

NEWMARKET SCHOOL DISTRICT – SAU 31
JOB DESCRIPTION

Title: School Counselor – Elementary	Classification: Long Term Substitute
Reports to: Principal or Administrator as Assigned	FLSA Status: Non-Exempt
Effective Date: 1/21/2025	Union Status: N/A

Summary

The School Counselor's job is to provide a comprehensive counseling program for students in grades Pre K - 5 and specifically to provide activities to meet the needs of their assigned caseload, to consult with teachers, other staff, and parents to enhance their effectiveness in helping students, and to provide support to other schools during and after crisis situations. The School Counselor is expected to help plan, organize, and deliver the school/district counseling program, conduct group and individual counseling sessions, participate in the assessment of social and emotional functioning, consult, organize, and assist with individual planning interventions in collaboration with partners (e.g., teachers, parents, outside agencies), and provide responsive services in consultation with administrators, teachers and student support services, through referrals to external organizations/agencies. The School Counselor reports directly to the Building Principal or, if so directed by the Principal, to an Assistant Principal, and to the Director of Guidance for the purpose of district program coordination.

Essential Functions

(The essential functions or duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

PERFORMANCE RESPONSIBILITIES:

Essential Functions

Responsive Services

1. Participate in Newmarket Student Study Team meetings, Team meetings as appropriate, and parent / teacher conferences as requested.
2. Coordinate and assist with all pertinent staff members, the development and implementation of 504 Accommodation Plans, Individualized Education Plans (IEP), and Individual Behavior Management Plans.
3. Work toward early identification and intervention for potential at-risk students.
4. Counsel individual students and parents to help modify those personal, social or emotional maladjustments related to their education and social progress.
5. Confer with staff members, parents and community agencies about individual student problems and make necessary referrals for services from outside agencies, as appropriate.
6. Serve as a liaison between home and school when follow-up is necessary.
7. Consult and collaborate with staff in establishing and planning for respective roles in the modification of students' behavior and/or instructional practices to meet student needs.
8. Conduct Functional Behavioral Analysis (FBA) and analyze the data to develop behavioral intervention plans accordingly.
9. Collaborate with administration and staff in the development of safety plans for students.

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10. Act in accordance with all federal, state and local laws and policies with respect to confidentiality, suspected cases of abuse/neglect, and threats of harm or violence.
11. Provide ongoing interventions to reduce the need for crisis management and remediation and to develop the attitudes, knowledge and skills that build students' self-worth, resiliency, and optimism.
12. Provide counseling and support to students and school staff dealing with crises.
13. Assist in the development of school crisis plans and work with teams to implement school safety, preventative interventions and crisis response.

Individual Planning

14. Remain readily available to students so as to provide counseling that will lead each student to increased personal growth, self-understanding, and maturity.
15. Consult and collaborate with school faculty, program coordinators, and parents/guardians to augment students' positive transitions from grade to grade and school to school.

System Support

16. Participate in an annual informal assessment to determine the degree to which the school counseling program is being implemented.
17. Plan and implement orientation programs for students and parents, including programs that support the transition of students to the middle school.
18. Assist with the school's testing programs as assigned by the Principal.
19. Participate in preparing proposals for grants in the area of guidance and counseling.
20. Maintain accurate, complete, and correct records as required by law, district policy, and administrative regulations.
21. Attend building and district meetings to promote communication and mutual decision making among staff and schools.
22. Serve on committees formed to improve the school program.

Communicator

23. Establish and maintain two-way communication with parents, students, and other staff members in an honest, positive, and constructive manner.
24. Display visibility throughout the building to students, teachers, and parents and help to develop a positive school climate.

Professional Responsibilities

25. Fulfill the requirements of punctuality, reliability, and responsibility with regard to school level and school district policies, procedures, and regulations.
26. Understand his or her legal responsibilities, as defined by state and federal laws and regulations and school district policy, e.g., acceptable use of the internet, child abuse & neglect reporting, civil rights compliance, implementation of IEP's and 504 plans, student restraint, etc.
27. Plan for and participate in professional improvement activities; courses, readings, in-service training, and conferences in accordance with his/her area of specialization and competency, so as to maintain professional licensure in accordance with his/her discipline.
28. Maintain professional competence through in-service education activities provided by the district and other self-selected professional growth activities.
29. Reflects critically upon his/her work and identifies areas for further professional development as part of an Individual Professional Development Plan, approved by the Building Principal, which is linked to school and district goals.

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30. Performs other duties as assigned which are consistent with the general requirements and qualifications for the position.

Minimum Qualifications

The School Counselor should have a Master's degree in Counseling, or the accepted equivalent. Demonstrated ability to communicate and work effectively with students, staff, parents, and the community. New Hampshire certification as a [School Counselor per Ed 508.01](#) is required.

Knowledge, Ability, Skill

Knowledge: Knowledge of counseling approaches, skills, techniques, and confidentiality in a school setting; collaboration, teamwork, and supervision.

Ability: Demonstrated ability to translate counseling theory into the practice of school counseling, apply a knowledge of human growth & development to the school counseling program, build a school counseling program that includes the student domains of academic, career, and personal-social and multicultural competencies; communicate with students, teachers, school board, administrators, and parents; to report on the effect of the school counseling program on attendance, behavior, and student learning outcomes.

Skills: Basic counseling skills and techniques; using data to analyze current program needs; using technology in school counseling, record-keeping, and student information systems; formulating, and evaluating student, school, and community needs; well developed communication and interpersonal skills.

Supervision

Received: Works under the direction of Principal or Administrator as Assigned.

Exercised: None

Job Environment

- Work is performed under typical school office conditions; the work environment is moderately noisy.
- Operates computer, printer, calculator, copier, facsimile machine, and other standard office equipment.
- Contacts are by phone, through correspondence, and in person; they generally consist of an information exchange, dialogue, discussing routine and semi-complex issues.
- Makes frequent contact with school department staff, students, parents, and various outside agencies, organizations, and providers.
- Employee has access to confidential information related to assignment.

Physical Requirements

(The physical demands described are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.)

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While performing the duties of this job, the employee is frequently required to stand, walk, and sit; supervise students requiring the employee to move at a speed that coordinates with students and may at times require the ability to react quickly to safeguard students. The employee is regularly required to see, talk, listen, and hear; to use hands to manipulate, handle, or feel. The employee is required to use computers, computer accessories, telephone, copier, FAX machine, and other such equipment; to reach with hands and arms; stoop, kneel, or crouch. Employee must occasionally move equipment and/or supplies. Specific vision abilities required by this position include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

(This job description does not constitute an employment agreement between the employer and employee, and is subject to change by the employer, as the needs of the employer and requirements of the job change.)

Equal Opportunity/Americans with Disabilities Act Employer

Employee's Signature

Date