



JOB DESCRIPTION

UNIVERSITY GUIDANCE COUNSELLOR

Job Title:	University Guidance Counsellor
Line Manager:	Head of Sixth Form

Outline

First and foremost, our colleagues genuinely love working with young people; they help them to excel academically, support them pastorally, and they go the extra mile, seeing teaching as a vocation. They inspire our students through a genuine passion for learning and a desire to lead them towards outstanding academic outcomes. Successful Harrow Appi staff have all-round abilities and broad interests which they draw on both in the classroom and beyond. They are experienced and dynamic, believing in an education that ensures each child reaches their academic potential through outstanding teaching, close personal tutoring, a widely enriched school life and learning through service to their community. They are expert users of digital technologies.

We require an experienced University Guidance Counsellor (UGC) to join our growing Sixth Form. The Sixth Form opened in August 2024 with our first cohort of Lower Sixth students, and from August 2025 we will have our first Upper Sixth. Within the autumn term of 2025, our Upper Sixth students will complete their applications for universities in the UK, the US and a range of destinations in Asia. This is therefore an exciting opportunity for an ambitious practitioner to make their mark and drive forward our provision.

The UGC will provide personalised guidance to students and parents about pathways beyond A Levels, including university and career options. The UGC will be a skilled communicator both verbally and in writing, with the confidence to deliver sessions to the whole Sixth Form, the staff body and to lead parent webinars. The UGC will have a strong working knowledge of A Level requirements for different courses and familiarity with UCAS. Experience with applications to US universities is essential, and experience with applications to other regions will be welcomed. The UGC must be committed to learning about Japanese university programmes conducted in English and how students apply to these. The UGC will be knowledgeable about specific entry tests, including SATs, and be able to lead sessions on this. Knowledge of Oxbridge, LNAT, UCAT and others will be welcomed, as will knowledge of the different English-language proficiency qualifications accepted by universities globally.

Duties and Responsibilities

Overall Responsibilities

- To provide information, advice and guidance to students and their parents about IGCSE options, A Levels, university courses and career options.
- To support the Sixth Form team (Head of Sixth Form, Assistant Head of Sixth Form and tutors) in preparing students' university applications.
- To guide students, parents and staff through these processes, including staff training for references and letters of recommendation. In particular, to lead staff training on applications to US universities.
- To be available to offer guidance on IGCSE and A Level results days.
- To develop relationships with universities, visiting academics, business and industry speakers in Japan and internationally.
- To work with local and overseas contacts to ensure accuracy of advice with regard to university applications.
- To help maintain and develop online careers information through Teams and potentially create a dedicated site.
- To help with the development and integration of careers literacy and guidance into the PSHE curriculum through liaison with the Head of PSHE.
- To help with the process of preferences analysis, psychometric testing and follow-up interviews.
- To help with the organisation of careers and higher education events for students and parents, including visiting speakers/university admissions officers

Teaching and Learning

- Be an excellent practitioner in planning and delivering well-structured, clearly presented sessions appropriate to the abilities of all students, including many for whom English is not their first language, and to parents who may not

be familiar with university processes.

- Contribute positively to the culture of the Sixth Form Centre as a stimulating environment that facilitates learning and community, including monitoring students' independent study time.
- Generate enthusiasm for learning, inspiring students to work to their potential.
- Liaise with subject teachers, tutors and residential staff to ensure students are supported holistically.
- Promote high standards of behaviour by encouraging a positive, proactive approach to study and build productive relationships with students.
- Promote high standards in the use of English as the common language, ensuring strong academic progress.
- Provide high quality, accurate, constructive and targeted information to parents in subject reports, meetings and relevant communications.
- Evaluate and monitor the progress of all students related to university applications, keeping detailed records of meetings and sharing these appropriately.
- Develop, maintain and share materials and resources in order to achieve excellent outcomes.
- Partake proactively in the annual cycle of Sixth Form monitoring, review and improvement planning.

Accountability

- Be respectful of the needs of colleagues and the school with regards to co-operation, collegiality, deadlines, and team cohesion.
- Participate positively in meetings, follow policies, and generally contribute to the effective and efficient running of the school.
- Promote professional dialogue, share ideas about teaching and learning and support other teachers in developing good practice and new approaches and initiatives.
- Engage positively in, and contribute to, professional development activities offered by the school and Group.
- Enthusiastically contribute to cross-curricular links and initiatives, and super and co-curricular activities.
- Be involved in new initiatives within the school as part of ongoing professional development.
- Take an active interest in maintaining subject knowledge, learning networks and current educational research.
- Constructively contribute towards school developments and implement agreed whole school policies and initiatives.
- Contribute and respond positively to the outcomes of the school's self-evaluation reviews, quality assurance activity, audits, and inspections.
- Behave in a manner befitting a role model for students of the school and in a manner that brings only benefit to colleagues and the reputation of Harrow.
- Be pro-active in maintaining and developing IT capability in line with the Digital Learning Strategy.

Other Responsibilities

- Undertake other reasonable duties as requested by members of the Senior Leadership Team and any duties that the Head deems necessary for the effective operation of the school.

Personal Specification

QUALIFICATIONS: Fully qualified with an appropriate degree.

EXPERIENCE: A sustained period of experience in a strong school and appropriate familiarity with A Levels and IGCSEs. Experience as a University Guidance Counsellor, preferably in an international school setting.

COMMITMENT TO TEACHING: All Harrow schools are academically rigorous. Our teachers need to be comfortable guiding highly able students, supporting their progress to the world's best universities.

COMMITMENT TO BOARDING: Harrow Appi is a full, seven-day boarding school – all students will board, and all staff will be resident on-site or close to the school. All academic staff will be fully involved in boarding, including evening and weekend duties and residential visits. A passion for educating the whole child is essential.

ENGLISH LANGUAGE ABILITY: Harrow Appi is a British international school; the language of instruction and inclusion is English. Appointment will require fluency in English.

DIGITAL CAMPUS: Our teachers must be fully committed to the digital culture of the school and be able use new technologies through innovative, future-focused methodologies.

COMMITMENT TO HOLISTIC EDUCATION: Learning at Harrow Appi will take place in classrooms and in the great outdoors. We need teachers who will thrive in a mountain school environment, in rural Japan.

In addition, our teachers demonstrate:

- Evidence of relevant and challenging continuing professional development.
- A high level of professionalism and consideration of the well-being of children.
- Respect for all members of the community, irrespective of position, gender, age and ethnicity.
- Previous experience working with students for whom English is not their first language.
- A positive, resilient, and solution-focused attitude to working life.
- A flexible approach and a willingness to get involved wherever needed.
- A commitment to safeguarding and to promoting the welfare of children and young people.
- A clean police record (reported via the International Child Protection Check from the UK or appropriate police and other checks from relevant countries of residence/work, for applicants who have never worked in UK) and no issues regarding suitability to work with children.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. The post holder will be expected to comply with any reasonable request by the line manager to undertake work of a similar level that is not specified in this job description. This job description may be amended at any time following discussion between the line manager and member of staff, and will be reviewed annually.

Harrow Appi Japan is fundamentally committed to safeguarding the children in our care and their welfare is our top priority.

All adults in the School community are expected to follow its Child Protection procedures and are required to undertake safeguarding checks.

Harrow Appi Japan reserves the right to recruit at any stage during the selection process.