



## UPPER SCHOOL COUNSELLOR JOB DESCRIPTION

<b>Job Title:</b>	Upper School Counsellor
<b>Department:</b>	Upper School
<b>Line Manager:</b>	Director of Houses

### About the Role

Operating closely with Harrow School in London, Harrow Bangkok is part of a family of schools in the UK and Asia that share a common ethos and exceptionally high standards.

Set within a beautiful 35-acre green campus in one of the world's most diverse and dynamic cities, Harrow Bangkok is a well-established, globally respected school. We educate approximately 1,800 boys and girls aged 18 months to 18 years, including boarders, and we are proud of our outstanding level of pastoral care.

Our students receive genuine, personalised care and holistic support to become well-rounded, future-ready young adults, achieve world-class examination results, and progress to leading global universities. The Counselling Team plays a vital role in that support and that success.

The Upper School Counsellors will focus on the support of Upper School students but in the interests of professional development and consistency of care may be asked or may request to also support Lower School students. Upper School Counsellors report to the Director of Houses; this is the term we give to what is effectively our Upper School Deputy Head Pastoral.

### Duties and Responsibilities

#### Counselling Responsibilities

1. Fully understand and follow the school's Counselling Service Policy
2. Ensure active membership of a professional body relating to counselling or psychotherapy and adhere to an ethical framework or code which gives guidance and standards for good practice
3. Promote a caring and supportive environment for students in which their concerns may be explored
4. Work with students with a diverse range of issues including bereavement and loss, transition, eating disorders, self-harm, depression, anger issues, concerning behaviours, abuse of any kind, anxiety and fears
5. Practise preventative and/or interventionist methods to meet students immediate and future needs including:
  - a. Individual or group counselling to students with identified concerns and needs
  - b. Effective consultation and collaboration with parents/guardians and school colleagues, particularly the pastoral, learning support and safeguarding teams regarding students with identified concerns and needs
  - c. Appropriate use of assessment tools for determining and structuring counselling sessions
  - d. Referrals to other school support services
  - e. Referrals/signposting to external sources of psychological/psychiatric support
6. Ensure appropriate confidentiality of sensitive information; maintain appropriate and confidential records of counselling sessions and support

*Harrow International School Bangkok is committed to the safety and protection of children.  
All employees are expected to comply with our School Safeguarding Policies and Procedures.*

7. Identify trends and patterns of concerns, potential causes and possible supports
8. Join the Upper School Whole School Case Conference each week to review students that present with the highest level of wellbeing and safeguarding need or risk
9. Meet weekly with the Director of Houses to discuss active cases
10. Attend Upper School Pastoral Middle Leader meetings
11. Attend Team Around the Child (TAC) meetings as required
12. Maintain anonymised data such as numbers of students who use the service, age range and types of problems that present to the counselling service for presentation to Senior Leaders and Governors
13. Deliver four 50-minute counselling sessions per day (potentially five in times of very high demand), recording notes on each session in CPOMS (confidential to the counselling team)
14. Working with the Head of Boarding and the Lower School counsellors, design, support and staff counselling support of wellbeing in the boarding village, (delivered one evening per week, staffed by rota, 5pm to 8pm), in lieu of the general co-curricular expectations of all staff
15. Actively support the whole Upper School pastoral team in their care for their students

#### **Safeguarding Responsibilities**

1. Have a full and detailed knowledge of the school's Safeguarding Policies and Procedures
2. Receive appropriate safeguarding training and refresher training regularly
3. Attend relevant meetings/case conferences to discuss student safeguarding and pastoral/wellbeing concerns and needs
4. Where possible, and by specific prior arrangement, be contactable over weekends in emergency situations or to make arrangements for a Monday Return To School (RTS) meeting.

#### **Networking Responsibilities**

1. Develop a thorough knowledge of mental health services available locally and develop strong working relationships with specialists such as clinical or educational psychologists and psychiatrists within these services
2. Network with personnel from other agencies and counsellors from other local schools including through active participation in existing counselling networks

#### **Other Responsibilities**

1. Participate in professional development activities, keep up-to-date with research, developments and best practice for counselling with the intention of improving professional knowledge and skills as well as the counselling service provided
2. Assist with the school's Peer Support Programme
3. Working with the Lower School Counsellors, support the Lower School Friendship Corner through a lunchtime rota
4. Contribute to the school's PSHE and Life Skills education programmes; contribute to projects and committees such as those representing diversity, student voice etc
5. Provide assistance to other schools in crisis situations if required
6. Arrange and deliver relevant training for staff as and when needs are identified
7. Follow all agreed school policies and procedures
8. Actively support your House



9. Undertake other reasonable duties deemed necessary for the effective operation of the school as requested by the Senior Counsellor or Head Master

### Requirements

- Postgraduate Diploma or Masters level in counselling or a related field
- Accreditation with the British Association for Counselling and Psychotherapy (BACP) or be actively working towards accreditation
- Membership of, or willingness to join, the International School Counsellors Association (ISCA)
- Further therapeutic training or qualification in working with children and young people
- Experience and/or understanding of supporting children and young people with developmental, emotional, social and educational issues across our Upper School age range and, ideally, younger children too
- An understanding of the developmental, emotional, social and educational issues of children and young people
- An awareness of the range of needs of people from diverse ethnic, cultural and social backgrounds
- Knowledge of relevant legislation pertaining to the safeguarding of children, (Keeping Children Safe in Education UK 2025, Children Act 2004 and Thai Child Protection Act 2546 (2003))
- Good written and verbal communication skills
- Ability to work independently
- Positive communication and listening skills
- Ability to build appropriate relationships
- Patience, tolerance and sensitivity
- A mature and non-judgemental outlook
- All School counsellors are required to have regular supervision with a qualified external provider, this will be arranged by the School
- Acceptable police checks (or equivalent) from the country of origin and from all other countries in which the applicant has worked and no question regarding suitability to work with children and appropriate references from current and previous employer, corroborated by personal phone calls made to each referee

*Education is an ever-changing service and all staff are expected to participate constructively in school activities and to adopt a flexible approach to their work. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Any other duties commensurate with the grade and level of responsibility of this post, for which the post holder has the necessary experience and/or training in the 'duties and responsibilities' section. However, this clause should not be used to 'hide' areas of responsibility. All significant responsibilities (and certainly all functions that occupy 10% or more of the post holder's time) must be separately and specifically identified. The post holder will be expected to comply with any reasonable request from 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, will be reviewed annually during the appraisal process, and will be varied in the light of the business needs of the school.*