

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

**Job Title:** Elementary Lead School Counselor **Department:** Instruction

**Job Description**

**Date Reviewed:** August 2018

**Reports To:** Elementary Director/Director of  
TLI

**Calendar:** 12 months

**Purpose of Job**

To provide assistance to all elementary school counselors and help to promote programs that address academic, social, and emotional development for elementary students.

**Essential Duties and Responsibilities:**

Coordinates counseling efforts in K-5.

Ensures that school counselors understand and can utilize all appropriate data sources for students.

Provide trainings for appropriate school levels.

Ensures that all schools adhere to the federal, state, and local guidance laws.

Coordinates and designs routine trainings/meetings as needed.

Understands the interventions available to all students.

Understands/Knowledgeable of all Federal guidelines.

Provides classes as needed for parents or guardians.

Acts as a liaison for social workers and other school-based counseling services (Centerstone, MFLAC, Mental Health Cooperative, etc.) in the elementary setting helping to coordinate services and helping to ensure social workers are utilized efficiently.

Provides counseling services to elementary students as schedule allows.

**Provide Guidance on the following:**

**COUNSELING:**

Counsels with individuals or groups for academic, personal, social, and emotional development.

Counsels with students to develop understanding of and providing opportunity for personal goals, choices, and values and their relationship in decision making.

**CAREER DEVELOPMENT:**

Assists students in the development of the attitudes and characteristics and the job-seeking skills necessary to obtain and maintain employment.

Knows and understands the College and Career Readiness indicators on report cards and helps facilitate understanding of the indicators by all teachers.

**CONSULTATION:**

Consults with parents to aid them in understanding their children's personal, social, emotional, 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.

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.

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.

### **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**

Must hold a counseling endorsement by a State Board of Education for K-12.

### **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).

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.

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Employee's Signature

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date