

**MURRIETA VALLEY UNIFIED SCHOOL DISTRICT
JOB DESCRIPTION**

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TITLE: HIGH SCHOOL COUNSELOR

Objective: To promote student achievement and success by providing comprehensive school counseling program that addresses academic, personal/social and career/college development for all students.

Job Goal: Under the direction of the principal, the counselor assumes responsibility for all phases of pupil personnel services and coordination of student learning at the school site.

QUALIFICATIONS

Knowledge of:

1. Academic, vocational and personal guidance.
2. Alternative educational programs.
3. Early adolescent developmental issues.
4. Eligibility and specialized programs participation.
5. Intake and registration procedures.
6. Master scheduling process.
7. Student Assistance Process and programs.
8. Student Information System.
9. Transcript evaluation, graduation requirements and college entrance requirements.
10. Safety rules and regulations for this position.

Ability to:

1. Demonstrate effective instructional, organizational, and administrative leadership.
2. Set district-wide operational priorities and manage time effectively.
3. Work independently with little direction.
4. Analyze problems, identify potential solutions and make appropriate and effective decisions.
5. Establish and maintain effective organizational and community relationships.
6. Work in a diverse socio-economic and multicultural community.
7. Communicate effectively both orally and in writing.
8. Effectively work in a demanding environment.
9. Interpret, apply and explain rules, regulations, policies and procedures.
10. Operate a computer and job-related equipment.
11. Maintain consistent, punctual and regular attendance.
12. Meet schedules and time lines.
13. Able to sit for sustained periods of time.
14. Able to operate a motor vehicle in a safe and effective manner.
15. Incorporated within one or more of the previously mentioned performance responsibilities, which are essential functions of this job description, are the following essential physical, mental and environmental requirements (reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions):

Training and Experience

1. A Master's Degree or higher from an accredited institution.
2. A minimum of three (3) years of classroom teaching experience desired.
3. Possession and maintenance of a Pupil Personnel Services Credential.
4. Possession and maintenance of a California Teaching Credential desired.

Reports to: Site Administrator or Designee

ESSENTIAL FUNCTIONS

1. Development and Management of a Comprehensive School Counseling Program

- 1.1 Discusses the comprehensive school counseling program with the school administrator.
- 1.2 Uses data to develop school counseling program goals, and shares the goals with stakeholders (i.e., administrators, teachers, students, parents, and community and business leaders).
- 1.3 Uses data to develop curriculum, small-group and closing-the-gap action plans for effective delivery of the school counseling program.
- 1.4 Uses the majority of time providing direct and indirect student services through the school counseling core curriculum, individual student planning and responsive services and most of the remaining time in program management, system support and accountability. (Approximately 80 percent or more of time in direct and indirect services and 20 percent or less of time in program support.)
- 1.5 Uses data to develop comprehensive programs that meet student needs.
- 1.6 Develop and maintain a written plan for effective delivery of the school counseling program that focuses on the ASCA National Model areas of: academic, personal/social and college/career as well as the district core values.

2. Delivery of a Comprehensive School Counseling Program

Direct Services:

- 2.1 Provides direct student services (school counseling core curriculum, individual student planning and responsive services).
 - 2.1.a. Assist administration with student orientation programs.
 - 2.1.b. Provides input for development and implementation of the master schedule
 - 2.1.c. Evaluates student transcripts and assessment data to assist students in the development of an appropriate course of study to meet individual student's college and career goals.
- 2.2 Delivers school counseling core curriculum lessons in classroom and large-group settings.
- 2.3 Provides appraisal and advisement to assist all students with academic, career and personal/social planning including appropriate course placement and referral to appropriate educational intervention services (i.e.: SST's, referral for special education assessment) .
- 2.4 Provides individual and group counseling to students with identified concerns and needs.

ESSENTIAL FUNCTIONS (continued)

Indirect Services:

- 2.5 Facilitates college recruitment and placement, writes letters of recommendation, reviews college applications as requested, facilitates exploration and development of a post-secondary plan, reviews FAFSA submissions, and provides information related to NCAA.
- 2.6 To review and evaluate student transcript for graduation requirements and A-G Completion.
- 2.7 Indirect student services are provided on behalf of identified students (504, IEP, attendance concerns); strategies to include referrals, consultation and collaboration.
- 2.8 Refers students and parents to appropriate school and community resources to support student achievement and success.
- 2.9 Consults with parents and other educators to share strategies that support student achievement and success.
- 2.10 Collaborates with parents, other educators and community resources to support student achievement and success.
- 2.11 Provides elementary to middle school and/or middle school to high school guidance and articulation.
- 2.12 Facilitates a college/career readiness pathway for each student.
- 2.13 Work collaboratively with administration and staff to promote school vision, program and goals to stakeholder groups.
- 2.14 Provides school counselor related in-service training for staff as required.
- 2.15 Performs other related duties as directed.
- 2.16 As a member of the site leadership team, provide supervision at after school events as arranged with site principal.
- 2.17 Be visible at breaks and lunches in order to promote and develop positive student relationships and behaviors.
- 2.18 Attends meetings as assigned by principal.

3. Accountability

- 3.1 Identifies and analyzes school data to inform the school counseling program and measure program results.
- 3.2 Analyzes data on how time is used and adjusts program delivery to meet student needs as demonstrated in school data.
- 3.3 Collects and analyzes results data of school counseling program activities to guide program evaluation and improvement.
- 3.4 Monitors student academic performance, attendance and behavioral data to inform school counseling program goals.
- 3.5 Conducts self-analysis to determine strengths and areas of improvement and plans professional development accordingly.
- 3.6 Conducts a school counseling program assessment annually to review extent of program implementation and effectiveness.
- 3.7 Shares school counseling program results data with relevant stakeholders.

PHYSICAL ABILITIES

1. Visual ability to read handwritten or typed documents and the display screen of various office equipment and machines.
2. Able to conduct verbal conversation in English or other designated language.
3. Ability to communicate so others will be able to clearly understand a normal conversation.
4. Ability to understand speech at normal levels.
5. Able to hear normal range verbal conversation (approximately 60 decibels.)
6. Able to sit, stand, stoop, kneel, bend, and walk.
7. Able to sit for sustained periods of time.
8. Able to climb slopes, stairs, steps, ramps, and ladders and push and pull objects.
9. Ability to push, pull, and transport instructional and/or presentation materials.
10. Able to exhibit full range of motion for shoulder external rotation and internal rotation, shoulder abduction and adduction, elbow flexion and extension, shoulder extension and flexion, back lateral flexion, hip flexion and extension, and knee flexion.
11. Able to demonstrate manual dexterity necessary to operate calculator, typewriter, and/or computer keyboard at the required speed and accuracy in a safe and effective manner.
12. Able to operate a motor vehicle in a safe and effective manner.

TERMS OF EMPLOYMENT: 205 -day work year
Certificated Management

EVALUATION: Performance of this job will be evaluated in accordance with Board of Education policy on Evaluation of Professional Personnel. The Site Principal in collaboration with the Director of Student Support or designee will give the evaluation.

Approved by: Board of Education
Revised: March 8, 2018

Date: 6/25/2015

**MURRIETA VALLEY UNIFIED SCHOOL DISTRICT IS A
TOBACCO-FREE, DRUG-FREE WORKPLACE AND
AN EQUAL OPPORTUNITY EMPLOYER**