



Poudre School District

HUMAN RESOURCES DEPARTMENT

JOB DESCRIPTION

Job Title: **Counselor/CTE Specialist – Career Tech Center** FLSA Status: **Exempt**
Job Family: **Licensed** Pay Range: **T Salary Schedule**
Prepared/Revised Date: **August 1, 2024** Job Code: **21131**

SUMMARY: Responsible for recruiting and supporting Career Tech Center students. Provide guidance for students in the areas of academic success, career and college readiness, and social/emotional development. Serve as a resource for students, families, staff, and community. Deliver services within the framework of the American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

DESCRIPTION OF JOB TASKS
1. Plan, organize, and deliver a data-driven, comprehensive, and developmentally appropriate school counseling program to all students based on the ASCA National Model.
2. Support students in creating and implementing Capstone Projects including career research, exploration, and education options.
3. Collaborate on the ongoing development of Career Tech Center programming and pathways.
4. Support student transitional activities including Futures Lab recruitment, registration, and scheduling in coordination with counselors at comprehensive and non-traditional high schools.
5. Connect students to interest/passion career opportunities and coordinate learning opportunities for students on-and-off campus. Assist students and families with educational and/or career planning.
6. Provide leadership and expertise in creating and sustaining a positive school culture and climate that integrates diverse backgrounds, strengths, and needs.
7. Facilitate problem-solving skills and conflict resolution. Respond to student crisis situations and report or refer to appropriate professionals or agencies.
8. Engage students in the educational and career decision-making process through opportunities at the Future Lab that are relevant and personal.
9. Collaborate: a. With administrators, parents/guardians, staff, and community partners regarding student needs and concerns. b. With administrators, parents/guardians, staff, and students to develop and implement academic and/or behavior plans and interventions.
10. Demonstrate a commitment to: a. Understand, appreciate, and make accommodations for student diversity. b. Include and engage families in the student's education. c. Support all Poudre School District policies, procedures, and expectations. d. Provide personal and professional excellence.
11. Participate in: a. Department, team, building, and district meetings and discussions. b. Student and/or family conferences and other meetings. c. Social, cultural, interscholastic, and extracurricular activities. d. Professional growth opportunities.
12. Attend work and arrive in a timely manner.
13. Perform other duties as assigned.



EDUCATION AND RELATED WORK EXPERIENCE:

- Master’s degree in School Counseling or related field and special service provider licensure program required.
- Experience working with students in a school setting required.
- Experience counseling students in a school setting preferred.

LICENSES, REGISTRATIONS, or CERTIFICATIONS:

- Criminal background check required for hire.
- Valid Colorado driver’s license.
- Valid Colorado Special Services license with School Counselor or related endorsement required.
- CDE CTE Specialist Credential or ability to receive the credential.
- CPR and First Aid certifications encouraged.

TECHNICAL SKILLS, KNOWLEDGE, & ABILITIES:

- Knowledge of CTE Career Clusters, NoCo Inspire, Talent Found, CCCS Standards, ICAP, and Colorado Career Clusters.
- Knowledge of current workforce/employment demand and industry trends.
- Flexibility and adaptability to function in a “startup” environment as part of the team developing the Futures Lab concept.
- Oral and written communication skills.
- English language skills.
- Interpersonal relations skills.
- Ability to be self-directed and work independently.
- Critical thinking and problem-solving skills.
- Bilingual oral and written communication skills preferred.
- Ability to work supportively with teachers, staff, and administrators to provide an effective learning environment.
- Ability to communicate with students, parents/guardians, staff, and community members.
- Ability to be a part of and work with a team.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple priorities.
- Ability to manage multiple tasks with frequent interruptions.
- Ability to maintain honesty and integrity in all aspects of the job.
- Ability and willingness to adhere to attendance requirements, including regular and punctual employee presence.
- Ability to promote and follow Board of Education policies, District policies, administrative guidelines, and building and department procedures.
- Ability to communicate, interact, and work effectively and cooperatively with people from diverse ethnic and educational backgrounds.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, and report unsafe conditions to the appropriate administrator.

MATERIALS AND EQUIPMENT-OPERATING KNOWLEDGE:

- Operating knowledge of and experience with personal computers and peripherals.
- Operating knowledge of and experience with Microsoft Word, Excel, PowerPoint, Access, Publisher, Outlook, FrontPage, and/or other department software packages.
- Operating knowledge of and experience with typical educational/instructional technology equipment and programs.
- Operating knowledge of and experience with typical office equipment.

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE	# of EMPLOYEES
Direct reports:	This job has no direct supervisory responsibilities.	0



PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *The physical demands, work environment factors and mental functions described below 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.*

PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand			X	
Walk			X	
Sit			X	
Use hands to finger, handle, or feel		X		
Reach with hands and arms		X		
Climb or balance	X			
Stoop, kneel, crouch, or crawl	X			
Talk				X
Hear				X
Taste	X			
Smell	X			

WEIGHT and FORCE DEMANDS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds		X		
Up to 25 pounds	X			
Up to 50 pounds	X			
Up to 100 pounds	X			
More than 100 pounds	X			

MENTAL FUNCTIONS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Compare			X	
Analyze			X	
Communicate				X
Copy		X		
Coordinate				X
Instruct				X
Compute		X		
Synthesize		X		
Evaluate				X
Interpersonal Skills				X
Compile		X		
Negotiate	X			

WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	X			
Work near moving mechanical parts	X			
Work in high, precarious places	X			
Fumes or airborne particles	X			
Toxic or caustic chemicals	X			
Outdoor weather conditions		X		
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock	X			
Work with explosives	X			
Risk of radiation	X			



WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Vibration	X			

VISION DEMANDS:	Required
No special vision requirements.	
Close vision (clear vision at 20 inches or less)	X
Distance vision (clear vision at 20 feet or more)	X
Color vision (ability to identify and distinguish colors)	
Peripheral vision	
Depth perception	
Ability to adjust focus	X

NOISE LEVEL:	Exposure Level
Very quiet	
Quiet	
Moderate	X
Loud	
Very Loud	