

MORENO VALLEY UNIFIED SCHOOL DISTRICT
Human Resources Division

I. Position Title

Middle School Counselor

II. Position Description

As a member of the school system's counseling and guidance staff, the middle school counselor provides a comprehensive counseling and guidance program based on the American School Counselor Association (ASCA) for middle school students; consults and collaborates with teachers, parents, and staff to enhance their effectiveness in helping students; and provides support to other middle school educational programs.

III. Example of Responsibilities

- A. Implement the middle school counseling and guidance program curriculum: Conduct counseling and guidance learning activities in the classroom for each grade level during the year in collaboration with the teaching staff.
- B. Guide and counsel students through the development of academic, career (life skills) and personal/social life plans: Collaborate with elementary and high school personnel to assist students in making a smooth transition from elementary school to middle school to high school.
- C. Counsel small groups and individual students: Provide individual and group assistance to students regarding the academic, career (life plans) and personal/social issues. Conduct structured, goal oriented counseling sessions to meet short term identified needs of individuals and groups of students.
- D. Provide prevention and intervention services: Contribute to the effective delivery and implementation of prevention and intervention services for students such as conflict resolution, crisis intervention, and Student Assistance Programs.
- E. Consult and collaborate with teachers, staff, and parents in understanding and meeting the needs of students: Consult and be a resource to teachers. Take a leadership role in seeing the infusion of counseling and guidance content into the curriculum, counselor related staff development, and parent education programs. Assist families with school-related problems and issues.
- F. Refer students and their parents to appropriate specialists, special programs, or outside agencies: Consult and collaborate with school system specialists such as school psychologists, and nurses; consult with and refer to community-based resources including psychologists, psychiatrists, physicians, service agencies, and others.
- G. Participate in activities which contribute to the effective delivery of educational service: Cooperate and collaborate with other professionals in enhancing the education of students; establish and maintain effective relationships with staff and administrators; communicate with administrators, teachers and staff, students, parents, and the community regarding the counseling and guidance program and its role in the educational program.
- H. Plan, evaluate, and revise the counseling and guidance program: Review the counseling and guidance program annually with other District counselors and administrators; establish a planning calendar for counseling and guidance program activities; evaluate the site counseling and guidance program.
- I. Pursue professional growth.

IV. Preferred Qualifications

Education and Experience

- Previous counseling experience preferred
- Classroom teaching experience preferred
- Bilingual/Spanish ability desirable.

Credential Requirement

- Valid California Pupil Personnel Services Credential authorizing school counseling

License Requirement

- Valid California Drivers License

IV. Working Conditions:

Environment:

- School site setting environment.
- State/District goals and objective time lines.
- Subject to frequent interruptions and daily contact with parents and students in relationship to age related to your school site and grade levels

Physical Abilities:

- Occasional bending at the waist, kneeling, stooping, squatting and climbing.
- Occasional carrying, pushing, pulling or lifting up to 20 lbs.
- Possible need to crawl, twist (neck or waist), grasping and fine manipulation with hands.
- Dexterity of hands and fingers to operate standard office equipment.
- Hearing and speaking to exchange information in person and on the telephone.
- Occasional reaching overhead, above the shoulders and horizontally.
- Visual ability to read, prepare/process documents and other material.
- Sitting and/or standing for extended periods of time.
- Mobility.

Hazards:

- Some contact with toxic materials.
- Extended viewing of computer monitor.
- Working around and with office equipment having moving parts.
- Working around classroom instructional equipment.
- Walking on uneven ground.