

Job Title: EARLY CHILDHOOD COUNSELOR
Reports to: Head Start Director
Dept./School: Irene Cardwell Head Start/Pre-K Program
Wage/Hour Status: Exempt
Date Revised: June 30, 2025

Primary Purpose

The Early Childhood Counselor is responsible for promoting student success, providing preventive services and responding to identified student needs by implementing a comprehensive school counseling program that addresses academic, social, and emotional development and address the needs of special population students in the SFDRCSID Head Start/Pre-K Program. The Early Childhood Counselor is responsible for providing early childhood mental health consultation support to Head Start staff, children, and families. The Early Childhood Counselor will provide a broad range of services, including early childhood mental health consultation in classrooms and through home visits; training and coaching staff; screening, assessment and referral services; and providing parent trainings. The Early Childhood Counselor will also collect data, maintain records, and support compliance in all facets of Head Start Performance Standards and State regulations.

QUALIFICATIONS

Education/Certification

Master's degree
Valid Texas School Counselor Certificate

Special Knowledge/Skills

Knowledge of counseling procedures, student appraisal, and career development
Excellent organizational, communication, and interpersonal skills
Ability to instruct students and manage their behavior
Ability to present information in one-on-one, small group, and large group situations to students, parents or guardians, and district staff
Knowledge of federal and state law
Ability to interpret policy, procedures, and data
Ability to manage budget and personnel

Experience

Two years' teaching experience, preferably in Early Childhood

MAJOR RESPONSIBILITIES AND DUTIES

Guidance Curriculum

1. Plan, organize, implement, and deliver structured group lessons according to the district's guidance curriculum including the Del Rio Cares Curriculum, to improve students' interpersonal and intrapersonal effectiveness, personal health and safety, post-secondary planning and readiness, and other developmental needs.
2. Teach the school guidance curriculum components through the use of effective instructional strategies and planned structured groups considering diverse student populations and needs for differentiated instruction.
3. Work with students, staff, parents or guardians, and the community to identify priorities where students will be served through the guidance curriculum component. Collaborate across curricular areas to integrate guidance lessons into content area curriculum.

4. Create a balanced curriculum by using well-planned and intentional developmentally appropriate activities and materials, incorporating guest speakers, and offering engaging delivery techniques, including technology tools.
5. Provide staff guidance and model developmentally appropriate activities for children and effective ways to work with and support young children.

Responsive Services

6. Use accepted theories and effective techniques of developmental guidance to respond to problematic or critical incidents to support students and offer services in time of need.
7. Use preventive activities to remove barriers that interfere with a student's educational, career, personal, and social development.
8. Implement remediation practices to assist students in coping with problem situations or unwise choices. Identify precipitating and antecedent factors, effective and ineffective approaches to dealing with the circumstances, and provide feedback to guide future decisions.
9. Use specialized skills to support students in crisis situations requiring immediate response. Maintain a healthy and safe school environment by collaborating with district staff, parents or guardians, and local officials.
10. Provide continued support to students in need through individual counseling, small group counseling, consultation, or referral to services outside the school or district.
11. Serve as an impartial, non-reporting resource for interpersonal conflicts and discourse involving two or more students, including accusations of bullying.

Individual Planning

12. Create school counseling services that are developmental and age appropriate and provide information or literature that highlights related topics to students, teachers, and administrators.
13. Conduct standardized developmental, behavioral, and/or social-emotional screens and assessments for individual children as assigned or referred for consultation.
14. Assist individual students and their parents or guardians in monitoring their academic, career, personal, and social development as they progress in school.
15. Act as a student advocate, leader, collaborator, and systems change agent. Advocate for a school environment that acknowledges and respects diversity and ensures equitable access and placement in classes and programs for minority, disenfranchised, homeless, and other special populations.
16. Conduct standardized developmental, behavioral, and/or social-emotional screens and assessments for individual children as assigned or referred for consultation.
17. Assist school psychologist with implementing and monitoring child development and behavior plans.

System Support

18. Collect, summarize, and interpret testing data to plan, create interventions, guide Child Study processes, and address specific student needs.
19. Conduct an annual program audit to inform accountability, action plans, time management, and systemic change.
20. Participate in campus-based school improvement planning and goal setting.

21. Participate in the development and implementation of mental health program and policy.
22. Clearly articulate and communicate the counseling program's management system and related program action plans to campus and district staff, parents or guardians, and the community.
23. Coordinate and facilitate parent or guardian and staff training and consultation to foster student educational, career, personal, and social development.
24. Support, coordinate, and provide staff trainings related to social-emotional and mental health issues at least once per quarter.
25. Recruit speakers for at least two parent trainings per year.
26. Participate in staff development and continuing education opportunities to improve job-related skills and research to identify best practices in implementing a comprehensive school counseling program.
27. Organizes school readiness kindergarten transition events.

Supervisory Responsibilities

28. Supervise assigned counseling aide(s) as applicable.

Other Related Duties

29. Compile, maintain, and file all reports, records, and other documents.
30. Comply with policies established by federal and state law, State Board of Education rule, and board policy. Comply with all district and campus routines and regulations.
31. Adhere to legal, ethical, and professional standards for school counselors including current professional standards of competence and practice.
32. Follow district safety protocols and emergency procedures.
33. Comply with all district and campus routines and regulations.
34. Maintain positive and professional working relationship with campus and district staff.
35. Maintains a positive and professional relationship with students.
36. Maintain a positive and effective relationship with supervisors.
37. Perform other duties assigned by supervisor.
38. Maintain confidentiality of information.

WORKING CONDITIONS

Mental Demands/Physical Demands/Environmental Factors

Tools/Equipment Used: Personal computer and peripherals; standard instructional equipment

Posture: Prolonged sitting; frequent standing, kneeling/squatting, bending/stooping, pushing/pulling, and twisting

Motion: Frequent walking

Lifting: Regular light lifting and carrying (less than 15 pounds); occasional physical restraint of students to control behavior

Environment: Work inside, may work outside

Mental Demands: Maintain emotional control under stress; may work prolonged or irregular hours

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Reviewed by: _____

Date: _____

Approved by: _____

Date: _____