

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

Job Title: Elementary School Counselor

Department: Instruction

Date Reviewed: June 2017

Reports To: Building Principal

D.P.Y: 200 day calendar

Purpose of Job

To support a comprehensive school counseling program that provides services for all pupils and provide specialized programs to promote individual development. This includes academic development, social and emotional development, and college and career readiness. The school 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.

Coordinates with teachers, administrators, resource specialists and/or community (e.g. service clubs, courts, child protective services, etc.) for the purpose of providing/receiving requested information and/or making recommendations.

Counsels students, parents, and guardians for the purpose of enhancing student success, academically, socially, and emotionally, in school.

Develops a variety of special programs and classes (e.g. group and teamwork, leadership, bullying, coping with divorce or death, social skills) for the purpose of providing information to assist students in the successful transition from elementary to middle school or help with life and academic skills.

Monitors students' progress for the purpose of identifying issues and taking appropriate action for increasing student success. Prepares a wide variety of materials (e.g. lesson plans, quantity reports, student activities, correspondence, audits, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.

Presents information for the purpose of communicating information, gaining feedback and ensuring adherence to established internal controls.

Schedules student classes on a variety of topics for the purpose of helping students academically, socially and emotionally reach success in school.

Supervises assigned programs (e.g. scholarships, peer counseling, special education, ESL, etc.) for the purpose of monitoring performance, providing for professional growth and achieving overall curriculum objectives.

Provides students and parents with early access to college and career readiness standards

Is knowledgeable of community resources to share with stakeholders that need assistance or intervention

Supervises assigned programs (e.g. peer counseling, character education, etc.) for the purpose of monitoring performance, providing for personal growth and achieving overall curriculum objectives

The school counselor shall include the following activities in the delivery component:

- i. Deliver large group, classroom, and school-wide curricula designed to help students achieve mastery of counseling standards appropriate for their developmental level:
- ii. Utilize individual student appraisal and advisement to help all students plan, monitor, and manage their own learning as well as to achieve academic, social and emotional, and college and career readiness;
- iii. Provide individual and group counseling to address students' immediate needs and concerns to resolve academic, social and emotional, or college and career issues that are interrupting learning;
- iv. Provide support and assistance to students and school community to navigate critical and emergency situations;
- v. Make students and families aware of school and community resources that can provide additional information or assistance to help students be successful;
- vi. Share strategies that support student achievement with parents, teachers, other educators, or community organizations through consultation; and
- vii. Collaborate with other educators, parents, and the community to support student achievement and advocate for access and equity for all students through teaming, partnering, participating on school/district committees, and facilitating parent or staff workshops.

Evaluation

The School Services Personnel Rubric is used to evaluate school counselors

<http://team-tn.org/evaluation/teacher-evaluation/>

Terms of Employment

Salary and yearly calendar are established by the Board of Education.

Minimum Training and Experience Required to Perform Essential Job Functions

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

Knowledge of Job

Considerable knowledge of the policies, procedures, and activities of the school system and state of Tennessee. Knows how to keep abreast of any changes in statutes, policy, procedures and methods as they pertain to public education. Capability to develop and implement long-term goals. 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).

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