

# **SOUTH SIOUX CITY COMMUNITY SCHOOLS**

## **SECONDARY COUNSELOR**

**Reports to:** Programs Director and Building Principals

**Classification:** Certified

**FLSA Status:** Exempt

Exempt. Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study or has a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and is employed and engaged in this activity as a teacher.

**Terms of Employment:** Days according to school calendar as approved by board policy

**Evaluation:** Performance in this position will be evaluated regularly by the supervisor and in accordance with Board Policy

**Compensation:** Reviewed and established annually by the Board of Education

### **JOB REQUIREMENTS**

- Being pleasant with others on the job and displaying a good-natured, cooperative attitude.
- Reliable, responsible, and dependable and fulfilling obligations.
- Job requires being reliable, responsible, and dependable, and fulfilling obligations.
- Job requires being honest and ethical.
- Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.
- Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
- Job requires accepting criticism and dealing calmly and effectively with high stress situations.
- Job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.
- Job requires a willingness to lead, take charge, and offer opinions and direction.
- Job requires preferring to work with others rather than alone, and being personally connected with others on the job.

### **WORKING CONDITIONS**

- Inside offices and classrooms.
- Outside for activities with students and student supervision.

### **MUST POSSESS AND EFFECTIVELY UTILIZE THE FOLLOWING SKILLS AND ABILITIES**

- Being aware of others' reactions and understanding why they react as they do.
- Bringing others together and trying to reconcile differences.
- Persuading others to change their minds or behavior.
- Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- The ability to apply general rules to specific problems to produce answers that make sense. Inductive: The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).

### **PERFORMANCE RESPONSIBILITIES**

- Provide individual student counseling and group educational and vocational guidance services as assigned and perform related duties as set forth under Job Tasks.
- Provide for the reasonable care and safety of students under the Secondary Counselor's supervision.
- Provide care for students, including reporting suspected child abuse or neglect to supervisor and provide medication administration as assigned.

- Adhere to all district policies, rules, regulations, and supervisor directives.
- Maintain confidentiality of information concerning staff, students, and parents in accordance with law and District rules.
- Adhere to the code of ethics of the District and Nebraska Department of Education (NDE Rule 27). The Secondary Counselor must serve as a positive role model for staff and students.
- Counsel students regarding educational issues such as course and program selection, class scheduling, school adjustment, truancy, study habits, and career planning.
- Counsel students to help them understand and overcome personal, social, or behavioral problems affecting their educational or vocational situations.
- Maintain accurate and complete student records as required by laws, district policies, and administrative regulations.
- Confer with parents or guardians, teachers, other counselors, and administrators to resolve students' behavioral, academic, and other problems. Utilize resources to effectively communicate with others with different communication abilities (e.g. non-English speaking, hearing impaired).
- Provide crisis intervention to students when difficult situations occur at schools.
- Meet with parents and guardians to discuss their children's progress, and to determine their priorities for their children and their resource needs.
- Meet with other professionals to discuss individual students' needs and progress.
- Provide students with information on such topics as college degree programs and admission requirements, financial aid opportunities, trade and technical schools, and apprenticeship programs.
- Collaborate with teachers and administrators in the development, evaluation, and revision of school programs.
- Teach classes and present self-help or information sessions on subjects related to education and career planning.
- Conduct follow-up interviews with student counselees to determine if their needs have been met.
- Attend professional meetings, educational conferences, and teacher training workshops, in order to maintain and improve professional competence.
- Plan and conduct orientation programs and group conferences to promote the adjustment of students to new life experiences such as starting college.
- Assess needs for assistance such as rehabilitation, financial aid, or additional vocational training, and refer clients to the appropriate services.
- Instruct students in career development techniques such as job search and application strategies, resume writing, and interview skills.
- Compile and study occupational, educational, and economic information to assist counselees in determining and carrying out vocational and educational objectives.
- Provide information for teachers and staff members involved in helping students or graduates identify and pursue employment opportunities.
- Provide information for teachers and staff members involved in helping students identify and pursue employment opportunities.
- Review transcripts and communicate with students and parents or guardians to ensure that students meet graduation or college entrance requirements, and write letters of recommendation.
- Provide special services such as alcohol and drug prevention programs, anti-bullying programs, and classes that teach students to handle conflicts without resorting to violence.
- Establish and supervise peer counseling and peer tutoring programs.
- Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.

- Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
- Knowledge of principles and processes for providing customer and personal services. This includes school and student needs assessment, meeting quality standards for services, and evaluation of satisfaction.
- Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.
- Developing constructive and cooperative working relationships with others, and maintaining them over time. This includes: establishing and maintain relationships with students, parents and team members and working as a team member.
- Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients. This includes: counseling students with personal problems and demonstrating empathy with others during counseling or related services.
- Communicating with people outside the organization, representing the organization to others. This information can be exchanged in person, in writing, or by telephone or e-mail. This includes: communicating student progress, compiling information through interviews, conducting parent conferences and making presentations.
- Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.
- Keeping up-to-date technically and applying new knowledge to your job. This includes following confidentiality procedures and student observation procedures and using behavior modification techniques, conflict resolution techniques, counseling techniques, interpersonal communication techniques, intervention techniques, interviewing procedures, labor market information, public speaking techniques, and teaching techniques.
- Translating or explaining what information means and how it can be used. This includes interpreting psychological test results.
- Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics. This includes: advising students, consulting with parents or school personnel to determine student needs, and giving information about community services or resources.
- Perform other tasks or duties as assigned by the Board or the Superintendent.

#### **EDUCATION AND/OR EXPERIENCE**

- Masters degree or higher required.
- Must possess at all times during employment a Nebraska Teaching Certificate with a School Guidance Counselor endorsement and such other endorsements as may be required by NDE Rules 10 and 24; or a Nebraska HHS certificate as a Certified Social Worker and/or Licensed Mental Health Practitioner.

#### **REQUIRED KNOWLEDGE AND SKILLS**

- Regular, dependable attendance on the job, the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and the ability to perform the following identified physical requirements:

## Physical Requirements Secondary Counselor

E = Essential  
NE = Non-Essential

	Item is not a requirement of the job NE	Occasional – up to 33% of time NE	Occasional/Essential – up to 33% of time, absolutely essential to the job E	Frequent -- between 34% - 66% E	Continuous -- over 66% of time E
<b>Stamina</b>					
1. Sitting				X	
2. Walking				X	
3. Standing		X			
4. Sprinting/Running	X				
<b>Flexibility</b>					
5. Bending or twisting at the neck more than the average person		X			
6. Bending or twisting at the trunk more than the average person		X			
7. Squatting/Stooping/Kneeling		X			
8. Reaching above the head		X			
9. Reaching forward		X			
10. Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)		X			
<b>Activities</b>					
11. Climbing (on ladders, into large trucks/vehicles, etc.)		X			
12. Hand/grip strength		X			
13. Driving on the job		X			
14. Typing non-stop			X		
<b>Use of Arms and Hands</b>					
15. Manual dexterity (using a wrench or screwing a lid on a jar)		X			
16. Finger dexterity (typing or putting a nut on a bolt)		X			
<b>Lifting Requirements</b>					
17. Lifting up to 10 pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead		X			
18. Lifting 11 to 25 pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead	X				
19. Lifting 26 to 50 pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead	X				
20. Lifting 51 to 75 pounds (Mark all that apply)					
Floor to waist	X				
Waist to shoulder	X				
Shoulder to overhead	X				
21. Lifting 76 plus pounds (Mark all that apply)					
Floor to waist	X				
Waist to shoulder	X				
Shoulder to overhead	X				
22. Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?	X				
<b>Pushing/Pulling</b>					
23. 25 to 50 pounds		X			
24. 51 to 75 pounds		X			
25. 76 to 90 pounds	X				
26. Over 90 pounds	X				

<b>Carrying</b>						
27.	10 to 25 pounds		X			
28.	26 to 50 pounds		X			
29.	51 to 75 pounds	X				
30.	76 to 90 pounds	X				
31.	Over 90 pounds	X				