

The Howard County Public School System

Job Analysis

JOB TITLE: School Counselor, Middle School

DOT/O*NET Code: 045.107-010/21-1012.00

POSITION INFORMATION

Summary of Duties: The School Counselor at the middle school level (6-8) is responsible for planning and implementing units addressing academic and social/behavioral issues, meeting with and counseling children individually or in small groups, and providing support to parents. The School Counselor makes referrals to public school services and/or community agencies, as determined appropriate. He or she records and maintains student information. The School Counselor is responsible for communicating with all parties involved in the education of the student. He or she serves on special committees on a volunteer basis, and participates in all required in-service training programs. This is a 10-month position.

Essential Job Functions:

- Prepare/set-up office prior to the first day of school.
- Provide an atmosphere and environment conducive to the intellectual, physical, social, and emotional development of students.
- Develop a school counseling program plan to address the academic, social/personal, and career development needs of all students; the plan must support and be consistent with the school improvement plan, which in turn supports system-wide goals. Counselors generally serve on the School Improvement Team (S.I.T.).
- Implement the school counseling program plan upon receipt of approval by the administrator.
- Prepare an end of the year report for the counseling program, and meet with the administrator to discuss program results and review data collected throughout the school year.
- Prepare and implement lesson plans for classes in the school, covering such topics as youth empowerment, communication skills, test-taking skills, stress management, study skills, problem-solving, and Internet safety.
- Research and order unit instructional materials.
- Develop and conduct presentations to fifth graders preparing for middle school.
- Develop transition activities and assist sixth graders and their parents as they begin middle school.
- Assist eighth graders with transition to high school; teach them how to read and understand the course catalogue book, and assist them in developing a tentative high school plan.
- Conference with transitioning students, review their high school schedules, approve the schedules, and send them to parents and the high school.

- May conference with parents during the transition process.
- May visit the high school with the eighth graders.
- Develop and implement career focused programs.
- Ensure that 504 plans are implemented; coordinate sharing of information among teachers, parents, and the health room.
- Assist with scheduling problems.
- Identify students' needs, develop a strategy to handle those needs, and follow-up to ensure that needs are being met.
- Counsel students individually and in small groups; students may take the initiative to schedule an appointment with a Counselor themselves, they may be referred by a teacher, administrator, or parent, or they may be invited by the Counselor to meet.
- Communicate with classroom teachers and other school personnel to help all students reach their potential.
- Conference with parents regarding academics and social, behavioral, and emotional issues.
- Help parents understand developmental issues confronting their children.
- Meet with students with special problems, such as returning to school after having been asked to leave for a period of time, homelessness, and attendance issues.
- The Counselor is generally involved in the Positive Behavior Intervention & Support program; he or she may consult and collaborate with teachers in planning, implementing, and presenting the program.
- Serve on special committees/teams, and fulfill responsibilities required of a member; the Counselor may serve on the Instructional Intervention Team/Problem-Solving Team, and/or the Crisis Intervention Team.
- Attend monthly, countywide meetings for all middle School Counselors.
- May be involved in conflict resolution/management.
- May be asked to facilitate communication among the parties involved in home/hospital teaching.
- May attend IEP/504 meetings for those students with whom the Counselor is working.
- Support the maintenance of student records following established procedures and practices.
- Communicate and interact with students, parents, staff, and the community.
- Attend in-service trainings and county workshops.
- May be involved in administering tests.
- May take Crisis Prevention Intervention training.
- May meet with students before or after school.
- May participate in outdoor education and present a lesson.
- Maintain regular, on-time, attendance.
- May be responsible for lunch duty.
- Participate in fire drills, as required.
- May participate in an intern program.
- Knowledge of emergency plans for the school such as lockdown procedures.

Machinery, Tools, Equipment, Work Aids Used:

- Overhead projectors

- LCP projectors
- Cameras
- Screens
- Computers
- Printers
- Televisions
- Video cassette recorders; cassettes
- Audio tape players; tapes
- DVD players; DVD's
- CD players; CD's
- Carts for moving large quantities of materials
- Telephone
- Posters
- Laminator
- Poster Maker
- Die Cut Machine
- Chalkboard; chalk
- Dry erase board; markers
- Bulletin boards
- Pointer
- Photocopier
- Bookshelves
- Books
- Step Stool
- Paper, pens, pencils
- Staplers, rulers, hole-punch, paperclips
- Paper cutter
- Tables and chairs
- Desk
- Filing cabinets; files
- Games
- Scantron machine

Products/Materials Handled:

- All items listed above under machinery, tools, equipment, work aids used.

EDUCATIONAL/VOCATIONAL PREPARATION

- Master's Degree in School Counseling

REQUIRED CERTIFICATES/LICENSES

- Current Maryland State Department of Education Certification in School Counseling
- Fulfill requirements to maintain certification

KNOWLEDGE, SKILLS AND ABILITIES

- Knowledge of effective interventions that can be used to support sound social, emotional, and behavioral development.
- Knowledge of principles and methods for curriculum design and presentation.
- Understanding of differences in ability and differences in learning styles.
- Skill in conveying information effectively to different ability levels and learning styles.
- Skill in developing or selecting and using instructional methods and materials.
- Ability to deliver classroom instruction that reflects the counseling core curriculum.
- Ability to work collaboratively with a variety of school personnel such as school administration, classroom teachers, and other student services personnel.
- Knowledge of school policies that are designed to ensure student safety: Suicide Intervention procedure, reporting to child protective services, referral to outside agencies, referral to CAC and alternative education services, application procedures of Home and Hospital Instruction and other such agencies and services.
- Ability to use counseling methods/strategies to appropriately handle problems that arise.
- Ability to communicate effectively both orally and in writing, to students, parents, and staff members.
- Ability to effectively manage the classroom.
- Ability to maintain a positive attitude and calm manner.
- Ability to remain flexible with changes in routine or plans.
- Knowledge of computers and software.

JOB SITE ENVIRONMENT

Work Site

- Inside: 95%
- Outside: 5%

Temperature Factors

- Exposed to weather conditions when outside of the school building.

Noise Factors

- Occasional noise from large groups of students, bells, or alarm systems.

Vibrations

- N/A

Air Quality Factors

- May be exposed to fumes from laminating machine.

Working Surface

- Flat, tile or carpeted floors
- Stairs
- Ground, cement and paved surfaces outside

PHYSICAL REQUIREMENTS – School Counselor – Middle School

Non-Material Handling:							
Not Required		Rarely <1%	Infrequently <8%	Occasionally <33%	Frequently <66%	Constantly >67%	
N	R	I	O	F	C	<i>Description of Requirements at one time and throughout the shift</i>	
		X					Bend to knee level or below to reach folders or supplies is rarely repetitive. Alternatives to bending may include squatting and kneeling.
		X					Squatting to knee level or below to reach folders or supplies is rarely repetitive. Alternatives to squatting may include bending and kneeling.
		X ²					Alternatives to kneeling may include bending and squatting. ² May be needed for CPI training and intervention in some locations.
	X						Not likely to ever be needed.
			X				Most surfaces are level and even. Balance skills may be challenged during inclement weather conditions. ² May be needed for CPI training and intervention in some locations.
			X				Needed to retrieve supplies from a storage shelf or to store supplies.
					X		Needed frequently throughout the day and for sustained periods at different times of the year to review and update student records, and computer work. Usually needed 40 to 60% of the day. Floor sitting with students may be used to facilitate rapport with students at the elementary and middle school levels.
					X		Needed for 30 to 60% of the day and at times sustained for up to 45 to 90 minutes at a time combined with walking when teaching.
			X				Frequent walking may be needed at times sustained for 2 to 5 minutes at a time. Or combined with standing for sustained periods when instructing.
		X ²					Not usually needed. ² May be needed for CPI training and intervention in some locations.
					X		Usually occurs throughout the day. Most of the day requires alternating between sitting, standing and brief walking within the school.
					X		Needed to manipulate pen and paper, records, use keyboard and mouse, and telephone throughout the day
				X			Arm movements are needed associated with performing varied hand tasks for brief periods throughout the day.
		X					Not usually required.
		X		X ¹			Some schools are on one level. ¹ Stair climbing is needed regularly at some locations. Needed to access portable classrooms or other parts of the building.
	X						Usually not required.
		X					May be needed once or twice a month to attend meetings.

Material Handling:								
Not Required		Rarely <1%	Infrequently <8%	Occasionally <33%	Frequently <66%	Constantly >67%		
Repetitions per day		1-10	<25	<100	100-500	500+ per day		
N	R	I	O	F	C	In pounds		
							² CPI training and interventions are needed in some locations.	
		<50 ²	--	10	--	--	Usually required for handling folders, education materials and supplies. ² Heavy lifting not usually required but may be required to move a restrained student as a CPI intervention.	
		<50 ²	--	10	3	--		
		<40 ²	--	10	3	--	Usually associated with retrieving or storing, supplies, materials and folders. ² Heavy lifting may be required associated with CPI interventions.	
		<10 ²	--	10	--	--		
		<50 ²	--	10	--	5	Usually needed to open and close drawers or file cabinets. ² In some locations there is the need to be CPI trained and capable of restraining a student exhibiting threatening or combative behavior.	
		<50 ²	--	10	--	5		
		<50 ²	20	10	3	1	Usually negligible for handling folders and materials. ² May be required associated with CPI training and interventions.	

JOB ANALYSIS REVIEW

Printed Name

Signature

Title

Howard County Public School System

Date

JOB ANALYSIS PREPARATION

Nancy Forest, M.A., CRC, CCM, CDMS, CLCP
Printed Name

Signature

Senior Rehabilitation Case Manager
Title

First Rehabilitation Resources, Inc.
Company

Date

Michael Caruso, PT, OCS, FAAOMPT
Printed Name

Signature

Industrial Physical Therapist
Title

Occupational Rehabilitation Associates
Company

Date