



**HARROW**  
BEIJING

*Leadership for a better world*

## **JOB DESCRIPTION (NON-ACADEMIC)**

### **I. Job Information**

<b>Job Title:</b>	Bilingual Counsellor (Early Years through Year 13)
<b>Department:</b>	Student Support
<b>Line Manager's Job Title:</b>	Director of Student Well-being

### **II. Main Job Specification**

- The main aim is to support and promote the well-being throughout the HBJ community through providing confidential face-to-face counselling to students and adults within the school.
- Through the process of counselling give HBJ students and other invested people the *opportunity to explore, discover and clarify ways of living more resourcefully and towards greater well-being.*
- To provide a safe, warm, secure and confidential environment that ensures that young people feel comfortable in working with a counsellor and expressing any emotions and conflicts that have arisen.

#### **Key Tasks and responsibilities**

<b>Key areas of accountabilities</b>	<b>Main duties &amp; responsibilities to support achieving accountabilities</b>
1.	Provide best practice in the provision of counselling, accompanied by a clear understanding of Duty of Care in Safeguarding and Child Protection that underpins this role. Bi-lingual in both English and Chinese is essential.
2.	Support and attend a whole range of issues that arise for students within the HBJ community, including but not limited to; difficulties with work commitments, academic concerns, stress, mood disorders, bereavement, coping with family tensions, cultural assimilation, and change.
3.	A clear understanding of Duty of Care and the ability to implement school policy and protocols regarding Student Well-being, Safeguarding and Child Protection.
4.	Plan out a weekly schedule that allows for pre-scheduled sessions and also allows counselling services to be provided for students who present for counselling via self-referral, parent referral and teacher/tutor referral.
5.	Play a significant role in the Harrow wide commitment to Pastoral Care and Well-being for Students, Faculty, Staff and Parents and be able to meet all invested parties needs whilst ensuring counselling is being appropriately tailored toward the individual person.
6.	Work closely and collaboratively with all staff who are in positions of responsibility for Well-being and have the ability to build the necessary level of professional trust with Harrow community members, in order to ensure those members access the counselling service on offer.
7.	Compiling accurate session notes and keeping up to date with logging students concerns on the school's safeguarding system – MyConcern. This process will require professional judgment to be exercised in regards to what information needs to be shared with particular staff whilst maintaining the necessary level of confidentiality, in order to provide a complete network of support for the individual student.



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8.	To play a significant role in developing a young person's sense of responsibility for themselves, their life choices and to foster a sense of empowerment through self-awareness.
9.	To assist the process of liaising and coordinating with both internal and external support services wherever appropriate, including learning support department, medical staff and play therapists.
10.	To be able to communicate in English and Mandarin. A good verbal and written communicator in both languages.
11.	To ensure that there is an uptake of regular personal continuous professional development and upskilling in counselling, and to maintain contact within the Beijing based group of school counsellors.
12.	To provide staff development within the LS and US teachers in counselling techniques and workshops in relevant material to support the on-going development of the Well-being of our student body.
13.	To ensure accurate records are kept of their counselling services, including levels of participation, on-going and resolved cases and categories of issue which will need to be summarized on a monthly basis within the whole school safeguarding report.
14.	To keep up to date on relevant Chinese Laws that may be legislated and impact upon child welfare, child protection and safeguarding.
15.	To run one to one and/or group counselling sessions.

#### Key Relationships:

Internal: Heads of School, Pastoral care system, US and LS Student Support Committees, Senior Counselor, Educational Psychologist, Tutors, Hms, teachers and support staff, including nurses in the Clinic.

External: other counselling and hospital services in and beyond Beijing. Other Harrow Schools counselling services. Specialist private services with doctors and community groups specialising in mental and social care.

### III. Person Specification

	Essential	Desirable
<b>Behaviours</b>	<ul style="list-style-type: none"> <li>A clear and demonstrable grasp of theoretical bases underpinning the process of counselling</li> <li>The ability to show how the above informs the applicant's approaches to counselling across the spectrum of human development</li> <li>A thorough knowledge of Child Protection and safeguarding in China</li> <li>Familiarity with SEND</li> </ul>	<ul style="list-style-type: none"> <li>Flexible</li> <li>Objectivity</li> <li>Patient</li> <li>Non- judgemental</li> <li>Safe Presence</li> <li>Cooperative</li> <li>Inviting</li> <li>Bilingual</li> <li>Proven ability to remain calm under pressure</li> </ul>



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<b>Skills and Knowledge</b>	<ul style="list-style-type: none"><li>• Systematic record keeping</li><li>• To maintain a client centred approach, be approachable</li><li>• Enthusiasm for working with children and young people</li><li>• A mature and non-judgemental outlook</li><li>• Possess an understanding of the key issues impacting on young people's lives today</li><li>• Ability to liaise as necessary with other agencies and individuals to help effect positive change based on the issues raised by clients</li><li>• Computer skills</li></ul>	<ul style="list-style-type: none"><li>• Highly developed counselling skills through education and experience</li><li>• Problem Solver</li><li>• Excellent communication and listening skills</li><li>• Child Protection and Safeguarding certification</li><li>• Patience, tolerance and sensitivity</li><li>• Native or Near Native Chinese Speaker and Native or Near Native English Speaker</li><li>• Understanding of Child Development</li><li>• Culturally Sensitive</li><li>• Critical Thinking Skills</li><li>• Be committed to the concept of inclusive education and high expectations and achievements for all pupils</li><li>• Able to work well under pressure, exercise thoughtful judgement and display sensitivity</li></ul>
<b>Experience</b>	<ul style="list-style-type: none"><li>• Worked in a school environment</li><li>• Possess relevant experience in a helping profession, either paid or voluntary</li><li>• Experience of working and liaising with other agencies and with a diversity of client groups</li></ul>	<ul style="list-style-type: none"><li>• Worked in private practice</li><li>• Or worked in public practice</li><li>• Worked with children</li><li>• An enhanced Police disclosure</li><li>• Experience of organising workshops and providing training to others</li></ul>
<b>Qualifications</b>	<ul style="list-style-type: none"><li>• Bachelor Degree in Counselling, Social Work, Human Services. Play Therapy or relevant degree or certification in a counselling field.</li></ul>	<ul style="list-style-type: none"><li>• Master's Degree in Counselling, Social Work, Human Services. Play Therapy or relevant degree or certification in a counselling field.</li></ul>