

UNIVERSITY GUIDANCE COUNSELLOR JOB DESCRIPTION

| | | |
|--|--|--|
| LOCATION | NACIS Shanghai | |
| JOB PURPOSE | <p>As a collaborative colleague, you will be an important part of our team who can offer students the very best guidance to support their university aspirations.</p> <p>Working alongside students, parents and teaching staff you will be able to form strong relations with university admissions tutors and representatives.</p> <p>You will have a good understanding of the university application procedures for the UK, USA, Canada and Australia and be able to develop an understanding of the procedures for many other countries. You will possess a good knowledge of IBDP.</p> <p>You will be able to lead the careers education curriculum and the ability to teach such as PSHE would be an advantage.</p> | |
| REPORTING TO | UGC Leader | |
| DIRECT REPORTS | None | |
| OTHER KEY RELATIONSHIPS | <p>Internal:</p> <ul style="list-style-type: none"> ▪ Academic Leadership Team, Secondary Teachers, Grade Leaders | <p>External:</p> <ul style="list-style-type: none"> ▪ Parents, universities |
| KEY RESULTS AREA | PERFORMANCE MEASUREMENT | |
| ENGAGEMENT AND INTERACTION – SCHOOL AMBASSADOR TO INTERNAL COMMUNITY | | |
| <ul style="list-style-type: none"> ▪ Prepare and present informative reports and workshops to parents in a professional manner. ▪ Facilitate parental engagement by providing details of how parents can assist their children. ▪ Interact with academic and administrative colleagues to establish productive working relationships. ▪ Contribute to meetings, discussions and systems to facilitate the smooth running of the school. ▪ Participate in school activities as required. | | <ul style="list-style-type: none"> ▪ Positive feedback indicates a respected, collaborative and highly valued team member ▪ Documented evidence of role played in cross-curricular learning opportunities or whole school events |
| LEARNING AND TEACHING | | |
| <ul style="list-style-type: none"> ▪ Ensure effective teaching and management of classes, groups and individuals so that objectives are met, progress and challenge are maintained, and the best use is made of contact time. | | <ul style="list-style-type: none"> ▪ Positive feedback from students and colleagues ▪ Good lesson observation reports |

| | |
|--|--|
| <ul style="list-style-type: none"> ▪ Use methods which will engage stimulate students' intellectual curiosity, including the use of effective questioning, clear presentation and effective use of resources. ▪ Set high expectations for students' behaviour, establishing and maintaining a good standard of behaviour management in accordance with the rules and behaviour policy of the school. | <ul style="list-style-type: none"> ▪ Student progress clearly observed ▪ Positive parental feedback ▪ Observable good behaviour and wellbeing amongst the students you teach and mentor ▪ Attendance at departmental and form tutor meetings |
|--|--|

PLANNING AND PREPARATION

| | |
|--|---|
| <ul style="list-style-type: none"> ▪ Identify clear objectives, content, structures and sequences appropriate to the needs of the students. ▪ Seek out and implement new ideas and innovative practice to raise achievement ▪ Set appropriate expectations for students' and help them meet expectations and deadlines. ▪ Identify students who may require additional support and know where to get help in order to give positive and targeted support. ▪ Develop and maintain data systems to record, track and communicate student progress and outcomes. | <ul style="list-style-type: none"> ▪ Positive feedback from line manager confirms good organisation and maintenance of assessment systems ▪ Variety of assessment processes indicates sound grasp of learner needs, progress and intellectual development ▪ Regular planning with colleagues is recorded ▪ Classroom displays and lesson plans indicate awareness of IB learner profile attributes ▪ involvement in PBL and interdisciplinary learning evident |
|--|---|

ASSESSMENT AND EVALUATION

| | |
|--|---|
| <ul style="list-style-type: none"> ▪ Assess student's achievements and progress in accordance with agreed policies and procedures. ▪ Implement methods to evaluate how well objectives are/have been achieved and adapt future guidance accordingly. ▪ Monitor and report students' performance and outcomes providing constructive feedback. | <ul style="list-style-type: none"> ▪ |
|--|---|

MANAGING RESOURCES

| | |
|---|---|
| <ul style="list-style-type: none"> ▪ Select appropriate resources to support students in achieving objectives. ▪ Ensure resources are managed appropriately both within classrooms and shared resource areas. | <ul style="list-style-type: none"> ▪ |
|---|---|

EXTRA-CURRICULAR ACTIVITIES

| | |
|--|---|
| <ul style="list-style-type: none"> ▪ Support the life of the school beyond the classroom. ▪ Lead one or more agreed after school activities each week. ▪ Participate in residential weeks and other trips as appropriate. ▪ Contribute to whole school learning initiatives. | <ul style="list-style-type: none"> ▪ |
|--|---|

PROFESSIONAL AND PERSONAL DEVELOPMENT

| | |
|--|--|
| <ul style="list-style-type: none"> ▪ Seek continuous professional development through knowledge and skill-based courses, particularly through NAU ▪ Take part in and deliver departmental workshops ▪ Observe colleagues' lessons ▪ Be willing to skill-share ▪ Show initiative within the UGC department | <ul style="list-style-type: none"> ▪ Successful completion of training courses ▪ Documented evidence of participation in and contribution to departmental workshops ▪ PMPD targets indicate ambitious personal and professional goals |
|--|--|

- Show evidence of reading and theoretical underpinning of classroom practice
- Take on new challenges
- Be reflexive

PASTORAL DUTIES

- Regularly support high school students through both structured and unstructured interaction.
- Promote the general progress and well-being of students.
- Liaise with the Head of Secondary and other key personnel to ensure the implementation of the school's pastoral system.
- Contribute to the preparation of Self-evaluation plans and Development Plans for your area.
- Communicate, as appropriate, with parents and the wider community.

PERSONAL SPECIFICATIONS

- Hold a recognised qualification and/or considerable experience as a University Guidance Counsellor.
- Qualified Teacher status with a minimum of five to seven years teaching experience.
- Held a leadership post for a minimum of two years.
- Ability to teach associated content skills including research and PSHE.
- Knowledgeable of world class curriculums including IBDP and International curriculums and associated assessment methods.
- Understanding of effective teaching and learning theory and practice of providing effectively for the individual needs of all learners through organization, differentiation and learning strategies.
- Overseas experience.
- Familiar with iSAMS, Managebac, and BridgeU.
- Strong proficiency with Microsoft Word and PowerPoint for producing reports and presentations.
- Good cross-cultural, interpersonal and communication skills to interact with diverse nationalities and cultures.
- Excellent analytical skills – with the passion and drive to demonstrate and quantify success.
- Results orientated with the ability to consistently map efforts against identified KPIs.
- Excellent time management skills and flexibility in dealing with multi-functional tasks.
- You'd like to work in a purpose-led sector.

PERSONAL ATTRIBUTES

As our teammate, here's what we expect:

- You love being part of a team – it's what gets you up in the morning.
- You'll run it like you own it – you take huge pride in your work and your relationships.
- You're resilient – you'll speak up and speak the truth.
- You get the job done – to outstanding levels of quality, every time and always to the deadline.
- You're humble – you'll know what you're great at and where you're not quite so strong.
- You're a listener – you'll hear what people say so you understand what's being asked.
- You're calm under pressure – you'll keep cool when the going gets tough and know when to slow down your thinking.
- Entrepreneurial – you'll always find opportunities to do things differently and better.

CREATE YOUR FUTURE

We're [Nord Anglia Education](#), one of the world's largest premium international schools organisations. Every day, our teachers and support colleagues help our thousands of students achieve more than they ever imagined possible.

A transformational education at one of our schools is focussed on excellent academic outcomes, creativity, wellbeing, and international connectedness. Our innovative use of educational technology

also creates a personalised, 21st century learning experience for all students, while our global scale means we can recruit and retain the world's best teachers and offer unforgettable events and expeditions.

Our people are empowered to make a difference in their fields of expertise. Our fast pace of growth requires evolution and change from everyone, giving you the chance to define the role you do in the future. This challenges the learning agility of our employees and ensures every day brings interesting new experiences.

Founded in 1972 in the United Kingdom, our first international school opened in 1992 in Warsaw, followed by rapid growth across the world since the 2000s.

When you join our team, you'll become part of a global family of experts working for a fast-growing premium international brand.