

WILLCOX UNIFIED SCHOOL DISTRICT NO.13
480 NORTH BISBEE AVENUE
WILLCOX, ARIZONA 85643

JOB DESCRIPTION

TITLE:

Counselor

POSITION SUMMARY/JOB GOAL:

Assist students to deal with and overcome problems that impede learning or personal fulfillment and to assist them in plans for adjustment necessary to responsible citizenship, using the TUSD Comprehensive Competency Based Guidance (CCBG) program/American School Counselor Association National Model.

REQUIREMENTS:

Masters degree in School Guidance and Counseling or related Masters Degree. Arizona School Guidance and Counseling Certificate required. Previous teaching and school counseling preferred. Valid AZ driving license. FBI fingerprint background check required.

REPORTS TO:

Principal

ESSENTIAL FUNCTIONS:

(THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED)

- Implements and administers The CCBG/American School Counselor Association National Model curriculum.
- Conducts guidance learning activities in the classroom following the competencies listed in the TUSD Guidance and Counseling program handbook.
- Consults with and/or be a resource for teachers to facilitate the infusion of guidance competencies into the regular education curriculum.
- Guides and counsels groups and individual students through the development of educational and career plans.
- Participates in orientation and programs for new students and their parents. Assists in the transition of students from school to school or level to level.
- Provides career awareness and exploration resources to students and inform students and parents of career test results and their implications for educational planning.
- Provides scholarship and postsecondary education information to students and parents and assist students in evaluation of graduating requirements to meet educational and career goals.
- Counsels groups and individuals with issues or problems, conducting structured, goal-oriented sessions to successfully address the specific issues.
- Meets with teachers, staff and parents to address specific developmental needs of students.
- Conducts in-service programs for faculty, staff, students and parents as well as community members.
- Facilitates conferences with students, teachers and parents, providing counsel and educational information/resources, in a collaborative approach to reach consensus for all situations, if possible.
- Refers severely troubled students to the appropriate community agencies or resources (mental health professionals, law enforcement, social services, etc.), or in-district resources (school psychologist, nurse, administrators) after consultation with parents.
- Acts as an advocate for ALL students.
- Coordinates and participates in events and activities that contribute to the overall effective

operation of the school.

- Administers all types of evaluation measures (including district testing programs), both formal and informal, and interprets and communicates results to appropriate students, parents, faculty and staff.
- Refers students with special needs to appropriate programs (such as GATE).
- Evaluates and revises the building guidance program as needed. Conducts needs data assessments to determine competencies that need to be addressed at each grade level. Consults with Advisory Council to evaluate the program. Uses the evaluation form in the Guidance and Counseling handbook to self-assess the progress and level of implementation of the program.
- Pursues professional development and growth by attending programs and conferences (AZ School Counselor Conference, AZ School Counselor Academy, related workshops, etc.). Stays current with counseling and guidance practices by reading professional journals and periodicals and joining professional organizations such as, AzSCA, ASCA, etc. Takes post-graduate courses.
- Teaches CCBG competencies as a team.
- Uses “Student Management System”
- Assists in the development of the Master Schedule.
- Supervises construction of student schedules. Submits all necessary documentation and data to school administrator in accordance with departmental guidelines.
- Performs related duties as assigned.

PHYSICAL TASKS:

Work involves the performance of duties where physical exertion is normally required to perform the functions of the position. Assistance is available to perform physically demanding tasks if needed. Work may involve standing, sitting, walking, stooping, bending, reaching and grasping. Vision and hearing must be acceptable to perform job functions. Verbal communicative ability required in public contact positions.

MENTAL TASKS:

Communicates and comprehends verbally and in writing. Performs functions from written and oral instructions and from observing and listening to others. Evaluates written materials.

EQUIPMENT, AIDS, TOOLS AND MATERIALS:

Uses standard office equipment, such as telephones, computers, printers, fax machines and copiers.

WORKING CONDITIONS:

Works indoors – office environment. Exposure to noise. Extensive contact with students, parents, teachers and public.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the board's policy on evaluation of support staff (GDO).

APPROVED BY: _____ DATE: _____
(Superintendent)

REVIEWED AND
AGREED TO BY: _____ DATE: _____
(Incumbent)