GUIDANCE COUNSELOR VACANCY CIRCULAR

School Name: Automotive High School
District: 14
School Site: 50 BEDFORD AVENUE BROOKLYN, NY 11222
Send Cover Letter and Resume to: Mary Kenny at MKenny2@schools.nyc.gov
Subject to Budget Availability

** Interested internal candidates must apply by June 8th

POSITIONS
Guidance Counselor

DESCRIPTION
Automotive High School (AHS), the oldest CTE School in NYC, offers students a dual course of study that prepares them for both post-secondary education and the workplace. Our motto, "experience teaches so that we may fly by our own wings", typifies our commitment to creating a learning environment that cultivates students' curiosity while offering them a variety of experiences both within our school community as well as in the greater community, that will help them become well-rounded members of the 21st century global marketplace.

Members of the AHS community envision our school as a home away from home for our students. Our home is a place where our students can navigate who they are as individuals, as thinkers, and as members of a nurturing community committed to supporting one another. Our three pronged approach to developing the members of our community includes a strong socio-emotional component that is anchored in a rigorous, ever-evolving academic component, which is augmented by a host of extra-curricular activities geared at developing the individuality of each student.

Our classrooms are not isolated islands because our teachers recognize the important role learning and inquiry play in the development of their practice. The journey of self-discovery embarked upon by our faculty serves as the model for how best to serve our students in their own journey of self-discovery. The road to self-discovery, which is punctuated by experiences within our classrooms and the greater community is characterized by inquiry based learning tasks that foster curiosity, independence, and imagination while supporting analysis, critical thinking, and accountable talk. Every member of our learning community is committed to the ongoing development of their mind, body, and spirit through a process of discovery and self-reflection.

A mandatory 5-day summer planning institute (July 13 - 17) and a highly-encouraged, optional week for per-session (July 20 - 24) will offer an essential opportunity for staff to be involved in developing the school's culture and instructional program. Instructional extended learning time will be scheduled into the school day and compensated pro-rata as per collective bargaining. Additionally, the school will offer opportunities for teachers to participate in:

- After school and/or Saturday tutoring, clubs, enrichment, sports, arts, and family programs.
- In-house school committees and/or special programs.
- Daytime professional development such as inquiry work, inter-visitations, teacher common planning, and collaborative conversation.

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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, bilingual + Spanish, 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. Documenting all services with school template
- Collaborating to develop and implement behavior intervention plans to support the academic, social and emotional development of students
- Collaborating with teachers and providing expertise on socio-emotional aspects of learning to develop a guidance-based Advisory curriculum and serving as an advisor to a small group
- Maintaining current student academic records, and regularly communicating with students and their families regarding academic progress towards meeting graduation requirements
- Guiding students in preparation of their college and career readiness plans by assisting with registration for PSAT and SAT, registration and preparation for filing the FAFSA, and preparation and mailing of college applications
- Organizing and conducting Pupil Personnel Team meetings
- Providing transitional linkage counseling support and outreach to students with IEP's
- Completing annual review cards on all students grade 7-12 as per NYS Part 100.2
- Maintaining regular and open communication with families of students
- 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
- Identifying and making appropriate referrals to meet and support student's academic, social, and/or mental health needs, seeking outside services when necessary
- Organizing learning community events including but not limited to: freshman orientation, post-secondary fairs, career fairs and other public events
- Assisting with the design of student schedules to ensure fulfillment of all New York State graduation requirements
- Working with attendance team to help improve student attendance
- Facilitating active student recruitment and conducting new student intake

SELECTION CRITERIA

The successful candidate will demonstrate:

- Willingness and ability to carry out the above duties and responsibilities, as well as:

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- 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
- Knowledge and skills to lead staff and teachers around the social and emotional development of students and Advisory Programs
- Knowledge of and experience with contemporary issues that affect adolescents living in high poverty communities and provide strategies to staff in promoting social and emotional competence throughout the building, in particular regarding displaced youth and gang prevention (preferred)
- Commitment to developing professional goals in collaboration with the administration, and to seeking opportunities for continuous professional growth (e.g. professional development, formal education, professional literature)
- Success in working collaboratively with colleagues, parents/caregivers and partners, including interdisciplinary grade teams, and the AIS team
- Knowledge to retrieve, organize, and report student data using all NYCDOE data systems (e.g. ARIS, HSST, AIS, SESIS) and to use this data to inform counseling practices
- Evidence of success in forming successful partnerships with community-based organizations and other partnerships that offer social and emotional supports to students
- Strong capacity to make referrals for students in need of additional services or alternative placements
- Strong knowledge of college readiness, college preparation and willing to assist in the development of a college-bound school culture in a demanding setting
- Knowledge of both ESL and Special Education compliance requirements.
- Strong written and oral communication skills, including the ability to use or willingness to learn technology, such as Google Applications

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

APPEALS PROCESS

The decisions of the Staffing Committee shall be grievable and arbitrable using the same process and implemented in the same manner as the Expedited Arbitration Procedure For the SBO Transfer and Staffing Plan (including, but not limited to, Article 22E2 of the collective bargaining agreement covering teachers for 2000-2003 and the practices that were established by the parties).

AN EQUAL OPPORTUNITY EMPLOYER

It is the policy of the Department of Education of the City of New York to provide educational and employment opportunities without regard to race, color, religion, creed, national origin, alienage and citizenship status, age, marital status, disability, prior record of arrest or conviction (except as provided by law), sexual orientation, gender (sex), and to maintain an environment free of discriminatory harassment, including sexual harassment, or retaliation as required by civil rights law. Inquiries regarding compliance with this equal opportunity policy may be directed to: Office of Equal Opportunity, 65 Court Street, Room1102, Brooklyn, New York 11201, or visit the OEO website at: http://schools.nyc.gov/Offices/GeneralCounsel/Investigative/OEO/default.htm