MIDDLE SCHOOL COUNSELOR/DEAN

JOB SUMMARY
The Middle School Counselor/Dean is responsible for maintaining a positive, caring, orderly, and supportive student culture and learning environment. Critical to this responsibility is serving as an advocate for the student, parent/guardian and faculty members, as well as implementing effective interventions as responses to student concerns. Also, the middle school dean plays an important role in promoting trusting and mutually respectful relationships among students, staff, and families by developing and maintaining strong lines of communication and transparency of expectations across stakeholders. In fulfilling these key responsibilities along with the others described below, the middle school dean plays a critical role in ensuring that students feel a sense of community within their peer group, families, and faculty members.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

Essential Functions:
● Effectively works with school administration to meet the needs of students.
● Counsels individual and small groups of students to address academic and social emotional growth needs.
● Assists middle school students in registering for courses best suited to meet their academic needs, interests and abilities, while collaborating with students, parents, faculty and administration to assess the best educational plan to meet student’s wide range of needs.
● Provide support for middle school faculty regarding academic and social-emotional questions and concerns.
● Monitors academic progress and assists students (and their parents/guardians when needed) in addressing deficiencies.
● Works with grade-level teachers to design and deliver instruction around a variety of age appropriate topics.
● Coordinates parent-teacher conferences as needed. Collaborates with parents to provide referrals for outside counseling, tutoring, and or educational testing when necessary.
● Active in the middle school team meetings to address concerns related to students at their respective grade level.
● Serves as a leader and model for others across the middle school team.
● Communicates with students’ families as necessary to keep them abreast of any observed changes in an individual student’s conduct.
● Meets with grade level team to discuss matters related to student success.
● Meets regularly with the middle school principal to discuss matters related to students and their success.
● Assists the middle school principal in supervision of extracurricular activities.

**Essential Characteristics:**
● Approaches behavioral concerns as “teachable moments” wherein students investigate root causes of their behavior and take initiative to improve.
● An acumen for actively engaging students in their own learning, academically and non-academically.
● A demonstrated openness and responsiveness to constructive feedback and a strong commitment to continuous improvement and professional growth.
● Strong interpersonal skills with students and parents, colleagues, and community members.
● Must understand the social-emotional and learning needs associated with middle level learners.
● Approaches the profession with maturity, humility, versatility (i.e., embraces ambiguity and excitement associated with the middle level environment), a solutions-mindedness with a strong work ethic, and sense of humor.
● Desire to support students as they take part in various extracurricular school activities.

**QUALIFICATIONS**
● Must hold a Master’s degree in Counseling or related field with a minimum of three years of full-time counseling and classroom teaching experience.
● A proven and well documented record of promoting student success in and outside of the classroom.
● The ability to effectively communicate with students, parents/guardians, faculty and administration.
● Must have an understanding of systems that support the social-emotional and instructional needs of middle level learners.
● Must possess excellent written and verbal communication skills.
● Experience in leading and working within interdisciplinary teams.
● Must be a self-starter capable of independently using a variety of computer hardware and software in order to successfully meet the needs of the Mid-Pacific Community.
● Must be comfortable assuming a leadership role at the team and school level.
● The ability to analyze grade level and individual student achievement data to ensure that social, emotional and academic improvement targets are being met.

**LANGUAGE SKILLS**
Ability to read, write and interpret documents such as budgets, reports, operating and maintenance instructions, procedure manuals and policies. A qualified person will possess the ability to write routine reports, memos, letters and correspondence. Knowledge of and ability to apply accepted English usage, grammar, spelling and punctuation.
PHYSICAL DEMANDS
Our campus consists of multiple buildings on 44 hilly acres that requires frequent walking including uphill, stairs and to fields for fire drills. Sitting in a normal seated position for extended periods of time, reaching by extending hand(s) or arm(s) in any direction. May need to bend; lift; and carry items. Finger dexterity required to manipulate objects with fingers rather than with whole hand(s) or arm(s), for example, using a keyboard. It is important to see and hear within normal parameters and possess the ability to move about with little to no difficulty.

MENTAL DEMANDS
On a daily basis employee must frequently problem solve, make decisions, interpret data, organize, write, plan, and clearly communicate.

EQUIPMENT USE
Computer – frequently, Telephone and copier - occasionally

WORKING CONDITIONS
Indoor – frequently, Outdoor, Loud Noise, Cold and Hot Temperatures – occasionally

WORKING ENVIRONMENT
Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.