

**MACON COUNTY SCHOOLS**  
**GUIDANCE COUNSELOR**  
**JOB DESCRIPTION**

**QUALIFICATIONS:**

- (1) Master's degree from an accredited educational institution.
- (2) Certification in Guidance and Counseling by the State of Alabama.
- (3) Must meet background clearance requirements as specified by Alabama Statutes and State Board of Education regulations.

**KNOWLEDGE, SKILLS AND ABILITIES:**

Ability to read, interpret and follow State Board of Education rules, School Board policies and the appropriate state and federal statutes. Knowledge and understanding of child development and the unique needs and characteristics of students served. Knowledge and understanding of guidance and counseling principles, programs and services. Knowledge of tests and measurement theory and of community resources and services available for student assistance. Ability to counsel and assist students, parents and school personnel in the resolution of problems in student learning, behavior and mental health. Ability to administer and interpret student assessment and evaluation instruments. Ability to analyze and use data. Ability to consult with parents, school personnel and the public. Ability to maintain sensitivity to multicultural issues. Ability to maintain confidentiality. Ability to communicate effectively verbally and in writing using correct grammar, spelling and business English. Ability to audit forms and reports for accuracy and completeness. Ability to design and deliver classroom guidance. Skill in conducting individual, small group and large group counseling.

**REPORTS TO:**

Principal

**JOB GOAL**

To provide students with educational, personal and vocational counseling and to identify and coordinate all available resources to empower students to reach full potential.

**SUPERVISES:**

N/A

**PERFORMANCE RESPONSIBILITIES:**

- \* (1) Develop guidance programs based on developmental needs of students, needs assessments, and school and system priorities.
- \* (2) Establish short- and long-range plans based on student needs as well as school, system and state priorities.
- \* (3) Communicate goals and services of the counseling programs to school administration, staff, students and parents.
- \* (4) Establish priorities and an implementation schedule for counseling and student service programs.
- \* (5) Review, evaluate and select a variety of materials to support a well-balanced counseling program.

## GUIDANCE COUNSELOR (Continued)

- \* (6) Implement, coordinate and monitor school-wide counseling services and activities.
- \* (7) Establish an environment for an effective counseling program.
- \* (8) Establish and follow procedures for appropriate intervention in accordance with school, system, and state laws, rules and policies.
- \* (9) Maintain student records according to established guidelines.
- \*(10) Participate in school-wide events, committees and supervisory responsibilities to assure student safety.
- \*(11) Use technology resources effectively.
- \*(12) Demonstrate knowledge of theories, techniques and instruments used for assessments.
- \*(13) Administer tests, interpret scores, and communicate results.
- \*(14) Explain nature and purpose of assessment in an understandable manner, including its uses and limitations, and provide feedback to appropriate individuals.
- \*(15) Exercise confidentiality in the sharing of test results.
- \*(16) Use relevant assessment data to make recommendations to students, parents, teachers and other professionals.
- \*(17) Evaluate counseling program objectives including using feedback from students, parents and staff.
- \*(18) Provide personal/social growth counseling (individual and group) concerning academic success, understanding of self and others, communication skills, decision-making, relationship skills, conflict resolution, goal setting, and effective coping skills necessary to refuse participation in substance abuse and physical violence.
- \*(19) Recognize, appreciate and serve the cultural differences and special needs of individuals and families.
- \*(20) Recognize overt indicators of student distress or abuse and take appropriate intervention, referral or reporting action.
- \*(21) Provide crisis intervention services including follow-up services as appropriate.
- \*(22) Orient new students and their parents and assist students moving from grade to grade or school to school.
- \*(23) Provide intervention for at-risk students and those with special learning and behavioral needs.
- \*(24) Implement programs for career awareness and (at secondary level) comprehensive educational/career plans which target high school completion, post-secondary opportunities, scholarships and financial aid information.
- \*(25) Consult with students, parents, teachers and other school staff to assist in meeting needs of students.
- \*(26) Work effectively with parents.
- \*(27) Serve as advocate for students.
- \*(28) Establish an effective working relationship with outside services and make appropriate referrals for psychological, social work, health, and community services.
- \*(29) Participate in multidisciplinary conferences concerning individual cases of special need, including academic, social, cultural, emotional, and economic.
- \*(30) Provide information to and/or inservice for teachers, administrators and other school staff.
- \*(31) Keep abreast of current trends in counseling and guidance.
- \*(32) Participate in meetings, training sessions and other activities for improvement of professional knowledge and skills.
- \*(33) Model and maintain high professional and ethical standards.

**GUIDANCE COUNSELOR (Continued)**

- \*(34) Prepare all required reports and maintain all appropriate records.
- \*(35) Identify student/school issues and facilitate and follow established procedures.
- \*(36) Use positive interpersonal skills to encourage cooperative efforts between staff, students, families and the community.
- \*(37) Review student records and indicators: portfolio assessment, professional team interaction and analysis reports, documented parent interaction, student discipline records and others as deemed appropriate by the system guidelines to evaluate student needs and plan program.
- \*(38) Monitor to ensure that student growth/achievement is continuous and appropriate for age group and subject program classification.
- (39) Perform other tasks consistent with the goals and objectives of this position.

**PHYSICAL REQUIREMENTS:**

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

**TERMS OF EMPLOYMENT:**

Salary and benefits shall be paid consistent with the system's approved compensation plan.  
Length of the work year and hours of employment shall be those established by the system.

**EVALUATION:**

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

**Job Description Supplement No. 11**

\*Essential Performance Responsibilities