



Excel Academy

Position Job Description

Job Title:	School Counselor
FTE:	Part-Time - .6875 FTE
Date Prepared:	May 6, 2026
Implementation:	2026-27 School Year
Salary Scale:	SW, SP & SSEL: \$55,000 - \$78,286 annually
Work Year:	184 Contact Days/Year (1 Jul – 30 Jun)
FLSA Status:	EXEMPT
Benefits Eligible:	Yes, partial (full benefits eligibility at .75 FTE)
Reports To:	Executive Director
Direct Report(s):	None

Position Summary:

The School Counselor is responsible for providing a range of services for students who demonstrate difficulties with learning academic achievement, social/emotional functioning, and behavior. They promote the social emotional wellness of students and staff through programming that supports a positive culture and climate, coordinating universal social emotional instruction and behavior supports, and providing evidence-based targeted supports. They also support students across the continuum with MTSS. This support may include, but is not limited to, one-on-one support, group work, classroom and teacher support, and collaborative problem solving with both prevention and intervention models. The School Counselor delivers a comprehensive school counseling program that is data driven and aligns to school priorities. Lead, advocate, and collaborate to promote equity and access for all. Provide universal, targeted, and intensive support that match student needs and promote career, academic, and social emotional development.

Essential Duties and Responsibilities:

Specific duties include (other duties may be assigned):

- Design and implement instruction aligned to American School Counselor Association (ASCA) Mindsets & Behaviors for Student Success in classroom/large-group, small-group, and individual settings
- Provide short-term counseling in small-group and individual settings
- Use the principles of a Multi-Tiered System of Supports (MTSS) with the context of a comprehensive school counseling program to provide universal, targeted and intensive support matched to student needs.
- Utilize evidence-based counseling theories and techniques that are effective in a school setting to promote academic, career, and social/emotional development for all students.
- Adhere to the legal and ethical standards and professional competencies of school counseling to demonstrate high standards of integrity, leadership, and professionalism
- Apply the ASCA Mindsets & Behaviors for Student Success to inform the

- implementation of the school counseling program
- Develop annual outcome goals and action plans based on student data that address gaps in achievement, attendance, discipline, opportunity, and resources.
- Regularly assess counseling program to determine its effectiveness, inform improvements to the design and delivery, and show how students are different as a result of the school counseling program.
- Consult as needed when ethical or legal questions arise.
- Make referrals to appropriate school and community resources
- Lead and partner with school staff and school community to build a positive school culture and climate by supporting universal social emotional programming and supports such as: universal SEL instruction, conflict resolution, data-based decision making, time management, safe school planning, professional development, and facilitation of Tier 1 and Tier 2 supports, which may include psycho-educational counseling groups
- Collaborate with school leadership and mental health partners to assess, develop, and implement school-wide initiatives to address positive school climate and culture inclusive of students, staff, and families.
- Responsible for supporting the social emotional wellness of the school building and the transition support of students from primary level to secondary level
- Work with students individually or in integrated settings such as the regular classroom, team meetings, and in cooperation with classroom teachers.
- Utilize and refer to a variety of student support structures including but not limited to: ALP, 504, safety plans, behavior plans, and the special education referral processes.
- Work as a team with other mental health partners to meet the needs of all students and staff including responding to crises, as needed.
- Work with school leadership, mental health partners, teachers, district liaisons, and other school staff to support students via teacher consultation and various team meetings, MTSS process.
- Work as a team to use evidence-based, technically sound data collection and organization to drive decision making in order to develop and modify student supports and intervention strategies.
- Work with Assistant Director to increase family, school, and community partnerships that are culturally responsive.
- Support practices that demonstrate respect for diversity in the home, school, local, and global communities.
- Serve as a Team Lead for assigned caseload of students on 504 Plans.
- Serve as a member of the School Attendance Team.

Experience:

- A minimum of two years school social emotional learning specialist experience is highly desired
- Training and experience in Restorative Practices highly desired

Education: Masters degree preferred

Certificates, Licenses, & Registrations:

- Current School Counselor endorsement on a valid Colorado educator license

Skills/Knowledge/Ability:

- Working knowledge of developmental, learning, counseling, research, and educational theories to impact developmental issues affecting student success.
- Knowledge of best practices in Professional School Counseling.
- Ability to communicate and develop effective relationships and function effectively as a team member.
- Willingness to be flexible and respond to the changing needs of students, staff, families, schools, and the district.
- Ability to integrate educational theory, research, and expertise into appropriate practices for local contexts, in a style that facilitates positive change and continuous improvement.
- Must have effective group facilitation skills.
- Ability to use data to make educationally sound decisions.
- Skills in conflict resolution, decision making, and time management.
- Ability to read and interpret documents; write reports and correspondence and apply appropriate mathematical concepts; and to use and integrate technology appropriately in daily work which includes, but is not limited to, efficient voice mail systems, application of basic computer skills to effectively use email, internet, and write 504 Plans.
- Working with children particularly those with special needs
- Knowledge of District and school policies/procedures and applicable state/local/federal laws, facility security, child/adolescent behavior, intervention, and excellent verbal and written communication abilities.
- Normal routine levels of activity related to bending, carrying, climbing, hearing, reaching, sitting, standing, vision and walking, and may also involve above-average levels of activity at times that cannot always be anticipated.
- Ability to meet physical needs of the students.
- Demonstrated experience in effectively solving challenging problems through a positive, collaborative approach.
- Understanding of CASEL and how it works to support social and emotional needs with children
- Knowledge of Restorative Practices
- High fluency level in written and oral communication.
- Demonstrated initiative and skills in the following areas: relationship and community building, teachers as leaders, professional learning community model, effective communication, conflict resolution, creativity, problem solving, decision making and time management.
- Have excellent interpersonal, organizational, time management, follow-through, and oral and written communication skills
- Meet professional obligations through efficient work habits such as: meeting deadlines, honoring schedules, coordinating resources in an effective and timely manner, and demonstrating respect for others.
- Ability to work collaboratively with a team
- Be extremely flexible and able to work independently
- Accept responsibility and be self-motivated
- Is ethical and honest
- Be able to successfully analyze information, manage complexity, report results, enter data, and observe school and district policies as well as state and federal laws with attention to detail, confidentiality, and thoroughness
- Knowledgeable and comfortable working with technology and software programs, including MS Excel and Word
- Ability to maintain a high level of confidentiality with regard to employees, students and parents

- Needs to be able to work effectively with school staff, District personnel, and vendors

Equipment: Computer (desktop/laptop/tablet) and communications technology equipment including software, office equipment (copy machine, fax, etc.), e-mail, and voice mail.

Decision Making: Work is assigned by Executive Director and by self. Requires strong judgement, quick decision making, analytical skills, and tact to determine urgency of a situation and appropriate action within school and district policies and procedures, oftentimes in absence of the supervisor. Decision making may require collaboration with administrators, staff, parents and/or students. Errors in decision making could lead to loss of confidence and/or impact the image of the school and/or district. Collaborates with Board of Directors, Principal and administrative staff in decision making.

Community Relations: Regular contact with families and school leaders to exchange information, advise, build partnerships, and advise in service to Excel Academy Mission, Vision, and Values. Requires tact and diplomacy to maintain relationships, resolve problems, negotiate matters, including those requiring a high degree of confidentiality.

Span of Control: No direct reports.

Complexity of Work: Requires analytical skills, independent thinking, considerable judgment, and the ability to forecast financial models with multiple variables. Must manage personnel and physical plant. Must have a strong understanding of School, District, and Charter culture and current political and economic climate.

The physical demands, work environment factors, and mental functions described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands: While performing the duties of this job, the employee is regularly required to stand, walk, reach with hands and arms, talk or hear, and taste or smell. The employee frequently is required to use hands to finger, handle, or feel. The employee is occasionally required to sit; climb or balance; and stoop, kneel, crouch, or crawl. The employee must regularly lift and/or move up to 25 pounds and occasionally lift and/or move up to 100 pounds. Specific vision abilities required by this job include distance vision, peripheral vision, depth perception, and ability to adjust focus.

Mental Functions: While performing the duties of this job, the employee regularly is required to compare, analyze, communicate, evaluate, use interpersonal skills, compile, and negotiate. The employee frequently is required to copy, instruct, compute, and synthesize.

Work Environment: While performing the duties of this job, the employee is occasionally exposed to outside weather conditions. The noise level in the work environment is usually moderate.

Equal Employment Opportunity: Excel Academy is committed to equal employment opportunity for all qualified persons, without regard to race, color, religion, ancestry, national origin, sex, sexual orientation, marital status, membership or non-membership in any organization, physical handicap, medical condition, or age, to the extent required by law. This applies to all employment practices, including hiring, promotions, training, disciplinary action, termination, and benefits.