



SMIC-I Counselor (High School Focus)

REPORTING STRUCTURE			
<i>Job Family</i>	Counselor	<i>Center</i>	School
<i>Report To</i>	1. SMIC-I Director of Counseling 2. SMIC-I Associate Director of Counseling	<i>Division</i>	SMIC-International Division
<i>Job Title</i>	SMIC-I Counselor (High School Focus)	<i>Department</i>	K-12
<i>Approved By</i>	International Superintendent	<i>Section</i>	Counseling Department
<i>Revision No/Date</i>	Created April 9, 2018; Revised July 17, 2022; Effective August 2022		
POSITION DESCRIPTION			
Job Purpose	Contributes toward building a world-class SMIC-I through high school counseling while actively contributing to our students and school through associated roles expected of a holistic professional educator in a dynamic system dedicated to honor, excellence, community, and joy.		
Successful SMIC Private School educators have ...	<ul style="list-style-type: none"> • <u>Passion</u> about bringing quality education to students that includes ... <ul style="list-style-type: none"> ○ love for education ○ consistently operating with a commitment to positivity, excitement, and creative problem-solving ○ respect for working in a multicultural environment where multiple work styles are valued and celebrated ○ being a caring contributor who brings enjoyment to the workplace • <u>Team spirit</u> commitment that includes ... <ul style="list-style-type: none"> ○ a can-do attitude ○ respect for genuine joyful collaboration ○ dedication to positive and supportive interpersonal relationship skills ○ willingness to take initiative ○ desire for transparency ○ ability to take direction easily when needed ○ willingness to make personal sacrifices for the greater school-wide good ○ committed to working in a team-based teaching environment where flexibility and collaboration are key • <u>Strong work ethic values</u> that include ... <ul style="list-style-type: none"> ○ high standards of quality ○ effective organizational skills ○ being self-directed ○ ability to multitask ○ comfort with big picture concepts while being detail-oriented when implementing school plans ○ serving as a strong positive role model for students at all times • <u>Responsible outlook</u> includes ... <ul style="list-style-type: none"> ○ a sense of ownership and reliability in getting the job done correctly to the end ○ ability to work under pressure with deadlines yet also demonstrate flexibility with ease when needed 		

Teaching Assignment	Grade Level	Number of Class Sections / Week	Workload Percentage
SMIC Counseling Life Skills Instruction	HS grade levels as assigned (grades 9 to 12) in SMIC-I and GAP	Up to 8 class sections/week (@ 1 class/section) = 8 periods	30 to 40% of the workload as assigned
SMIC-I HS Counseling	Grades 9 to 12 as needed	As needed basis	60 to 70% of the workload as assigned
Workload / Week	Counseling support services varies as needed and as assigned	Up to 8 class periods of instruction as assigned	100% of the workload

Counseling Duties

- Provide counseling support (both guidance and personal to individuals or groups) primarily in grades 9-12 in coordination with the staff and parents/families (but could include other SMIC grades K–12 during emergency/urgent situations)
- Be active and accessible in MHS and GAP classrooms (as assigned), as well as the campus, and counseling office
- Providing college application guidance counseling to students preparing their college applications in both SMIC-I and assigned GAP classes
 - Helping students keep organized in their college application process
 - Writing letters of counseling recommendation for student college applications
 - Meeting with parents/families to answer questions about the college application process
 - Developing and maintaining professional relationships with college admissions officers to help support SMIC students
 - Helping organize college recruiters to speak to SMIC students
 - Help organize and disaggregate the school’s college recruitment data
- Keeping the Senior Director of Secondary and the Counseling Director and Counseling Associate Director apprised of counseling situations of students
- Collaborate productively, under the guidance of the K-12 Counseling Director, with the MHS Counseling staff to coordinate the HS counseling workload, which can include standard testing administration, proctoring, and college application support
- Be a positive and active member of the Counseling Department team to meet K-12 Counseling needs, including taking part in required department (and other) meetings
- Counseling students in group guidance and individual counseling sessions, including helping students to develop an awareness of diversity while recognizing their unique individuality and potential
- Counsel students in character building, social-emotional well-being, career development, guidance counseling, and specific learning support needs
- Meet with parents and teachers when necessary to develop interventions for students with academic or emotional/behavioral needs
- Proactively cooperate with teachers and staff as a means of addressing counseling concerns about students in essential areas, including personal, social, character, educational, career, and interest development
- Organize and lead support teams made up of the parents/family, staff involved with the student, and sometimes including the student themselves to assure students who face extreme challenges receive proper support in their academic, personal, social/emotional needs
- Serve on HS Student Support Team (SST) meetings for students facing persistent ongoing social, emotional, or academic problems that standard interventions aren’t adequately addressing
- Following appropriate school confidentiality procedures concerning topics about sensitive student and personnel issues for conversations, record keeping (student files and PowerSchool, and other school reporting systems)
- Maintain and update MHS student files using PowerSchool and other school-required reporting methods

Job Duties

- Work with the Child Protection Officer (CPO) and the Child Protection Team when needed for high school students in grades 9 to 12
- Maintaining a professional demeanor that is both caring and neutral while working with student issues and urgent situations and in modeling such conduct to other staff, students, and families

Classroom Duties

- **Life Skills**
 - Teach weekly Life Skills for all class sections in grades 9 to 12 as assigned
 - Plan and prepare lessons weekly for all assigned classes based on the school’s life skills curriculum, including occasional topics as needed as assigned
 - Maintain Atlas curriculum units for life skills classes for grades 9 to 12
 - Help grades 9 to 12 students gain greater awareness of building HS career profiles that support the school’s college application program
- **General Counselor Teaching Duties**
 - Closely follow the SMIC-I “Curriculum, Instruction, and Textbook Policy” as is appropriate for the Chinese context
 - Update and maintain Atlas curriculum units for assigned life skills classes from grades 9 to 12
 - Prepare effective and diverse classroom lessons to implement the school’s Life Skills curriculum following the school’s accepted methods
 - Design authentic subject assessments and measure their effectiveness in meeting curricular goals
 - Differentiate lesson plans to meet the needs of both struggling and advanced students
 - Teach students who have specific learning, social, or emotional/behavioral needs
 - Advise students academically, particularly those with strong academic challenges
 - Collaborate with high school grade level teams offering a counseling perspective in planning, teaching, and assessing units
 - Collaborate with grade-level team to plan, teach, and assess interdisciplinary units when expected
 - Meet with parents and teachers when necessary to develop interventions for students with academic or emotional/behavioral needs

Additional Counselor Role Duties

- Help update the high school profile
- Assist with standardized testing as directed (e.g., MAP, WrAP, PSAT, SAT, ACT, and possibly AP), including taking care of administrative functions as assigned [such as proctoring, paperwork, and money collection (as necessary) for testing fees, closely following explicit instructions in test administration, etc.]
- Support the work of the Counseling Department’s initiatives, including supporting the Academic Recovery Program, etc.
- Remain available to assist with discretionary counseling duties (inclusive of testing) and emergencies as assigned by the Counseling Office Director and ES/MHS administration
- Offer professional development presentations on counseling-related topics periodically at faculty meetings

General Staff Duties

- Comfortable working with advanced motivated students who have strong academic backgrounds
- Positively and productively collaborate with all staff
- Actively and positively promote the school’s “Expected School-wide Learning Results” (ESLRs): global citizenship, motivated learners, healthy individuals, and persons of character

	<ul style="list-style-type: none"> • Follow the SMIC Code of Ethics and school policies as outlined in the most current version of the <i>SMIC Staff Handbook</i> • Maintain and update timely student records including (class webpages, grading homework, grade books, progress reports, report cards, student attendance, and other required documents) • Create an engaging and organized learning space (classroom and office) for students • Actively fulfill assigned supervision duties, which could include passing period duty, lunch duty, study hall assignments, etc. • Work closely with parents/guardians through providing feedback on progress, answering questions, and being an educational partner regarding their child’s learning and social-emotional needs • Proactively meet and communicate with parents/guardians, students, and other teachers when necessary to develop interventions for students with academic, emotional/behavioral, or other needs • Take an active role in required meetings (grade level; departmental; grade level; committees, faculty; etc.) • Carry out student supervision duties as assigned • Serve as a departmental substitute when needed • Assist with additional duties as assigned
<p style="text-align: center;">Organization and Communication Skills</p>	<ul style="list-style-type: none"> • Demonstrates a strong positive commitment toward school improvement • Knowledgeable about the K-12 American-style education system and how secondary school-level counseling and instruction integrates into it • Comfortable working in a school that integrates Chinese- and American-style educational philosophies, especially in a Chinese private school context • Comfortable with computers for school-related purposes, including PowerSchool, Rubicon Atlas, Canvas, email, and Microsoft Office programs • Desires to actively engage in professional development opportunities as provided by the school or through individual initiative • Flexible and culturally sensitive in adapting to a multicultural environment with school community members (students, staff, and families) of many nationalities • Strong understanding of working with students, parents/guardians, and staff from diverse cultural backgrounds • Positively and proactively communicate with parents/families and students • Works effectively with students who exhibit near English proficiency • Patient in working with members of the school community calmly and positively in tense, high-pressure situations, including the following chain of communications command • Fluent in both oral and written English at a highly professional standard • Speaking and writing Mandarin Chinese at a professional level is preferred but not required
<p style="text-align: center;">Research-based Best Practices Guiding SMIC-I Frameworks</p>	<ul style="list-style-type: none"> • <i>Mindset: The New Psychology of Success</i>. Carol S. Dweck. Random House. 2006 • <i>Understanding by Design</i>, Grant Wiggins & Jay McTighe. ASCD. 2005

<p>Education and Work Experience Requirements</p>	<ul style="list-style-type: none"> • Bachelor's degree <u>required</u> in a counseling or psychology education-related field, but bachelor's degrees in related fields (such as psychology or counseling) along with a teaching or counselor license is considered with at least 2-years prior full-time teaching experience in a regular secondary school • Currently possess valid teaching and counseling licenses/certificates • At least 2-years related full-time psychology teaching experience in a regular secondary school setting • Evidence of current relevant professional development, especially in counselor or psychology education
<p>Signatures</p>	<ul style="list-style-type: none"> • I have been provided a copy of this job description which I have reviewed. <p>X _____ X</p> <p>Employee Printed Name</p> <p>X _____</p> <p>Date</p> <ul style="list-style-type: none"> • As the school's designated representative, I have reviewed this job description with the employee assigned to this role listed above. <p>X _____ X</p> <p>Official School Designee Printed Name</p> <p>X _____</p> <p>Date</p>