



Job Description / Role Description Template

(For all educational professionals other than teachers, permanent substitute teachers, instructional substitute teachers, educational assistants, or inclusion assistants.)

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Job Title	Middle School Counselor
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Section	N-Pk ___	ELEM (K-5) ___	MS (6-8) and grade 9 __X__	HS (10-12) _
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Department	Wellbeing
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Reports to	MS Principal, MS Assistant Principal and HS Principal
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Minimum Qualifications:

- Bachelor’s degree and 3+ years of experience in a school setting
- Clear understanding of U.S. based programs, curriculum and the Common Core State Standards
- Uphold the ethical and professional standards of applicable professional counseling associations and promote the development of the school counseling program

Skills:

- Excellent interpersonal skills and empathy.
- Able to build strong relationships with students and gain their trust.
- Demonstrated ability to collaborate with stakeholders (administrators, teachers and parents.)
- Understands the professional guidelines and limits of confidentiality and discretion.
- Competent in handling crisis situations, such as reporting suspicions of child abuse, providing grief/trauma counseling, and serving on Crisis Response Team.

Preferred Qualifications and Qualities;
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- Master’s degree in School Counseling, Educational Psychology, or similar field and 2+ years of experience, preferably 2+ international
- Valid Counselor Certificate or license
- Experience with diverse student and parent populations
- Working knowledge of secondary and university systems around the world
- Be a team player
- Thoughtful decision-making
- Role models lifelong learning
- Maintain membership to American School Counselor Association (ASCA) and/or International School Counselor Association (ISCA). Attend professional conferences when possible.
- Spanish Language Working Proficiency

Responsibilities:

GENERAL:

- **Crisis Team**
 - develop Crisis Intervention Plan as a Crisis Response Team member
 - respond to crisis situations as they occur
 - monitor situations and continued communication with all impacted parties
- **Child Protection/Child Safety**
 - Familiarity with best practices relating to child protection protocols in international schools
 - Experienced in developing and using protocols in child protection/child safety
- **New Students.**
 - new student orientation to ASFM and check in throughout the year
 - track integration process for all new students
- **Temporary Leave**
 - meet with students and parents when students are considering a Temporary Leave; inform them of the process and their responsibilities
 - liaise with MSHS Assistant Principals and MSHS Principals during process
 - oversee the recommendation letter process for students leaving
- **Timetable/Schedule**
 - guide and advise students through the course selection process on PowerSchool
 - develop and implement a course change process (watchful of rigorous courses)
 - ensure academic requirements are met by all students
- **Student Review and Placement**
 - review teacher recommendations for honors and advanced course placements
 - review students at risk for retention or extraordinary exams
 - discuss student restrictions (teacher/student or student/student) with teachers and recommend to admin restrictions for the following school year
- **School Presence/Environment**
 - develop and present workshop sessions to students/parents
 - Provide professional development to teachers on topics related to the wellbeing department and supporting students
 - assist with grade level advisory leaders and Character Education teachers planning lessons
 - oversee awareness, promotion of safe and caring school as well as collect (analyze) data and provide support when social-emotional issues arise
 - attend and present at EPU events if/when needed
 - culturally mediate situations which arise between different groups in our community
- **Networking**
 - School Counselors are knowledgeable about community resources, referral agencies, diplomatic agencies, as well as other educational institutions regionally or internationally.

SOCIAL /EMOTIONAL:

- **Individual Counseling**
 - Counselors provide one-on-one sessions with counselor and student to provide social-emotional and/or academic support.
 - Small Group Counseling
 - Communicate and meet with parents regarding individual student social/emotional/behavioral/personal concerns for students
 - Consult with outside therapists regarding social/emotional/behavioral/personal concerns for students
 - mediate/facilitate issues between teachers and students
 - attend grade 6-9 team meetings to discuss student concerns

-Support teachers in issues that arise with the students in the classroom

- **Classroom/Generation Guidance**

-Counselors create structured developmental lessons/activities designed to assist students in achieving the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level

Supervisory Responsibilities: (if any)

With students:

- Ambassadors
- Advisory
- Break and Lunch duties

With colleagues:

- N/A

Other pertinent information not included above
