



THE SHANGHAI SMIC PRIVATE SCHOOL 上海市民办中芯学校

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SMIC-I Counselor (Elementary Focus)

REPORTING STRUCTURE			
<i>Job Family</i>	School	<i>Center</i>	School
<i>Report To</i>	1. Counseling Director 2. Principal of International Division	<i>Division</i>	SMIC-International Division
<i>Job Title</i>	SMIC-I Counselor (Elementary Focus)	<i>Department</i>	K-12
<i>Approved By</i>	Principal of International Division	<i>Section</i>	Counseling Department
<i>Revision No/Date</i>	Approved November 11, 2018; Updated December 2025		
POSITION DESCRIPTION			
Job Purpose	Contributes toward building a world-class SMIC Private School International by facilitating an emotionally healthy school learning climate for early childhood and elementary students through counseling support 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</u> values 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		

Workload Assignment	Grade Level	Total
SMIC-I ES Student Support	Grades K-5 as assigned and needed	100% Workload
PERCENTAGE OF WEEKLY WORKLOAD		100%

Counseling Duties

- Provide counseling support (both guidance and personal to individuals or groups) primarily in elementary grades K-5 (ages 4 and up) primarily in coordination with the staff and parents/families, (but could include other SMIC grades K-12 during emergency/urgent situations)
- Establish an active and accessible presence at the elementary school in the classroom, campus, and counseling office
- Keeping the Early Childhood Director, the Senior Director of Elementary School, and the Counseling Director apprised of counseling situations of students
- Collaborate productively, under the guidance of the K-12 Counseling Director, with the ES Counseling staff to coordinate the ES counseling workload, which can include standard testing administration and proctoring
- 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 enabling students to develop an awareness of diversity while recognizing their unique individuality and potential
- Counsel students in character building, social-emotional well-being, 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, and interest development
- Serve on ES 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 ES student files using PowerSchool and other school required reporting methods
- Work with the Child Protection Officer (CPO) and the Child Protection Team when needed for high school students in grades K-5.
- 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

- Help plan and facilitate ES character education classes and assemblies under the direction of the Senior Director of Elementary School and ES Student Affairs Director
- Could include teaching character/life skills classes to each homeroom one day a week for grades 4 & 5 (currently 10 total sections), and topics as needed for grades K1 to 3 homerooms
- Closely follow the SMIC-I "Curriculum, Instruction, and Textbook Policy" as is appropriate for the Chinese context
- 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 intense academic challenges
- Collaborate with early childhood and elementary grade level teams offering a counseling perspective in planning, teaching, and assessing units

	<ul style="list-style-type: none"> • Meet with parents and teachers when necessary to develop interventions for students with academic or emotional/behavioral needs <p><u>Additional Counselor Role Duties</u></p> <ul style="list-style-type: none"> • Help update the early childhood / elementary school profile • Assist with standardized test administration and other related duties as assigned (inclusive of, not limited to, SAT, ACT, PSAT, MAP, and possibly AP testing) • Support the work of the Counseling Department's initiatives, including supporting the Academic Recovery Program, Big Brothers / Big Sister, 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 <p><u>General Staff Duties</u></p> <ul style="list-style-type: none"> • 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 • 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 • Serve on as staff support when needed for elementary events such as ES Graduations, Winter Concert, Sports Day, International Day, and Back-to-School Night • 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
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Organization and Communication Skills	<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 early childhood/elementary 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
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Research-based Best Practices Guiding SMIC-I Frameworks	<ul style="list-style-type: none"> • <i>Mindset: The New Psychology of Success.</i> Carol S. Dweck. Random House. 2006
Education and Work Experience Requirements	<ul style="list-style-type: none"> • Bachelor's degree <u>required</u> in a counseling education-related field (i.e., elementary counseling, psychology), but a bachelor's degree in education-related field (i.e., family counseling, early childhood education, elementary education, secondary education) is considered with a counseling/teaching license and 2-years of verifiable full-time counseling/teaching experience in an elementary school • Must possess a valid counseling license/certificate in elementary or early childhood education • At least 2-years of full-time counseling experience in a regular elementary school • Evidence of current relevant professional development, especially in counseling
	<ul style="list-style-type: none"> • I have been provided a copy of this job description which I have reviewed.
Signatures	<p style="text-align: center;">X X</p> <p>Employee Printed Name</p> <p style="text-align: center;">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 style="text-align: center;">X X</p> <p>Official School Designee Printed Name</p> <p style="text-align: center;">X</p> <p>Date</p>