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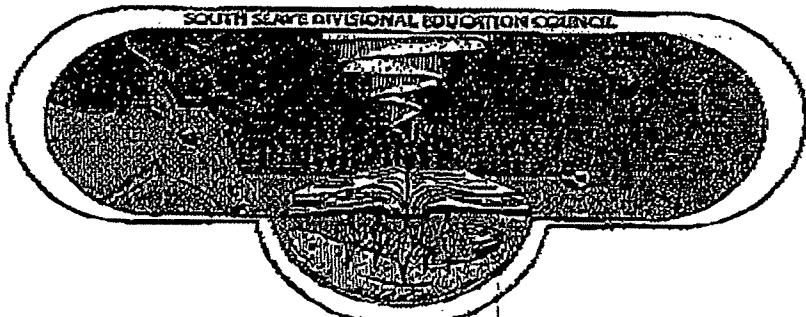
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South Slave Divisional Education Council

School Community Counsellor Intern Position Description

South Slave Divisional Education Council

The South Slave Divisional Education Council strives to provide relevant programs and resources to the students of the South Slave communities so they may fulfill individual education goals and become contributing members of society.

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IDENTIFICATION

Job Title: School Community Counsellor Intern	Location: Fort Smith	School/Office: P W K / JBT
Position Number: 99-12350	Financial Code:	

PURPOSE OF THE POSITION

(The main reason for the position, in what context and what is the overall end result)

The School Community Counsellor Intern (SCC) position provides advocacy, counseling, support services and referrals for children, youth, families and staff that encourage mental health and well being, and active and successful participation in school programs and activities. The SCC operates under the Education Act and the policies and procedures established by the district, region and school.

SCOPE

(The way that the position contributes to and impacts on the organization)

The SCC reports to the Principal and is under the indirect supervision of the Guidance Counsellor or the Vice Principal. They will work closely with school administration and staff to provide a variety of individual, family, group and crisis counseling and referral services to students family and staff. SCCs are familiar with many of the challenges facing children, youth and families at home, school and in the community, and work with them to encourage full and healthy participation in school and in the community. SCCs are also familiar with current research and resources about the issues facing children, youth, families and communities, and with effective strategies to address these issues. SCCs will be informed about community services, programs and resources so that effective and efficient referrals and placements can be made when required.

SCCs will incorporate the Goals of Schooling (physical, emotional, social, intellectual and spiritual) and the Continuum of Prevention (Honouring the Spirit of Our Children: Framework for School Counselling Programs in the Northwest Territories) into their school counseling practice, and manage their practice using the Canadian Counselling Association Code of Ethics, Standards of Practice and Counselling Ethics Casebook 2000.

SCC's provide support and wellness services and referrals by providing information to children, youth, families, school staff and communities, providing crisis counseling and support, providing on-going supports and wellness services, and by providing advocacy and referral services when required.

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RESPONSIBILITIES

(Major responsibilities and target accomplishments expected of the position including the typical problems encountered in carrying out the responsibilities.)

The specific duties of the SCC will be determined by the Principal based on the needs of students within the school. These duties vary from year to year and from time to time. In general, these duties will include, but may not be limited to, the following:

1. Function as a member of the school staff in the area of public relations in cooperation with administrative and teaching staff by:

- Operating according to school procedures and education policies
- Acting as a resources person for school staff/DEA for locally developed programs
- Identifying problem areas (attendance, bullying, substance abuse, etc...) and finding workable solutions
- Working cooperatively with school staff and parents to promote physical, social, spiritual, emotional and intellectual well-being of the students
- Promoting parental involvement in their child's development, especially in school related matters
- Arranging meetings and visits between school and home (evening meetings may be necessary).
- Conducting group meetings with students, parents, school staff and community.
- Encouraging parents to participate in their child's education by organizing group sessions or workshops on how to become involved; to ask questions and to raise issues; by encouraging parents to visit the school and attend school activities.
- Promoting tolerance and understanding through the breakdown of bias, discrimination and stereotyping by acting as a resource person at meetings and assisting with cross-cultural workshops.
- Arranging (in consultation with school staff) resources for preventative group session workshops on topics appropriate to school and community.
- Gathering and providing to students (in consultation with administration) appropriate information relevant to community and student related problems and concerns.
- Discussing with students, individually or in groups, their beliefs, values, opinions, feelings, about the community, social and student-related problems and concerns.
- Representing the school and education in a positive light at all times.
- Following guidelines relating to confidentiality, integrity and objectivity at all times.
- Participating in consultative discussions with parents, students and teachers.
- Designing, producing and distributing multi-media messages to encourage attendance in school and to promote education.
- Preparing and delivering presentations in classrooms.
- Providing information (in consultation with administration) on school activities to local radio and newspapers.
- Participate in school-wide discipline program.

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2. To provide counseling and guidance to students by:

- Working with students and parents to clarify the purpose and relevance of education to future lifestyle, and assisting students in making this connection.
- Emphasizing the need for and importance of regular attendance in relation to success in school and thus for future lifestyle.
- Establishing and maintaining good rapport with all students.
- Identifying serious problems (drugs, abuse, illness etc...) and making the appropriate referral.
- Consulting appropriate agencies when problems arise and working as a team member with these agencies.
- Acting as a resource person in meetings with parents and teachers to discuss problem areas and corrective measures.
- Monitoring student attendance as required.
- Maintaining accurate, confidential records for all students and parents contacted.
- Maintaining regular contact and follow-up with students.
- Reinforcing student positive behaviour.
- Providing short-term support to children and youth at the earliest indication of a problem.
- Providing long-term support to children and youth to decrease the impact of an existing severe problem.
- Assisting children, youth, families, staff and administration in recognizing the individual needs of children and youth.

3. Perform other related duties as required

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KNOWLEDGE, SKILLS AND ABILITIES

(The knowledge, skills and attitudes required for satisfactory job performance)

Knowledge

The incumbent must have the ability to provide counseling and guidance to students over a wide range of grade levels. He/she must have knowledge of the goals and objectives of various educational programs and policies. The incumbent requires knowledge of the local people and culture. An ability to speak the local Aboriginal language is considered a strong asset for this position.

Skills

The incumbent must demonstrate the following skills:

- ✓ excellent interpersonal skills
- ✓ team building
- ✓ analytical and problem solving skills
- ✓ planning and organizational skills
- ✓ decision making skills
- ✓ effective verbal and listening communications skills
- ✓ effective written communications skills
- ✓ conflict management and resolution skills
- ✓ stress and anger management skills
- ✓ time management skills
- ✓ ability to deal with difficult situations
- ✓ computer skills including the ability to operate word-processing programs, and e-mail and Internet applications project management skills including

Personal Attributes

The incumbent must maintain strict confidentiality in performing the duties of the School Community Counsellor. The incumbent must also demonstrate the following personal attributes: be honest and trustworthy:

- ✓ be empathetic to student needs and circumstances
- ✓ be positive and respectful
- ✓ possess cultural awareness and sensitivity
- ✓ be flexible
- ✓ be self-motivated, demonstrate sound work ethics and act as a role model for students
- ✓ patience and self-control

The incumbent would normally acquire the required knowledge and skills through completion of a recognized School Community Counsellor program.

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WORKING CONDITIONS

(The unavoidable, externally imposed conditions under which the work must be performed and which create hardship for the incumbent including the frequency and duration of occurrence of physical demands, environmental conditions, demands on one's senses and mental demands.)

Physical Demands

(The nature of physical effort leading to physical fatigue)

The SCC position may be physically demanding. Students with behavioral or social/emotional disorders require monitoring and may require restraint or physical intervention to ensure the safety of the students and others. The SCC may be required to intervene in physical confrontations between students.

Environmental Conditions

(The nature of adverse environmental conditions affecting the incumbent)

Certain students may display inappropriate behaviors such as abusive language or may have personal hygiene problems or lack of personal habits. He/she may also encounter irate parents.

Sensory Demands

(The nature of demands on the incumbent's senses)

Sensory demands include use of the computer, which may cause eyestrain and occasional headaches.

Mental Demands

(Conditions that may lead to mental or emotional fatigue)

SCCs work with students who require additional assistance and support. Many of these students have a high level of need and may not react in a typical manner. The high needs of the students and the lack of success often leads to frustration and emotional stress for the SCC.