

SCHOOL COUNSELOR JOB DESCRIPTION

STATUS: Full-time (exempt)

YEARLY TERM: 10 months

SUPERVISOR: Head/Assistant Head of School

DIRECT REPORTS: n/a

Summary Job Description

Brookstone Schools' School Counselor is dedicated to serving students by helping remove barriers to learning and creating an atmosphere that supports the intellectual, physical, spiritual, social, and emotional growth of each student, grounded in a Christian worldview. This role requires a counselor who excels in communication and organization while demonstrating strong interpersonal skills rooted in Christ's love. They should possess an advanced understanding of human behavior, counseling theories, group dynamics, and small group processes. An extensive knowledge of Pre-K-8th child and multicultural development is essential, particularly aspects related to social and emotional learning—such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making—guided by Christian principles. Familiarity with trauma-informed systems of discipline and behavior management is also important. Furthermore, the counselor should have a working knowledge of both student rights and confidentiality laws, as well as other applicable state and federal mandates, ensuring that all practices align with both legal requirements and biblical truths.

Essential Functions and Responsibilities

Specific responsibilities include (but are not limited to) the following:

Counseling / Mental Health Support Responsibilities

- Meet weekly with the Assistant Head of School
- Assume responsibility for counseling students in grades K through 8 and their parents
 - Counsel students as needed regarding mental health issues, loss, academic difficulty, stress, family problems, relational problems, discipline, etc.
 - Communicate with parents in order to both help students deal with issues and to support them so that they can succeed at school.
 - Refer students and parents to professional services when appropriate (for example: medical, diagnostic, or therapeutic needs).
- Collaborate with teachers/administrators to help remove barriers to learning (for example: monitor and address attendance issues, address students' emotional/psychological/family needs, notify teachers of family crisis when appropriate).
- Establish a private and confidential environment where students can feel comfortable to discuss personal issues.
- Collaborate and assist with training teachers/administration about trauma-informed behavior management and emotional regulation procedures/processes including assisting with conflict resolution.
- Provide support to new students and help with their transition (ex: new student lunches w/ all new students including a survey about their transition).
- Educate faculty, students, and parents about appropriate developmental, as well as mental health issues.
- Serve on the Crisis Response Team (for example, suicide or death of a loved one).
- Provide counseling support to school in case of school-wide crisis, as well as help coordinate local counseling support for the school if necessary.
- Propose and develop programming that cultivates meaningful contact and relationships with students.
- Participate in upper school electives and/or clubs.
- Develop and teach a course for 7th and/or 8th grade students designed to equip them with social/emotional skills for their transition into high school.
- Collect student feedback and assess student experience on an annual basis as it relates to overall student wellness.

Administrative Support

- Assist with building positive culture within the student body and faculty.
- Serve on the Discipline Committee and Crisis Response Team as needed.
- Assist with managing behavior issues by investigating, communicating, and collaborating with other administrators.
- Educate parents of social and emotional trends, research, and recommendations.
- Interact with touring parents, students, board members, volunteers, and donors.
- Review and advise school administration regarding educational and psychological testing related to academic support.
- Advise school administration on implementation of programming for social/emotional wellness, personal safety, substance abuse, online safety, and other related issues.
- Collaborate and communicate with outside resource and community agencies on behalf of Brookstone students and families.
- Keep the school administration apprised of any problems encountered or foreseen.
- Maintain detailed records of all encounters with students and parents, maintaining confidentiality and abiding by legal requirements.
- Other duties as assigned by the Head/Assistant Head of School.

Qualifications

Master's Degree from an accredited counselor education program; or endorsement in school counseling. A comparable amount of training and experience may be substituted for the minimum qualifications. A counselor that has school-based experience is preferred.

SCHOOL COUNSELOR & DIRECTOR OF SPIRITUAL LIFE

INTERVIEW QUESTIONS

1. Can you share your background and what inspired you to pursue a career as a school counselor, particularly within a Christian context?
2. What does trauma-informed care mean to you, and why do you believe it is particularly important in a school environment?
3. How do you integrate your Christian faith into your counseling practice, and how do you balance this with the need for evidence-based, trauma-informed approaches?
4. When working with students who have experienced trauma, how do you approach their unique needs while being respectful of their individual beliefs and backgrounds?
5. What are some common signs that a student may be dealing with trauma, and how do you assess those signs in your practice?
6. How do you tailor your counseling methods to meet the specific needs of a child who has experienced complex trauma?
7. Can you describe a specific situation where you helped a student work through a traumatic experience? What approach did you use, and what was the outcome?
8. Trauma work can be emotionally challenging. How do you manage vicarious trauma and practice self-care to prevent burnout?
9. In what ways do you involve other school staff, such as teachers or administrators, in supporting students affected by trauma?
10. How do you incorporate Scripture or prayer into the healing process for students? Can you share an example where this was particularly impactful?
11. If a student's religious beliefs differ from your own, how would you provide support while respecting their individual faith journey?
12. How do you think Christian values like forgiveness, grace, and redemption contribute to a student's trauma recovery?
13. Building trust with trauma-impacted students can be challenging. How do you foster trust, especially with students who have been let down by adults or authority figures in the past?
14. What strategies do you use to engage families in the counseling process, particularly if they have experienced trauma themselves or may not be familiar with trauma-informed care?
15. Can you discuss a time when you collaborated with community resources, churches, or faith-based organizations to support a student and their family in overcoming trauma?
16. Tell us about a time you advocated for a student who was not receiving adequate support for their trauma-related issues. How did you handle that situation?
17. What is your experience responding to a mental health crisis at school? What steps do you take to ensure the safety and well-being of the student involved?
18. How do you assess whether a student is in immediate danger during a mental health crisis, and what specific interventions do you use in those situations?
19. What is your approach when managing a mental health crisis involving a student who may be exhibiting signs of self-harm or suicidal ideation?
20. How do you collaborate with emergency services or other professionals during a mental health crisis, while also ensuring the student's confidentiality and safety?
21. How do you incorporate trauma-informed practices into your response during a mental health crisis, so as to avoid retraumatizing the student?
22. If a student in crisis is reluctant to speak with you or doesn't trust you, what strategies would you use to establish rapport and begin the process of helping them?
23. In your experience, how do prayer, Scripture, or other faith-based practices play a role in your response to students during a mental health crisis, and how do you integrate these with professional mental health care?
24. How do you manage and track cases for students experiencing trauma or mental health challenges? Could you describe your process for documentation and follow-up?

25. What steps do you take to ensure that students and their families have access to the necessary community resources and mental health support services?
26. Can you share an example of how you assisted a family in navigating external resources, such as counseling, housing, or financial support, following a traumatic event?
27. How do you ensure that families are included in the case management process, while still respecting their cultural, religious, and personal preferences?
28. What strategies do you use to help families who might be unfamiliar with mental health services or resistant to accessing resources due to stigma or other challenges?
29. How do you advocate for students and families facing systemic barriers, such as socioeconomic issues or language barriers, when it comes to accessing mental health or community resources?
30. How do you assess and address gaps in the resources or support services available to students and their families in your school or community?
31. What ethical dilemmas have you encountered while working with students impacted by trauma, and how did you navigate those situations?
32. In your role as a counselor, how do you ensure confidentiality and privacy for students within the school environment?