Logan-Rogersville R-VIII
SCHOOL DISTRICT
Opportunity • Success • Excellence

Job Description

Job Title:	**GUIDANCE COUNSELOR - SECONDARY**
Department:	Student Services
Reports to:	Principal
Classification:	Exempt / Certified Staff
Employment:	10 months / Contract
Evaluation:	Performance of this job will be evaluated in accordance with provisions of the board's policy on evaluation of certified personnel.

SUMMARY

The position of Guidance Counselor-Secondary provides support to the instructional process with specific responsibility for managing the placement of assigned students; providing information and recommendations to parents and students; and assisting in the development of goals and plans for achievement.

ESSENTIAL DUTIES AND RESPONSIBILITIES

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills and abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

1. **Implements the secondary guidance curriculum:** Conduct guidance learning activities in the classroom as planned in conjunction with school administration and teachers; consult with and/or be a resource person for teachers to facilitate the infusion of guidance learning activities into the regular education curricula.
2. **Guides course groups and individual students through the development of educational and career plans:**
   Middle School: Provide orientation activities for students new to the school; participate in orientation programs for parents and students; assist students in the transition from middle school to high school; inform students and their parents of test results and their implications for educational planning; provide resources and information to assist in career awareness and career exploration activities.
   High School: Provide orientation activities for students new to the school; participate in orientation programs for incoming 9th graders; guide 9th and 10th graders in the updating of their "High School Four Year Plans"; guide 11th and 12th graders to assist them in evaluating their current status and requirements needed for high school graduation; guide 12th graders to help them develop and take appropriate steps toward implementing their post-high school educational or career plans; assist in pre-registration of students; guide groups of individual students and their parents in the use of test results and information for education and career planning; guide all students to develop tentative career/vocational plans through the use of resources in the guidance center such as MOVIEW; assist in securing scholarships.
3. **Counsels small groups and individual students with problems:** Conduct structured, goal oriented counseling sessions to meet the identified needs of individuals or groups of students. Session topics at the secondary levels may include self awareness, self identity, academic problems,

behavior problems, peer problems, family issues, child abuse, substance abuse, suicide (threats and attempts) and sexuality issues.

4. **Consults with teachers, staff and parents regarding meeting the developmental needs of students:** Participate in staffing; conduct in-service programs for faculty; conduct and facilitate conferences with teachers, students, and parents; conduct or provide opportunities for parent education programs; assist families with school related problems.
5. **Refers students with severe problems to appropriate community agencies in consultation with their parents:** Consult and coordinate with in-district and community agencies, such as school psychologists, nurses, administrators and community-based psychologists, service agencies and physicians.
6. **Coordinates, conducts or participates in activities which contribute to the effective operation of the school:** Assist in scheduling of classes; interpret group test results to faculty and staff; establish effective liaisons with the various grade levels or instructional departments; act as an advocate for individual students as appropriate in conjunction with other staff; assist other school staff in the placement of students with special needs in appropriate programs such as gifted education and special education; and participate with the administration and faculty as a team member in the implementation of the district testing policy.
7. **Evaluates and revises the building guidance program:** Review periodically with staff and administration the guidance program using the program evaluation self-study; review and modify the program calendar and evaluate guidance learning activities.
8. **Pursues professional growth:** Attend state and local staff development programs; join professional associations; read professional journals; attend relevant workshops and conferences sponsored by professional organizations; take post graduate courses.
9. Maintains confidential nature of all school-related matters.
10. Performs other tasks and assumes other responsibilities as assigned by the supervisor or Superintendent.

SUPERVISORY DUTIES

Supervises students at all times.

QUALIFICATIONS

Background Checks

Clearance on all background checks required by law that is satisfactory to the Administration.

Education/Experience

A master's degree or higher, is required, from an accredited institution of higher learning

Certificates, Licenses, Registrations

Appropriate certification in field
Valid Missouri Teaching Certificate

SKILLS AND ABILITIES

Language

Read, analyze and interpret professional journals, Board policy, administrative procedures and forms and governmental regulations and guidance. Complete forms, write reports and engage in written correspondence with parents. Present information effectively and respond to questions. Write clear and complete lesson plans.

Computation

Work with mathematical concepts such as probability and statistical inference. Apply concepts such as fractions, percentages, ratios and proportions to practical situations.

Reasoning

Solve a variety of problems in many different situations. Interpret instructions presented in written, oral, diagram or schedule form. Apply knowledge of current educational theory and instructional techniques while presenting subject matter to students.

Technology

Perform basic computer functions such as word processing and internet use. Use district software for recording grades and finding student information. Utilize smart boards, projectors and other instructional technology provided by the district.

Additional Skills and Abilities

Identify needs and abilities of individual students and to adapt instructional methods accordingly. Establish and maintain effective relationships with students, peers and parents. Perform multiple tasks simultaneously

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Physical Requirements

The individual who holds this position is regularly required to walk, hear and speak as a major function of the job. Regularly required to speak and hear in an environment where numerous conversations and activities may be taking place simultaneously. Must be able to move around the classroom. Must have close moderate and distance vision ability. Regularly required to read handwritten or printed material.

Physical requirements also include, but are not limited to, sitting (normal seated position), standing, walking (level or uneven surface), bending/twisting neck, bending/twisting at the waist, kneeling, crouching, crawling, climbing, reaching, lifting (up to 50 lbs.), carrying objects (up to 50 lbs.) while walking, pushing, pulling, presence of heat (summer high temperatures, high humidity, ovens, furnaces, etc.), presence of cold (winter low temperatures, walk-in refrigerator/freezer).

Employee can be expected to help students with their mobility needs.

Hours / Attendance / Travel

Beginning and ending work hours will be established by the supervisor. Consistent and regular attendance is an essential component of student learning. In district travel may be necessary due to grade level configuration.

CONDITIONS AND ENVIRONMENT

The work conditions and environment described here are representative of those that an individual will encounter while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

The individual who holds this position will regularly work in a school environment that is noisy and active. Occasionally the individual will be required to work outdoors for short periods of time to perform such tasks as loading and unloading students from district transportation and supervising outdoor classroom activities.

As a political subdivision, employer, recipient of federal funds, and educational institution, the Board of Education is prohibited from, and hereby declares a policy against engaging in unlawful discrimination, including harassment creating a hostile environment, on the basis of race, color, sex, national origin, ancestry, disability, age, or use of leave protected by the Family and Medical Leave Act, in its programs, activities, and with regard to employment. The Board is an equal opportunity employer.