be able to lift and/or carry weight of twenty to forty pounds.

DATA CONCEPTION:

Requires the ability to compare and or judge the readily observable, functional, technical, structural and compositional characteristics (whether similar to or divergent from obvious standards) of data, people or things.

INTERPERSONAL COMMUNICATION: Requires the ability of speaking and/or signaling people to convey or exchange information, Includes giving assignments and/or directions to coworkers and assistants.

LANGUAGE ABILITY:

Requires the ability to read a variety of informational documentation, directions, instructions and methods and procedures related to maintenance operations. Requires the ability to write reports with proper format, punctuation, spelling and grammar. Requires the ability to speak with and before others with poise, voice control and confidence using correct English and a well-modulated voice.

INTELLIGENCE:

Requires the ability to learn and understand relatively complex principles and techniques; to make independent judgments in absence of supervision.

VERBAL APTITUDE:

Requires the ability to record and deliver information to supervisors and officials; to explain procedures and policies; and to follow verbal and written instructions, guidelines and objectives.

NUMERICAL APTITUDE:

Requires the ability to add and subtract totals; multiply and divide; determine percentages; determine time and weight; and utilize statistical inference.

FORM/SPATIAL APTITUDE:

Requires the ability to inspect items for proper length, width and shape visually.

MOTOR COORDINATION:

Requires the ability to coordinate hands and eyes in using automated office and departmentally-related equipment.

MANUAL DEXTERITY:

Requires the ability to handle a variety of items, hand and power tools, office equipment, control knobs, switches, etc. Must have the ability to use both hands for twisting or turning. Must have high level of hand and eye coordination.

COLOR DISCRIMINATION:

Requires the ability to differentiate colors and shades of color.

INTERPERSONAL TEMPERAMENT:

Requires the ability to deal with people beyond giving and receiving instructions such as in interpreting policies, decisions and procedures. Must be adaptable to performing under considerable stress.

PHYSICAL COMMUNICATION:

Requires the ability to talk and/or hear (talking – expressing or exchanging ideas by means of spoken words) (hearing – perceiving nature of sounds by ear).

At Risk Student Counselor

The Clarksville-Montgomery County School System is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the school system may provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer. Signatures below indicate the receipt and review of this job description by the employee assigned to the job and the immediate supervisor.

Employee's Signature

Supervisor's Signature

Date

Date