

GUIDANCE COUNSELOR VACANCY CIRCULAR

School Name: Manhattan Early College School for Advertising

District: 02

School Site: Murry Bergtraum High School Campus, 411 Pearl Street, New York, NY 10038

Send Cover Letter and Resume to: manhattanearlycollege@gmail.com

School opening is contingent upon approval by the Panel for Educational Policy (PEP). This proposal will be voted on during the May 6, 2014 PEP meeting. For more information, click [here](#).

POSITIONS

Guidance Counselor

DESCRIPTION

The Manhattan Early College School for Advertising offers students an integrated sequence of high school classes, Associate degree courses, and work-based learning. Our specialized six years program allows students to earn a CTE-endorsed Regents Diploma and an Associates Degree from the Borough of Manhattan Community College (BMCC) – free of charge. In addition, students participate in a series of industry specific work-based learning experiences in advertising agencies and media firms across the city designed to prepare students for a range of professional careers. These work experiences include mentoring, job shadowing, special seminars, internships, and paid apprenticeships. Depending on their individual needs and interests, graduates will be prepared for immediate professional employment in media and advertising and will be supported in transferring to four-year colleges to continue their education.

The Manhattan Early College School for Advertising provides all students with an excellent education complete with the rich array of learning opportunities and supports that will enable them to succeed in high school, college, and career. We are committed to challenging students to continually grow in scholarship, character, empathy, and responsibility so that all graduates have the ability and commitment to embrace lives of learning and to make positive contributions to the communities in which they live and work. Through a comprehensive school counseling program of developmental, preventive, remedial, and responsive services, the school counselor addresses the academic development, career development, and personal/social development of students to help them achieve this goal.

A 10-15-day summer planning institute will offer an essential opportunity for staff to be involved in developing 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 assist with or participate in activities like:

- After-school and/or Saturday tutoring, enrichment, sports, arts, and family programs
- Inquiry work with teachers and other staff members
- In-house committees and/or special programs

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.

ELIGIBILITY REQUIREMENTS

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

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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:

- Counseling students, individually and in groups, regarding academic readiness, discipline-related guidance issues, social and emotional development, conflict mediation, graduation requirements, and substance abuse (if trained), and making appropriate referrals
- Collaborating to develop and implement behavior intervention plans to support the academic, social and emotional development of students
- Collaborating with teachers and provide expertise on socio-emotional aspects of learning to develop a guidance-based Advisory curriculum
- Participating in regular faculty development and being involved in collaborating on the school's guidance program
- Providing transitional linkage counseling support and outreach to students with IEPs
- Completing annual review cards on all students grade 7-12 as per NYS Part 100.2
- Maintaining regular and open communication with parents
- Identifying and making appropriate referrals to meet and support students' academic, social, and/or mental health needs
- Developing and maintaining partnerships with participating educational institutions, industry partners, and community-based organizations to support school initiatives including job shadowing, internships, and other academic opportunities
- Seeking out resources and services outside our school to improve the emotional, social and academic well-being of our students and their families
- Advising school programming staff on the design of student schedules to ensure student progress toward graduation
- Working with attendance team to help improve student attendance
- Attending all IEP conferences and meetings

SELECTION CRITERIA

The successful candidate will demonstrate:

- Willingness to carry out the above duties and responsibilities
- Evidence of successful counseling strategies with regard to academic readiness, discipline-related guidance issues, social and emotional development, substance abuse (if trained), and conflict mediation
- Ability to offer leadership to staff and teachers around the social and emotional development of students
- Familiarity with professional literature and best practice in social and emotional intelligences, and adolescent development
- Commitment to developing professional goals and objectives in collaboration with the administration that will monitor progress and assess effectiveness in enhancing student development and achievement
- Success in working collaboratively with colleagues, parents/caregivers and partners
- Ability to use data to inform counseling practices
- Ability to retrieve, organize, and report student data using all NYCDOE data systems (e.g. ARIS, STARS, AIS, SESIS)

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- Evidence of success in forming successful partnerships with community-based organizations and other organizations that offer social and emotional supports to students
- Knowledge of both ELL/ESL standards and Special Education compliance requirements
- Experience with non-traditional scheduling

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