

GUIDANCE COUNSELOR VACANCY

School Name: EPIC-South

District: 27

School Site: 121-10 Rockaway Blvd., Queens, NY 11420

Send Cover Letter and Resume to: jobs@epicschoolsnyc.org (please include “EPIC–South” in email subject line)

POSITIONS

Guidance Counselor

DESCRIPTION

EPIC High Schools, an outgrowth of the Expanded Success Initiative, comprehensively prepares students for academic, career and life success. Staff members at Epic High Schools will focus on culturally responsive education (instruction and assessments that respond to the history, culture, contexts and identities of students in addition to restorative practices that honor student voice), mastery and competency-based teaching and learning (teaching and learning focused on the skills students need to acquire with multiple opportunities to demonstrate achievement), personalized learning pathways (individual learning plans providing students access to content), and the creation of supportive communities, EPIC schools fully embody the qualities of a learning organization where all school staff members and students are supported and respectfully and positively collaborate to ensure the growth of all. EPIC graduates are skilled, self-aware, transformative leaders who have studied alongside innovative, caring, world-class teachers and staff.

EPIC staff members exhibit collaborative and reflective professional practice. They address, identify and respond to the total needs of students. They recognize the importance of social-emotional learning alongside the attainment of critical academic skills. They promote and reflect cross-cultural competency (the ability to work with a diversity of students and colleagues in ways that honor and leverage their unique and specific cultures); active problem solving; and the identification and use of effective and relevant resources. EPIC staff are committed to empowering and supporting their learners in safe, affirming, and communal environments where each individual's well-being matters. To this end, all staff members will work together to develop and implement strategies that best support students' social, emotional, academic and post-secondary needs.

In addition to taking part in intensive job-embedded collaborative professional development, throughout the school-year, a 15-day summer planning institute will be essential for staff to be involved in the continual development of the school's culture and instructional program.

Because we believe that all staff members play an important role in the education of our students, the school will offer opportunities for guidance counselors to support and participate in activities such as:

- After-school and/or Saturday tutoring programs, mentoring, enrichment, sports, arts, and family programs.
- In-house school committees and/or other special programs.
- Daytime professional development such as inquiry work and collaborative conversation and planning among staff members.
- Summer Bridge.

Advance notice of dates will be supplied, and those who participate will be compensated according to the terms of the UFT contract. Staff participation in these activities is voluntary, although strongly encouraged, as they are very important to the development of the school.

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ELIGIBILITY REQUIREMENTS

Licensed certified Guidance Counselor in New York City schools, bilingual preferred, with satisfactory ratings and attendance.

DUTIES AND RESPONSIBILITIES

Because roles in small schools are varied and complex, serious consideration will be given to applicants who demonstrate in their resume and cover letter experience and/or willingness to commit to the school's mission and core beliefs and to become involved in these essential aspects:

- Working within a non-traditional school schedule and organization structure that meets the needs of students.
- Collaborating with community members and leading teams on the development and implementation of culturally relevant youth development programs that integrate restorative justice practices and rites of passage experiences.
- Providing strategies and work with staff to promote social and emotional competence.
- Developing and maintaining partnerships with participating educational institutions, industry partners, and community-based organizations to support school initiatives including job shadowing, internships, early college access, mentoring, and other academic opportunities.
- Practicing counseling to facilitate professional growth and collaboration that supports overall learning environment for students.
- Having an open door policy for all members of the school community.
- Participating in regular faculty development, reflective practice, professional organizations, and peer coaching.
- Collaborating with community to create and implement intervention plans for students who teams identify as needing additional support.
- Working collaboratively with community to ensure services are most effectively organized for student.
- Utilizing technology to promote and monitor student learning and to communicate with students, parents, families, and colleagues.
- Providing individual and group counseling and serving as a faculty-advisor to a small "advisory group" of students.
- Collaborating with students, staff and families in preparing college and career readiness plans, including assisting with registration for PSAT and SAT, registration and preparation for filing the FAFSA, and preparation and mailing of college applications.

SELECTION CRITERIA

The successful candidate will demonstrate:

- Willingness to carry out the above duties and responsibilities.
- Ability to engage students in exploring real world issues, including those of race, gender and equity.
- Ability to present/express and use student's culture, ethnicity, etc. as assets.
- Evidence of strong collaborative and reflective skills.
- Experience with or willingness to develop and implement an advisory curriculum and serve as an advisor to a small group of students.
- Experience and/or willingness to work in an environment where restorative practices and restorative justice are drivers of school culture.

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- Success in forming successful partnerships with community-based organizations and other organizations that offer social and emotional supports to students.
- Ability or willingness to use NYCDOE systems and other data management systems.
- Ability or willingness to oversee the creation and implementation of youth development programs.
- Ability to provide strategies to staff in promoting social and emotional competence throughout the school.

In addition to the cover letter, resume, and interview, applicants must present three references including, if possible, one from a current supervisor. Other references might include a colleague with whom the applicant has collaborated, and/or a professional organization or staff development representative.

WORK SCHEDULE & SALARY

As per Collective Bargaining Agreement