



## JERUDONG INTERNATIONAL SCHOOL

### SCHOOL COUNSELLOR

(with potential position of responsibility)

At Jerudong International School (JIS), we are dedicated to providing a nurturing and inclusive environment where every student can thrive academically, socially, and emotionally. Our counselling services play a vital role in supporting the holistic development of our students.

A school counsellor is a vital part of a school's support system, focusing on the emotional, academic, and social well-being of students. They provide guidance on various challenges students may face, such as: Academic support, Career guidance, Emotional support, Conflict resolution and Special needs support.

Previous overseas experience is not essential. However, the desire to work in a genuinely international community is. Jerudong International School is committed to equality of opportunity for all staff, and applications from individuals are encouraged regardless of any of the protected characteristics of the 2010 UK Equality Act.

To apply, please complete the application form via the TES website, where you will also find further details of the post. You will need a fully complete profile as well as an up-to-date CV loaded to your profile. This must include a recent photo and the full contact details (including email addresses) of three (3) professional referees, **one of whom should be your current or most recent headteacher**. You must also include a covering letter. **Please note: incomplete profiles, no covering letter, or failure to submit your CVs via TES will result in your application being rejected.** JIS is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. **References will be required prior to any final interviews.** All post holders are subject to appropriate vetting procedures and satisfactory Criminal Background Checks or equivalent covering the previous 10 years' employment history.

The closing date for applications is **Monday, 9<sup>th</sup> March 2026**; however, early applications are encouraged. Initial and final interviews will be conducted via Google Meet.

Applicants who have not been contacted by **Thursday, 19<sup>th</sup> March 2026**, should assume that they have not been shortlisted. The School sincerely thanks them for their interest.

The successful applicant must be available to commence employment in **August 2026**.

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## Jerudong International School (Brunei)

- One of the leading International Schools in Asia; situated in Brunei, on the tropical island of Borneo.
- Independent Boarding/Day School, with over 1600 students on roll, aged 2-18 (6th Form of c350).
- Exceptional facilities and resources, with a beautiful 120-acre campus.
- Member of HMC, BSA, FOBISIA and COBIS.
- British Curriculum, leading to (I)GCSEs, A-Levels and IB Diploma.
- Highly competitive tax-free Salary (+ package including Gratuity, Accommodation, Relocation Allowance, Medical Insurance, Annual Flight home, and discounted school fees for children).
- c175 Expatriate teachers, mainly from the UK, Australia and New Zealand. Initial two year contracts, but the vast majority stay much longer than that. Currently, over 100 staff children attend JIS.

## Safer Recruitment

The safe recruitment of all colleagues (including consultants/ contractors/ supply teachers, activity providers and volunteers) in schools is the first step to safeguarding and promoting the welfare of children in education.

At Jerudong International School, we ensure the practice of safe recruitment in checking and recording the suitability of staff and volunteers to work with children.

As part of the safe recruitment procedure, we will require the following information prior to starting work at JIS:

- Up-to-date police records from a teacher's country of origin and previous country of employment.
- Three references, one of which must be from the current employer. If a teacher has worked in two or more schools, within 5 years, telephone contact will be made with those schools to ask why the teacher is leaving and if there were any concerns of a safety nature with children.
- Please be aware that applicants may be subject to a social media and online search.

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## JOB DESCRIPTION

**Position:** School Counsellor (with potential position of responsibility)

**Accountable to:** Lead Counsellor

### GENERAL STATEMENT OF RESPONSIBILITIES

#### Mission

At Jerudong International School (JIS), we challenge ourselves, respect others and inspire positive change. We develop our school through holistic school improvement in four interlinked key areas – Curriculum, Community, Capacity and Campus. Our student profile empowers students to think critically whilst actively engaging in lessons. We build capacity by ensuring students develop resilience by giving them opportunities to lead. We ensure students recognise their roles as global citizens alongside the many communities that exist within the school.

We have three core values that epitomise our approach to holistic, international education. Each of these values leads to two areas that form our six school aims.

**CHALLENGE** : We challenge ourselves to step outside our comfort zones, developing our resilience now to prepare for whatever the future may bring.

**RESPECT** : Our strength is built on relationships that embrace diversity. This means listening with empathy and communicating kindly.

**INSPIRE** : We reflect, innovate and create to tackle meaningful issues. Every one of us has a responsibility to inspire positive change.

It is the responsibility of all teachers to demonstrate these values themselves, with colleagues and with the students.

#### Role Overview

Jerudong International School offers a well-established counseling service dedicated to supporting the mental, emotional, and social well-being of its students. As part of this service, you will join a team of two full-time school counsellors who collaborate closely with the pastoral team to deliver therapeutic interventions for students and promote positive mental health throughout the school community.

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## Key Responsibilities

- Provide culturally relevant, individualized interventions and therapeutic group sessions for students, ensuring adherence to the British Association for Counselling and Psychotherapy (BACP) Codes of Practice.
- Collaborate with relevant staff to deliver a comprehensive support system for students in need.
- Work with external agencies, such as Psychiatry and Clinical Psychology, to support students requiring additional assessments and interventions.
- Attend and actively participate in meetings and case conferences related to students under your care.
- Adhere to Child Protection (CP) and Safeguarding procedures, including conducting risk assessments for young people and attending CP Review meetings.
- Deliver presentations and lead training sessions or workshops for staff and parents on contemporary issues affecting young people.
- Maintain accurate, confidential case notes.
- Monitor and report on counselling service activities, contributing to an annual report at the end of the school year.
- Plan, deliver, and evaluate Personal, Social, and Health Education (PSHE) lessons in collaboration with PSHE coordinators and assist with assemblies as needed.
- Develop preventative interventions in response to students' needs.
- Participate in and lead Co-Curricular Activities (CCAs) and contribute to Enrichment Week and House Activities as required.
- Provide support to Junior School children as needed.
- Perform any other duties deemed appropriate by the Executive Principal, Vice Principals, or Pastoral Director.
- Undertake any additional reasonable tasks as required.

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### Child Protection and Safeguarding

- Serve as a member of the Child Protection Team.
- Adhere strictly to all Child Protection policies and procedures of the school.
- Act as an advocate for both staff and students, ensuring the timely reporting of any actual or potential risks.

### Working Hours

Monday - Thursday                      7.15am - 3.15pm

Friday                                        7.10am - 3.30pm (break 12noon - 2.00pm)

The hours above do not include CCAs.

If you need to leave the School before the end of the day, for the purposes of an emergency evacuation or lockdown procedure, you must notify your respective Head of Faculty/Department and sign out of school at the relevant school office.

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## SPECIFIC ROLE EXPECTATIONS

### Safeguarding & Child Protection

- Act in full compliance with Keeping Children Safe in Education (KCSIE) and the school's safeguarding policies.
- Identify and report safeguarding concerns promptly to the Designated Safeguarding Lead (DSL).

### Student Wellbeing & Mental Health

- Promote positive mental health and emotional wellbeing across Early Years, Primary, and Secondary.
- Provide age-appropriate individual and small-group counselling interventions.
- Identify emerging emotional, behavioural, or mental health needs and implement early intervention strategies.
- Support students experiencing anxiety, emotional distress, trauma, bereavement, or exam-related stress.

### Early Years, Primary & Secondary Support

- Use developmentally appropriate approaches, including play-based strategies for younger students.
- Support adolescents with social, emotional, and academic pressures, including key transitions and examinations.
- Assist students at transition points across the school and into post-16/post-18 pathways.

### Inclusion & SEND

- Work collaboratively with the SENCO / Head of Inclusion to support students with SEND, SEMH needs, or additional vulnerabilities.
- Contribute to IEPs and student support plans, embedding emotional wellbeing into provision.

### Pastoral Care & Whole-School Contribution

- Contribute to the school's pastoral systems and wellbeing culture.
- Work closely with teachers, Heads of Year, and pastoral leaders.
- Support or deliver wellbeing and PSHE-related initiatives as required.

### Professional Practice & Collaboration

- Liaise appropriately with parents and external professionals while maintaining confidentiality.
- Practice in line with recognised professional frameworks (e.g. BACP Ethical Framework).
- Engage in ongoing CPD related to counselling, safeguarding, and inclusion.

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## Inspection & Compliance

- Maintain evidence and documentation required for COBIS inspections.
- Support the school in meeting British standards for student welfare, safeguarding, and personal development.
- Support leadership in evaluating and improving whole-school wellbeing provision.

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## PERSON SPECIFICATION FOR OPERATIONS AND ADMINISTRATION STAFF (SCHOOL COUNSELLOR)

CRITERIA	
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Degree holder in a subject relevant to the position (e.g., Counselling, Human Services, Youth Work, Social Work, Psychology, or Mental Health Nursing)</li> <li>• Other professional qualifications</li> </ul>
<b>Knowledge and Experience</b>	<ul style="list-style-type: none"> <li>• Experience working with children, young people, and families</li> <li>• Demonstrated commitment to continued education and professional development</li> <li>• Knowledge of current child protection and safeguarding best practices</li> <li>• Awareness of current online and offline issues affecting young people and ability to devise appropriate interventions</li> <li>• Experience in a broad range of therapeutic interventions for working with young people</li> <li>• Awareness of personal limitations and the ability to refer to specialist agencies when necessary</li> <li>• Knowledge of relevant psychological screening tools and assessments for young people</li> <li>• Proficient ICT user</li> <li>• Experience working in a school context</li> <li>• Understanding of developmental stages</li> <li>• Knowledge of group dynamics</li> </ul>
<b>Professional Skills</b>	<ul style="list-style-type: none"> <li>• Ability to work independently and as a good team player</li> <li>• Form and maintain excellent and effective relationships with all in the school</li> <li>• Assessment, consultation, and communication skills (both verbal and written)</li> <li>• Cross-cultural communication skills</li> <li>• Presentation and facilitation skills</li> <li>• Mediation and group work skills.</li> <li>• Problem-solving and crisis management skills</li> <li>• Ability to deal with sensitive issues and maintain confidentiality within a small community where there may be blurred boundaries between work and social contact</li> <li>• Possession of a valid driving license</li> <li>• Creative/play therapy skills to support students with poor language expression (e.g., ILP/EAL students)</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Respect for and awareness of confidentiality</li> <li>• A commitment to maintaining one's own mental and emotional well-being in accordance with BACP guidelines, including attending an appropriate amount of clinical supervision</li> </ul>

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	<ul style="list-style-type: none"><li>• Willingness to be flexible with working hours when required</li><li>• Demonstrates the ability to maintain a professional demeanor under pressure</li></ul>
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