

GUIDANCE COUNSELOR VACANCY CIRCULAR

School Name: P.S. 349

District: 28

School Site: P.S. /I.S. 314 88-08 164 Street, Jamaica, New York 11432

Send Cover Letter and Resume to: ps349q@gmail.com

POSITIONS

Guidance Counselor

DESCRIPTION

At PS 349 we will work to cultivate the future leaders of the world for the 21st century. In collaboration with all members of our diverse community, we will address the needs of the whole child, through rigorous academics, and project-based learning. Students will think critically, communicate effectively, and solve real-world problems. We believe that students thrive in a nurturing environment of trust, safety, and security to grow, both emotionally and academically.

A seven-day summer planning institute will offer an essential opportunity for staff to be involved in developing the school's culture and instructional program.

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
- In-house school committees and/or special programs.
- Inquiry work with teachers and other staff members and collaborative conversation among all staff members.

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

New York State certified Guidance Counselor in New York City schools, bilingual Spanish or Bengali languages 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:

- Counseling students, individually and in groups, regarding academic readiness, discipline-related guidance issues, social and emotional development, substance abuse (if trained), conflict mediation, and graduation requirements, and making appropriate referrals
- Collaborating to develop and implement behavior intervention plans to support the academic, social and emotional development of students

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- Participating in regular faculty development on social/emotional growth and being involved in collaborating on the school's guidance program
- Maintaining current student academic records and regularly communicating with students and families students' academic progress towards meeting graduation requirements
- Organizing and conducting pupil personnel committee meetings
- Providing transitional linkage counseling support and outreach to students with IEP's
- Maintaining regular and open communication with parents
- 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
- Working with attendance team to help improve student attendance

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
- Knowledge of and experience with contemporary issues that affect youth living in high poverty communities and provide strategies to staff in promoting social and emotional competence throughout the building
- 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
- Experience with displaced youth and gang prevention
- Ability to retrieve, organize, and report student data using all NYCDOE data systems (e.g. STARS, AIS, SESIS)
- 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

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