



Long-Term Substitute: High School Counselor

January-April 2021

OUR MISSION

The mission of Boston Collegiate Charter School (BCCS) is simple yet ambitious: to prepare each student for college. We offer an academically rigorous college preparatory curriculum for 700 students in fifth through twelfth grades. 100% of our graduates have been accepted to college; the majority of them will be the first in their families to complete a college degree.

OUR VISION

All BCCS students will graduate empowered to choose their own directions, with options aligned with their passions and interests and with the critical thinking capability to choose wisely. They will be equipped not only to go to college, but to thrive there. They will have the skills and the leadership mindsets necessary to make an impact in their communities and beyond. To achieve this vision of our graduates, BCCS will be a leading school in academically rigorous, equitable, and inclusive educational practices in Boston. BCCS will create opportunities for each student to thrive and cultivate the unique talents that each student brings. BCCS will be a beacon of the twin pillars of scholarship and belonging, and thus a national model for what integrated education can look like at its best.

CURRENT OPENING

We are looking for a self-reflective, analytic, dedicated, and passionate Long-Term Substitute: School Counselor who wants to join a dynamic and flexible High School team. This position reports to the Director of Student Support. This is a clinical position providing short-term, long-term, and crisis intervention services for students on Individualized Education Programs as well as other students in need. As a strong candidate for our position, you will...

Have knowledge of or experience in

- child/adolescent development;
- meeting on a scheduled basis with students according to the counseling services outlined in their IEPs;
- maintaining up-to-date notes and treatment plans for students seen for counseling;
- regularly assessing student progress toward internally-developed benchmarks;
- providing crisis intervention services as needed on issues including self-harm and suicidality, abuse and neglect, responding to grief and loss;
- serving as a liaison between the school and outside service providers (including therapists, doctors, and DCF) as needed;
- coordinating and monitoring behavior intervention plans;
- supporting goal acquisition and/or providing in class support when needed; and
- creating goals, benchmarks and strategies for the progress of or remediation of students according to established deadlines and with data and evidence culled from sessions, observations, and communication with grade-level teams;
- monitoring students' progress toward their IEP goals and ensuring collection of data and evidence to support progress towards goals in order to re-write goals as students make progress;
- submitting goals and progress reports;
- participating in IEP team meetings, including presenting progress information; and
- supporting the documentation process before and after IEP meetings.

Be able and willing to

- speak authentically about the imperative for diversity, equity, and inclusion in schools;
- recognize how your identity impacts your teaching;
- communicate and collaborate with colleagues, students, and families;
- consistently hold students accountable to academic and behavioral expectations;

Believe

- in the school's core values of: scholarship, belonging, passion, responsibility, and integrity;
- that all students have strengths and gifts to share as well as growth areas to be honed by their educators;
- in the importance of feedback in the pursuit of continuous improvement;

Expect

- to be on-campus from 7:30-4:30pm daily;
- to coordinating and providing all formal and informal counseling services in grades 9-12;
- to crisis management as needed including individual and small group work;
- to assist with crisis management as needed including individual and small group work;
- to coordination of outside services when warranted;
- to communicate regularly and effectively with the Director of Student Support, Principals, and Deans of Students;

Boston Collegiate is an equal opportunity employer. Accordingly, we make employment decisions without regard to race, color, religion, national origin, age, gender, gender identity, sexual orientation, veteran status, genetic information, disability or any other classification protected by applicable local, state or federal law. Boston Collegiate is committed to building a supportive and inclusive workplace that reflects the diversity of Boston.

- to maintain contact (via phone, email, and in-person meetings) with families of students on the counseling load regarding their child's progress;
- to participating in IEP team meetings and supporting the documentation process before and after those meetings;
- attend weekly meetings/Professional Development and receive personalized coaching; and
- to meet with content area teachers on a regular basis to track the progress of students and to communicate successful strategies for supporting them.

ADDITIONAL QUALIFICATIONS

- a Bachelor's degree in MSW required; Master's degree acknowledged
 - a clinical treatment background with a LICSW or LMHC certification or a school adjustment counselor certification
 - bilingualism in Spanish or Haitian Creole preferred, but not required
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JOIN OUR TEAM

To learn even more about working at Boston Collegiate Charter School, please visit our open positions via PDF, posted at <https://www.bostoncollegiate.org/careers/>. To formally apply, please submit an application at <https://forms.gle/F7qadVBkNn1whrDE7>. No telephone or email inquiries, please.

What Is Special About Teaching at Boston Collegiate Charter School?

Boston Collegiate Charter School is committed to...

A mission-driven environment with a track record of excellence for students and a focus on educating the whole child.

- The mission of Boston Collegiate Charter School is simple yet ambitious: to prepare each student for college.
- BCCS has a track record of excellence: it is the highest performing non-selective high school in Boston in terms of AP scores across a wide range of exams, it is the top-ranked Boston charter school in US News & World Report, and it has a 100% college acceptance for graduates rate since 2004.
- BCCS has a unique school population, labeled in one recent publication as “the nation’s most interesting school integration story,” with roughly 50% of our students identifying as white and 50% identifying as students of color; additionally, about half of our students qualify for free or reduced lunch.
- BCCS places a focus on social emotional learning for students through partnerships with local social-emotional learning organizations, and the school has a robust counseling team schoolwide.
- BCCS is highly sought after by families, with 20 times more applicants than available seats.
- 95% of our alumni who respond to our annual alumni survey answer that they feel sufficiently-prepared or over-prepared for college in their freshman year.
- BCCS is institutionally dedicated to promoting an inclusive environment for students, staff, and families.

A supportive and collaborative professional culture.

- BCCS offers a positive and supportive adult culture, emphasizing collaboration through dedicated office space, co-teaching opportunities, and both internal and external professional development.
- BCCS teachers have authentic voice to improve the school: teachers co-create the evaluation rubric; teachers advise on compensation and school policy; a teacher currently sits on the Board of Trustees.
- BCCS is family-friendly, offering onsite daycare and flexible schedules when possible.

Teacher development and growth.

- BCCS gives teachers autonomy to design curriculum based on Common Core and Next Generation Science Standards and to collaborate with other educators across the city through formal partnerships funded by grants.
- BCCS prioritizes letting teachers focus on teaching and student achievement; a dedicated teaching support team, including a Dean of Students and operations staff members, supports discipline and administrative work.
- BCCS supports teachers in developing their craft: experienced principal team with training in teacher development; frequent coaching meetings with experienced instructional team; veteran teaching staff coaching their peers.
- BCCS provides a career pathway for teachers, including leadership and mentorship opportunities.

Competitive compensation and benefits.

- Sustaining a vibrant teaching culture through compensation is a focus for BCCS.
- BCCS is committed to teachers staying long-term and believes that strong veteran teachers are irreplaceable: Year of Service bonuses are offered at Year 10, 15, and 20.
- BCCS has in place a teacher compensation scale for transparency among teacher salaries, with larger increases in years 3, 4, and 7, and moderate increases in all other years.
- BCCS provides opportunities for teachers to earn additional compensation stipends, including through teacher leadership opportunities, rehauling curriculum, covering extra classes, or as an athletic coach.
- Deductibles for health insurance are reimbursed by the school; disability insurance is paid for by the school.