



A safe place  
to learn  
and grow.

## JOB DESCRIPTION

**JOB TITLE:** Part-Time School Counselor (.6 FTE | Avg. 24 hours/week)

**GENERAL SUMMARY:** The school counselor is a member of the Bridges multidisciplinary team, who, under the supervision of the principal, provides a complete and balanced program of educational, therapeutic, and activity services. The school counselor observes, analyzes, interprets, and documents behavior per Bridges Middle School guidelines. The school counselor also evaluates and plans therapeutic programs that are responsive to the needs of students. May provide recreational therapy programs, art therapy, team building, and leisure management training as appropriate. Performs all duties in a manner that promotes the team concept. This is a regular part-time hourly position.

## DUTIES AND FUNCTIONS

1. Develops and implements therapy activities aligned with students' IEP and/or treatment plan, and complements and/or facilitates the accomplishment of each student's plan, either by adapting one's programs, modalities, and techniques to the IEP goals, or supplementing it with additional and/or reinforcing activities or tasks. The Therapist/Teacher may be responsible for:
  1. Art and/or other experientially-based activities such as drama, social skills, community service groups, and outdoor experiential therapy.
  2. Appropriately researches community resources and utilizes knowledge of these resources in planning and implementing group and individual activities to enhance students' learning.
  3. Promotes proper understanding of the role and value of therapeutic activities, both in normal living situations and in therapy to staff, students, and families.
2. Leads or co-leads therapy groups, check-in groups, and process groups, demonstrating a thorough understanding of DSM-5 diagnoses, clinical dynamics, and effective treatment strategies. Creatively utilizes experiential mediums to enhance students' treatment as appropriate.

1. Ensures that groups have a clear purpose and incorporate process and experiential content thoughtfully and creatively.
2. Skillfully engages students in both content and the interactional process of the groups.
3. Works cooperatively with peers in developing and refining group curriculum and activities.
3. Contribute to the overall design and implementation of all programs by serving as a member of the multidisciplinary team and teaching classes as needed.
  1. Attends and actively contributes to staff meetings, in-service days (if during normal scheduled work days), IEP data collection, Open Houses for the school, or other meetings as requested by the building principal.
  2. Presents student progress updates weekly or as requested by the principal.
  3. Attends orientation meetings for new students as needed.
  4. Works cooperatively with coworkers through information sharing and consultation to promote effective treatment of students.
  5. When appropriate, confers with families to promote a full understanding of the therapeutic programs.
4. Contributes to accurate documentation and record-keeping by keeping regular progress notes and providing information for eligibility for IEPs.
5. Accurately assesses the needs of the students and implements therapeutic and behavior management strategies to respond to these needs.
  1. Provides therapeutic information based on a thorough understanding of the individual student's treatment.
  2. Demonstrates creativity and flexibility in managing students.
  3. Uses appropriate interventions that support student responsibilities and growth.
  4. Strives to maintain a positive and supportive stance in all interactions with students.
  5. Leads or co-leads check-in groups focusing on students' social and educational goals.
  6. Co-creates behavior plans that embed positive reinforcement.
6. Communicate with parents of students who are part of therapeutic groups, students who receive clinical support, behavior plans/tracking, and other helpful information in supporting students.
7. Participates fully in supervision with direct supervisor.
  1. Is open, honest, and revealing regarding clinical interactions with students and interactions with coworkers.

2. Is consistently well organized and prepared for supervision, initiating questions and concerns.
  3. Is thoughtful and responsive to feedback and requests from the direct supervisor.
  4. Communicate openly regarding difficulties or disagreements regarding feedback or requests.
8. Assures professional growth by planning and participating in staff educational meetings and in-service days (during normal scheduled work days), and keeping abreast of current therapeutic curriculum and techniques.
1. Attends continuing education programs as approved by the principal.
9. Consistently provides care appropriate to the age of the students and families, including children, adolescents, and adults. Demonstrates competence in interpreting the students' and families' behavior and information with an understanding of the cognitive, physical, emotional, psychosocial, and chronological maturation process.
10. Performs other related duties as assigned by the principal.

## QUALIFICATIONS:

### Education, Training & Experience (includes licenses or certifications):

- Master's degree from an accredited college or university with a major in therapeutic strategies and activities or related field with a minimum of one year experience in therapeutic practices in a rehabilitation or educational setting; OR
- Bachelor's degree in a related field with a minimum of three years in therapeutic programs in a rehabilitation or educational setting.
- National registration/certification by a professional society is preferred.
- Valid Oregon driver's license.

### Knowledge, Skills & Abilities:

- Strong written and verbal communication skills.
- Working knowledge of art and/or leisure as it relates to health care, particularly mental and emotional health.
- Familiarity with various recreation media (leisure counseling, arts and crafts, music, drama, dance, sports and games, social events, literature, nature, and outdoor activities).
- Ability to remain positive and supportive in diverse classroom settings.

- Demonstrated understanding and knowledge in supporting students with:
  - Emotional Behavior Disability
  - Anxiety
  - Impulsivity
  - Processing Disorders
  - Executive Function Challenges
  - Intellectual Disability
  - Autism Spectrum Disorder
  - ADHD
  - Specific Learning Disability
- Ability to navigate continuous interaction with students who can be emotionally demanding, requiring consistency, supervision, and a high degree of patience.
- Ability to maintain a neutral and supportive role with students who frequently attempt to demonstrate behaviors that test limits or provoke staff.
- Ability to remain flexible in adapting therapeutic curriculum, activities, and scheduling to the rapidly changing needs of students.

## COMPENSATION

This is a part-time position with competitive pay commensurate with similar schools. Benefits include medical, dental, and short + long-term disability, and life insurance 60% employer paid, 401K retirement plan with a match, with vacation and holiday time that generally aligns with Portland Public Schools calendar.

## EQUAL OPPORTUNITY EMPLOYER

We are a close-knit team that takes the success of our students seriously. We commit to building bridges for our students and families to close that gap often present for students with learning differences. We have assembled a staff that provides an outstanding educational experience for our students, in every class, every day.

We are an equal opportunity employer committed to a diverse, multicultural work environment. People of color, people with disabilities, and people of diverse sexual orientations, gender expressions, and identities are encouraged to apply. Your passion for students with learning disabilities is more important than your past work history. We encourage you to apply if you have a passion for working with students with learning differences and believe that success is possible for every student.

## NON-DISCRIMINATION POLICY

Bridges Middle School is dedicated to developing and maintaining a diverse workforce that understands and meets the needs of our diverse student population. Bridges Middle School does not discriminate based on national or ethnic origin, sexual orientation, or gender identity in the administration of its educational policies, admissions policies, scholarship programs, hiring practices, and other school-administered programs. Bridges Middle School admits students of any race, color, national or ethnic origin, sexual orientation, or gender identity to all the rights, privileges, programs, and activities generally accorded or made available to students at the school.

All decisions made by Bridges Middle School regarding employment, including promotions, demotions, compensation, benefits, and training are made without regard to race, color, gender, religion, national origin, marital status, age (except as the law allows), gender identity, gender expression, sexual orientation, disability, veteran's status or any other basis covered by local, state or federal law.

## TO APPLY

Please send a cover letter – including salary requirements – along with your resume and letters of recommendation to Dr. Carrie Hall, Principal at Bridges Middle School, 2510 SW 1st Avenue, Portland, OR 97201, or by email at [CHall@BridgesMS.org](mailto:CHall@BridgesMS.org). Applications will be accepted until the position is filled. *Only highly qualified candidates will be contacted for an interview. Due to limited staff availability, we will not contact applicants unless they are chosen for an interview.*