



JOB DESCRIPTION

Location	Dulwich College International School Bangkok
Department	Primary and Lower Senior School
Position/Job Title	School Counsellor
Reporting to	Head of Primary School
Liaises with	Head of Primary School and Head of College Teachers Thai School Director EAL Coordinator Teacher Assistants Child Protection Officer

At Dulwich College International, students come first. And because teachers play an extraordinary role in nurturing our students to become confident, curious and knowledgeable global citizens, we look to recruit the very best practitioners in international education who are passionate about unlocking the potential of our students.

Our teachers nurture and inspire their students today to make a positive difference in the world – living fully, living responsibly, and living sustainably.

We empower our Teachers to Live Worldwise.

Our Vision For Teachers

Worldwise Teachers:

- Put students first in all they do
- Display a positive attitude, adaptability and open-mindedness
- Show professional initiative and perseverance
- Are truly collaborative and display highly developed communication skills
- Are committed to internationalism and equity
- Are committed to sustainability and global citizenship

Worldwise teachers believe in:

- The right of every student to be safe, supported and nurtured
- Evidence-based and innovative pedagogy
- Personalised and differentiated student learning
- Setting high expectations for every student
- Empowering students to reach their own goals
- High levels of student motivation and engagement

Worldwise teachers' practice:

- Maximises every student's opportunity learn
- Promotes student agency, reflection and a love of learning
- Delivers academic rigour and holistic learning
- Reveals the complex and inter-disciplinary nature of learning content



- Creates a supportive and dynamic learning environment
- Develops students' higher-order thinking

BRIEF OVERVIEW OF ROLE

All teachers are expected to live the DCBK values and make positive contributions to whole college strategic aims.

Teachers are expected to champion high expectation, foster a love of learning and nurture well-being so that every child is able to achieve their personal best.

To encourage international understanding ensuring equal opportunity for all students, providing a positive, safe and inclusive learning environment where 'Students come first'.

SPECIFIC TO THE ROLE

The School Counsellor is a key advocate for promoting and ensuring the importance and equity between academic success and well-being in the development of young people.

Leading strategy, planning and development across the School, this role entails the vertical articulation and alignment of the well-being policy and programmes and student support across the School.

As a key member of the Safeguarding team, this role includes an enhanced level of Safeguarding leadership. The School Counsellor focuses on developing best practice in well-being provision, oversees and leads the ongoing development of the well-being curriculum (PSHE) and leads and manages our approach to behaviour management and restorative practice.

- The School Counsellor develops and implements the department's strategy for Positive Education across the Primary and Lower Senior School, working collaboratively with colleagues to identify needs and learning opportunities.
- The School Counsellor oversees and works collaboratively with the student support team (EAL/AEN/Social Emotional Counselors) and supports the ongoing development of provision.
- The School Counsellor is the school representative on the Health and Safety whole college committee and link to the medical team at the college.
- With strategic oversight of student leadership and student mentoring and coaching, the School Counsellor works collaboratively with senior leaders to showcase, refine and develop our approach.
- The School Counsellor plays a pivotal role in nurturing parent partnerships, working collaboratively with the whole school leadership team.
- The School Counsellor contributes to the Primary and Lower Senior school improvement



planning process and review related to their responsibility areas, ensuring that improvement is based on qualitative and quantitative data and aligned to whole college and senior school strategic objectives which are underpinned by the college mission, vision and guiding principles.

DUTIES AND RESPONSIBILITIES

Professional Requirements

- Actively promote the well-being of all students and be familiar with, and uphold all, safeguarding policies and reporting lines and procedures within the college.
- Take responsibility for upholding health and safety practices, completing risk assessments/near misses or accident reports as appropriate and ensuring that registers as appropriate are completed accurately.
- Be familiar with processes and expectations in place so that students requiring additional support (language or AEN) are well supported and that teaching and learning is adjusted accordingly.
- Act as a Form Mentor as required (please see specific responsibilities).
- Undertake student supervisory duties as required and necessary, ensuring effective 'duty of care'.
- Follow behaviour management policy and procedures, focused on restorative solutions.
- Communicate effectively and respectfully with all stakeholders, in person and in writing.
- Collaborate effectively with colleagues within the Primary and Senior School and across the college.
- Participate in, and support, the broad range of activities and extra-curricular events and service learning that takes place in the Primary and Lower Senior School, completing a minimum of one hour of extra-curricular activity per week.
- Attend Parent Teacher Student Consultation interviews throughout the year, providing parents and students with constructive feedback and next steps for learning.
- Establish and maintain effective working relationships with professional colleagues, within DCBK and the Dulwich group.
- Meet the requirements of annual performance review, setting measurable objectives and evaluating progress as a reflective, self-directed, practitioner.
- Complete relevant professional learning as required by the college and maintain a personal record of professional learning activities.



- Contribute to the improvement plan of the department, Primary and Lower Senior School and contribute to the whole college aims as appropriate.

Teaching and Learning

- Recognise that students' learning can be influenced by their physical, intellectual, emotional, social development and their cultural background, making a commitment to 'knowing the child'.
- Nurture positive relationships, ensuring that every child understands that they are valued and 'heard' by providing authentic opportunities for student agency.
- Embed the college learning principles into everyday teaching and learning practice and vocabulary.
- Keep up to date with curriculum development and educational research so that teaching and learning is based on evidence and best practice.
- Plan and deliver a rigorous, differentiated learning programme which incorporates key content, skills and engaging learning opportunities which can be identified in curriculum planning.
- Create structured lessons with clear learning intentions, which maintain pace and challenge for students, incorporating a variety of learning activities infusing context and 'real world' learning opportunities.
- Demonstrate flexibility, adopting a responsive approach to teaching and learning, seizing opportunities for innovation and re-enforcing learning as needed based on assessment and feedback.
- Integrate learning technology into teaching and learning, selecting the most appropriate tool to enhance the learning experience.
- Demonstrate confidence in the use of learning platforms and technology, completing ongoing professional learning as required to facilitate excellence in face to face or hybrid learning.
- Set regular, meaningful and appropriately challenging homework, which enables pre-learning, consolidates or extends learning, providing timely and constructive feedback.

Assessment, Monitoring, Recording and Reporting

- Use the baseline and teacher assessment data to inform teaching and learning, setting individual student targets throughout the academic year to ensure that all students make progress.
- Use a variety of methods to assess learning both formative and summative to build a picture of student progress.



- Provide regular, timely, written and verbal feedback to students and parents on learning, so that students can clearly identify and articulate how to improve their performance, taking ownership for learning and developing greater independence.
- Uphold and promote policy and practices related to academic integrity, fully
- Follow school policy on assigning levels and grades and communicating performance to students and parents.
- Accurately report on student progress throughout the academic year, providing personalised feedback on learning and concise actionable steps for improvement.
- Provide updates on individual progress to professional colleagues and parents as required.

QUALIFICATIONS AND EXPERIENCE REQUIRED

- At least two years' post qualification experience
- Bachelor or above degree is required
- PGCE or QTS, Teaching License from non-UK countries are required
- Diploma or certificate in counselling or equivalent; postgraduate diploma or master's with specialisation in child & adolescent work.
- Accreditation or registration (for counselling/psychotherapy) preferred.
- Experience in international school settings is often preferred.
- Background checks / child protection / safeguarding required.

Dulwich College International is committed to safeguarding and promoting the welfare of all the students in our care and expects all applicants to share this commitment. We follow safe recruitment practices which are aligned to the recommendations of the International Task Force on Child Protection. We hold ourselves to a high standard of effective recruiting practices with specific attention to child protection. All appointments are subject to an interview, identity checks, criminal record checks, and successful references.

Reviewed 12 Oct 2025

