

Chittenden Central Supervisory Union Job Description

JOB TITLE:	Career and Technical Education School Counseling Coordinator
FLSA STATUS:	Exempt
UPDATED:	6/30/09

POSITION OBJECTIVES: To coordinate and provide career and technical education school counseling services for the Center for Technology, Essex in accordance with the school's action plan, vision and mission.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Work effectively with individuals, small, and large groups of students to orient them to the world of work, introduce them to areas of vocational work, and help them define and develop their occupational goals and plans
- Plan, organize, implement, and evaluate guidance programs in a career and technical education setting, including:
 - Develop and maintain occupational information and appropriately disseminate it to students and teachers
 - Plan, organize and implement guidance activities including student orientation, career awareness programs, student record-keeping systems, and programs to facilitate student career goals and plans
 - Work with guidance counselors and administrators from all sending schools to deliver coordinated guidance services
 - Work with teachers and administrators to implement guidance services including procedures for finding jobs, communication of career opportunities to students, and follow-up of graduates
 - Work with employers, community leaders, job services staff, and other training and placement sources to assist in the development of up-to-date vocational curriculum,
 - Evaluate area guidance services taking into account the needs of individuals and groups of students
 - Represent the technical center to the community including developing and disseminating information about the center and its services
- Apply best practices and principles of educational guidance and counseling throughout daily work.
- Apply knowledge of career development and occupational information including technical work areas, labor force needs, training and placement sources throughout daily work.
- Administer and interpret student interest, aptitude, and ability tests.
- Apply knowledge of the goals of technical education, as well as knowledge of the state and federal regulations associated with technical education and labor and industry throughout daily work.
- Participate in student support teams with other school staff members.
- Be an active team member in school activities to increase awareness of the duties and objectives of this position and maintain and develop effective working relationships with school staff.
- Adheres to all quality, licensing board, preferred practice and ethical standards. Must complete continuing education as needed to maintain skills and maintain certification/licensure.
- Participate in and/or coordinate meetings, committees, and special projects as assigned.

SUPERVISION RECEIVED: Reports to, supervised and evaluated by the Principal/Director of CTE or the Assistant Director. Receives some technical and administrative direction from the Director of Career and Technical Education School Counseling.

SUPERVISORY RESPONSIBILITIES: Assists with training and directing the activities of a clerical support person; plays an advisory role in the hiring and performance review for this person.

QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- **Education and Experience.** Masters degree with a concentration in school counseling plus two years of relevant work experience in technical education, plus two years of relevant work experience outside of the area of education, or a combination of education and experience from which comparable knowledge and skills are acquired.
- **Knowledge Standards.** Knowledge of the principles of guidance and counseling appropriate to an educational setting; Knowledge of career development and occupational information including a knowledge of technical work areas, labor force needs, training and placement sources, and how to administer and interpret student interest, aptitude, and ability tests; Knowledge of the goals of technical education, as well as knowledge of the state and federal regulations associated with technical education and labor and industry.
- **Certifications and Licenses.** Valid Vermont Professional Educator's License with a Career and Technical Education School Counseling Coordinator endorsement (11-73).
- **Language Skills.** Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to respond to common inquiries or complaints from students, parents, sending schools, regulatory agencies, community members, or members of the business community. Ability to effectively present information and respond to questions from groups of administrators, students, parents, and the general public.
- **Mathematical Skills.** Ability to calculate figures and amounts such as proportions and percentages. Ability to work with mathematical concepts such as probability and statistical inference. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.
- **Computer Skills and Experience.** Proficient skills in the use of the district student database management system, e-mail system, and accounting system. Proficient skills in the use of Microsoft applications including Word and Excel.
- **Reasoning Ability/Mental Requirements.** Proficient. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- **Communication & Interpersonal Skills.** Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty, administrators, parents, sending schools and representatives of outside organizations. Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, and outside agencies. Ability to effectively resolve conflicts and handle stress.

Frequency	Code	Description
Sometimes	S	activity may exist sporadically, but not on a consistent basis.
Occasionally	O	activity exists on a consistent basis for less than 1/3 of the time
Frequently	F	activity exists from 1/3 of the time up to 2/3 of the time
Constantly	C	activity exists for 2/3 or more of the time
Not Applicable	NA	activity is not present in the position

PHYSICAL EFFORT AND STRESS. Employee must have the physical ability to perform the essential functions of the job as outlined above, in addition to the following (Indicate appropriate code from above):

	<i>Frequency Code</i>	<i>Essential</i>	<i>Not Essential</i>
SITTING	F	X	
STANDING	F	X	
WALKING	F	X	
SEEING	C	X	
HEARING	C	X	
TALKING	C	X	
DEXTERITY (hands/fingers)	F	X	
USE OF COMPUTERS AND EQUIPMENT	F	X	
LIFTING			
up to 10 lbs.	O	X	
10-25 lbs.	S		X
25-50 lbs.	NA		X
50-100 lbs.	NA		X
100+ lbs.	NA		X
CARRYING			
up to 10 lbs.	O	X	
10-25 lbs.	S		X
25-50 lbs.	NA		X
50-100 lbs.	NA		X
100+ lbs.	NA		X
BENDING/STOOPING	O	X	
PUSHING/PULLING	O		X
TWISTING	NA		X
CLIMBING	O		X
BALANCING	NA		X
CROUCHING	S		X
KNEELING	S		X
CRAWLING	NA		X
REACHING (i.e., overhead)	O	X	
HANDLING	F	X	
DRIVING	O	X	
REPETITIVE MOVEMENTS (hands, feet)	S		X
MANAGING STRESS	C	X	
RESOLVING CONFLICTS	C	X	
RESTRAIN STUDENTS (for safety purposes)	S	X	

WORKING CONDITIONS/ENVIRONMENTAL FACTORS: All conditions common to a construction site for residential housing including, but not limited to, the following (Indicate appropriate code from above):

	<i>Frequency Code</i>
EXPOSURE (dust, dirt)	F
EXPOSURE (extreme heat – non-weather, flames)	NA
EXPOSURE (extreme cold – non-weather)	NA
EXPOSURE (fumes, odors)	S
EXPOSURE (viruses, infectious diseases)	F
EXPOSURE (water)	NA
EXPOSURE (hazardous equipment)	NA
EXPOSURE (chemicals, hazardous materials)	NA
UNEVEN TERRAIN	NA
OUTDOOR WEATHER CONDITIONS	O
VIBRATION/NOISE	C
HEIGHTS	NA

Definitions - Physical Demands

Sitting: remaining in a seated position

Standing: remaining on one's feet in an upright position at a work station without moving about

Walking: Moving about on foot

Seeing: Perceiving with the eye

Hearing: Perceiving or listening to sound by ear

Talking: Articulating, speaking or discussing using spoken words

Dexterity: Skill in the use of hands and fingers

Lifting: Raising or lowering an object from one level to another (includes upward pulling)

Carrying: Transporting an object, usually holding it in the hands or arms or on the shoulder

Bending/Stooping: Bending the body downward and forward by bending the spine at the waist. Occurs to a considerable degree and requires full use of the lower extremities and back muscles.

Pushing: Exerting force upon an object so that the object moves away from the force (includes slapping, striking, and kicking)

Pulling: Exerting force upon an object so that the object moves toward the force (includes jerking).

Twisting: Rotating; moving to face in alternate direction.

Climbing: Ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes and the like, using the feet, legs, and/or arms and hands.

Balancing: Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing gymnastic feats.

Crouching: Bending the body downward and forward by bending the legs and spine.

Kneeling: Bending the legs at the knees to come to rest on the knee or knees.

Crawling: Moving about on the hands and knees or ha

Reaching: Extending the hands and arms in any direction

Handling: Seizing, holding, grasping, turning, or working with hands

.....

This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.