

## WARREN COUNTY PUBLIC SCHOOLS

**JOB TITLE:** Elementary School Counselor

**LOCATION:** Elementary Schools

**JOB CATEGORY:** Licensed/Professional

**PAY GRADE:** Grades 1-5

**FSLA:** Exempt

**IMMEDIATE SUPERVISOR:**  
Building Administrator(s)

### **GENERAL DEFINITION AND CONDITIONS OF WORK**

Provides a comprehensive guidance and counseling program for students at the elementary level. Provides services to promote the social and emotional development as well as the academic and career development of each student. Consults with teachers, parents, and staff to enhance their effectiveness in helping students' educational, social, personal, and career development; provides appropriate support to the total school program.

### **ESSENTIAL FUNCTIONS/TYPICAL TASKS**

The minimum performance expectations include, but are not limited to, the following functions/tasks:

- Maintains and respects confidentiality of student and school personnel information, while maintaining the safety and welfare for all students and staff members;
- Follows federal, state, and local laws, regulations, and policies regarding children's educational welfare;
- Reports any pertinent information to the proper authorities in cases of child endangerment, neglect, or abuse;
- Meets and instructs the students(s) in assigned locations and at the designated times;
- Provides individual, school-related counseling to students who refer themselves or are referred by parents, teachers, or administrators;
- Provides small group counseling as needed for all grade levels on developmental or problem-centered issues;
- Designs coherent instruction based upon knowledge of subject matter, current instructional practices, students, the community, and curriculum goals;
- Prepares for classes assigned and shows evidence of lesson preparation upon request of the building administrator(s);
- Understands that students differ in their learning styles and differentiates instruction to meet diverse student needs;
- Provides new student orientation and assists with adjustment problems/concerns as requested by building administrator;
- Consults regularly with administrators, teachers, and parents regarding the needs of students;
- Attends Student Study meetings and offers suggestions for intervention plans, as requested by building administrator;
- Serves as a referral source to parents and students who need specialized services beyond those provided by the school;
- Assists with providing mediation services for student conflicts;

- Provides information and training for parents concerning parenting skills and to educate parents about available resources for handling family crises, as requested by building administrator;
- Consults with the teachers of students with whom the counselor is working regarding that student's needs and/or concerns;
- Works in conjunction with teachers and the receiving counselors to prepare students for the transition to middle school;
- Consults with the teachers of students with whom the counselor is working regarding that student's needs and/or concerns;
- Promotes effective public relations through communication with parents and community members about the counseling program and by offering opportunities for input and review of materials;
- Assists students by appraising their interests, aptitudes, abilities, educational achievements, and personality development;
- Submits and/or reviews referrals to the school psychologist, visiting teacher, and health organizations, as requested by the building administrator(s);
- Assists in referrals, in collaboration with the building administrator(s), and the psychologist, for specialized services beyond those provided by the school;
- Assists in group sessions with teachers, parents, community resource personnel, and administrators;
- Participates in sessions with teachers and other personnel relative to individualizing instruction;
- Confers with parents, in group or individual sessions, concerning the total school program as it relates to the educational, vocational, and personal development of their children;
- Evaluates the following on a continuous basis:  
the nature and scope of the guidance services as outlined above;  
the functioning of guidance program as an integral part of the total educational program;
- Maintains a positive discipline policy that fosters a safe and positive environment for all students and staff;
- Ensures the adequate supervision of students;
- Manages classroom procedures to maximize academic learning time during instruction;
- Establishes and maintains rapport with students;
- Motivates students to achieve maximum potential;
- Creates a supportive learning environment for all students that encourages social interaction, active engagement in learning, and self-motivation;
- Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities;
- Works collaboratively with staff, families, and community resources to support the success of a diverse student population;
- Works in a collegial and collaborative manner with peers, school personnel, and the community to promote and support student learning;
- Models professional, moral, and ethical standards as well as personal integrity in all interactions;

- Provides service to the profession, the division, and the community;
- Complies with and supports school and division regulations and policies;
- Maintains proper boundaries with students at all times, assuring respect for the ethical and legal duties in the staff-student relationship and the essential duty to serve as a role model;
- Provides a good role model of an educated professional in appearance, demeanor, dress and behavior;
- Participates in curriculum development programs, faculty committees and student activity sponsorship as required;
- Assumes responsibilities outside the classroom as they relate to school;
- Maintains licensure at the state and/or national level; assumes responsibilities for professional growth and keeps materials, supplies, and skills up-to-date;
- Models non-discriminatory practices in all activities;
- Performs related duties as assigned by the administration in accordance with the school/system policies and practices.

### **KNOWLEDGE, SKILLS AND ABILITIES**

Thorough knowledge of the educational process, elementary and special education principles, practices and procedures; thorough knowledge of the principles and methodology of effective teaching and counseling elementary students; thorough knowledge of school division rules, regulations and procedures; ability to establish and maintain standards of behavior; ability to deliver articulate oral presentations and written reports; ability to establish and maintain effective working relationships with staff, students, and parents.

### **EDUCATION AND EXPERIENCE**

Candidate must be a graduate of an accredited college or university and possess or be eligible to acquire appropriate license(s) and/or endorsement(s) for position as required by the Commonwealth of Virginia and School Board.

### **SPECIAL REQUIREMENTS**

Must demonstrate the professional and personal characteristics necessary for working effectively with students, parents, school personnel and members of the community. Candidate must possess good moral character and is expected to be a role model, in and out of the school.

### **PHYSICAL DEMANDS/REQUIREMENTS**

Duties performed typically in school settings to include: guidance office/classroom, regular classrooms, gymnasium, auditorium, and recreational areas. Frequent walking, standing, stooping, lifting, up to approximately 30 pounds, and occasional lifting of equipment and/or materials weighing up to approximately 40 pounds may be required. Other limited physical activities may be required. Occasional travel with students on field trips may be necessary. Vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information at normal spoken word levels; visual acuity is required for preparing and analyzing written or computer data, determining the accuracy and thoroughness of work, and observing general surroundings and activities; the worker is subject

to inside and outside environmental conditions, noise and hazards. Occasional movement of students by wheelchairs and other mechanical devices may be required. Regular instruction to special needs children may be necessary. Daily personal and close contact with children to provide classroom management and learning environment support is required. Regular contact with staff members, administrators, and parents is required. Contact with parents by phone and in person may be necessary. Contact with medical professionals may be required.

### **EVALUATION**

Performance will be evaluated on the ability and effectiveness in carrying out the above responsibilities by building administrator(s).