



**DRAFT POSITION DESCRIPTION**

**Title: Middle School Counselor**

**Department: Educational Services**

**FLSA Classification: Exempt**

**Bargaining Unit: SRTA Certificated Contract**

**Work Year: 195 Days**

**Reports to: Site Principal**

**Board Approval Date: PENDING**

**Salary Grade: SRTA Certificated Contract Salary Schedule**

**DEFINITION:**

To provide a comprehensive counseling program for all students in middle school. Collaborate with teachers, families, and staff to maximize student engagement and success in meeting their educational, personal, social, college, and career goals. The Counselor shall be the liaison between the students, families, program, staff, and school and community resources. Students will be given information, advice, and assessments through their two years of middle school to help them instill good study habits, master grade-level academic work, and assist in developing social/emotional skills necessary to navigate and be successful in high school and life.

**QUALIFICATIONS:**

**Education and Experience:**

The successful candidate must demonstrate the following:

- Possession of a Bachelor's Degree and a Master's Degree in Counseling.

**License and/or other qualifications:**

- Valid California credential authorizing service in school counseling (Pupil Personnel Services).

**KNOWLEDGE AND ABILITIES:**

**Knowledge of:**

- Counseling objectives, principles, and procedures.
- Secondary curriculum.
- Various Student Information Systems.
- Effective models of counseling.
- State, and local SRCS District graduation requirements as well as A-G college entrance requirements for successful transition to high school.
- California Standards for School Counseling and the American School Counseling Association Standards (ASCA).

**Ability to:**

- Establish and maintain effective relationships with district and site staff, students, families, the public, and community agencies.
- Identify and determine the nature of student needs and provide appropriate assistance.
- Maintain confidentiality.
- Speak and write effectively.

**ESSENTIAL JOB FUNCTIONS:**

*The job analysis will be reviewed periodically as duties and responsibilities change with business necessity. Essential and marginal (non-essential) job functions are subject to modification. Nothing in this job analysis restricts management's right to assign or reassign related duties and responsibilities for this job.*

**Essential Job Functions include, but are not limited to the following:**

- Provide clear communication with all SRCS communities.
- Collaborate with elementary, middle, and high schools and post-secondary personnel to assist students in making a smooth transition between each.
- Monitor and inform students and families of students' progress toward educational goals.
- Collaborate with the School Based Therapist (SBT) and/or School Psychologist to assist students in receiving social/emotional support and interventions.
- Assist in the identification of any learning barriers for the student then collaborate with other specialized personnel on behalf of the student.
- Provide input, as part of a team, in identifying interventions, tools, and accommodations that help meet student's academic, social/emotional, and behavioral needs.
- Collaborate to support students individually, in small groups and/or through classroom or whole school guidance, as part of a tiered intervention model.
- Share information with students and families about educational and post-secondary opportunities.
- Serve in the liaison capacity between staff, families, and students.
- Collaborate/participate in school/program orientations and activities.
- Schedule students in appropriate courses considering student needs and preferences.
- Share community-based resources and support services with students/families.
- Respond to teacher/staff concerns about students' academic and social/emotional needs.
- Identify students who need academic intervention, and credit recovery opportunities via online programs, summer school, or alternative learning opportunities and facilitate the necessary next steps.
- Collaborate/participate in 504 and Student Study Team meetings.
- Pursue pertinent professional growth opportunities.
- Adhere to professional codes of ethics, legal mandates, and district policies.
- May perform other duties related to this job description.

**WORK ENVIRONMENT:**

*Performance of the essential job functions involves typically working in an environment as described here below.*

**ENVIRONMENTAL DEMANDS:**

<b>Factor</b>	<b>Y</b>	<b>N</b>	<b>If yes, describe</b>
Driving cars, trucks, forklifts and other equipment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Working around equipment and machinery	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Office equipment
Walking on uneven ground	<input checked="" type="checkbox"/>	<input type="checkbox"/>	School grounds
Exposure to excessive noise	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Loud voices
Exposure to extremes in temperature, humidity, wetness	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Outdoor conditions
Exposure to dust, gas, fumes, or chemicals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	District approved disinfectant
Working at heights	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Operation of foot controls or repetitive foot movement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Use of special visual or auditory protective equipment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Working with biohazards	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

**PHYSICAL DEMANDS:**

Performance of the essential job functions typically requires the physical demands as described here below.

Category	Never	Rare <10%	Occas. to 33%	Freq. to 66%	Cont. > 66%						
Sitting			X	X							
Walking			X	X							
Standing			X	X							
Bending (Neck)				X							
Bending (Waist)			X								
Twisting (Neck)			X								
Twisting (Waist)			X								
Squatting				X							
Climbing	X										
Kneeling		X									
Crawling	X										
Repetitive use of Hands?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No										
D = Dominant Hand ND = Non-Dominant hand											
Simple Grasping (D)				X							
Simple Grasping (ND)				X							
Power Grasping (D)			X								
Power Grasping (ND)			X								
Fine Manipulation (D)			X								
Fine Manipulation (ND)			X								
Pushing & Pulling (D)		X									
Pushing & Pulling (ND)		X									
Reaching- Above Shoulder		X									
Reaching- At/Below Shoulder			X								
						<b>LIFTING</b>	Never	Rare <10%	Occas. to 33%	Freq. to 66%	Cont. > 66%
						1-10 lbs			X		
						11-25 lbs			X		
						26-50 lbs	X				
						51-75 lbs	X				
						76-100 lbs	X				
						100+ lbs	X				
						<b>CARRYING</b>	Never	Rare <10%	Occas. to 33%	Freq. to 66%	Cont. > 66%
						1-10 lbs			X		
						11-25 lbs			X		
						26-50 lbs	X				
						51-75 lbs	X				
						76-100 lbs	X				
						100+ lbs	X				

**NOTE:**

This Employer is an equal opportunity employer. In compliance with the Federal and State disability laws, this employer understands they have a responsibility to consider reasonable accommodations for individuals with disabilities.