



DOVER COURT
INTERNATIONAL SCHOOL
A NORD ANGLIA EDUCATION SCHOOL

JOB DESCRIPTION AND PERSON SPECIFICATION

LOCATION	DOVER COURT INTERNATIONAL SCHOOL SINGAPORE
JOB TITLE	Counsellor
JOB PURPOSE	To support the school community of students, teachers and parents by providing counselling services relating to the social, emotional and academic well-being of Dover Court students.
REPORTING TO	Deputy Head (Community & Guidance) → Heads of Primary & Secondary → Principal
SAFER PRACTICES	Dover Court International School Singapore is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including references from previous employers in accordance with our safer recruitment practice. Interviews will be conducted in person, and they will explore candidates' suitability to work with children.

Core Requirements

In fulfilling the requirements of the post, the Counsellor will aspire to the highest standards of professionalism and will, in particular:

- Generate excitement and passion for participation in all opportunities in the school community;
- Inspire trust and confidence in students, colleagues and parents;
- Engage and motivate students to be ambitious for themselves and others;
- Be committed to helping students flourish;
- Be committed to helping students with a wide range of language skills, learning dispositions and educational needs thrive;
- Strive to develop the quality of students' personal and interpersonal skills;
- Contribute to school improvement in line with the school's strategic plan;
- Contribute to the development of the curriculum;
- Develop and deploy resources efficiently and effectively;
- Promote the school mission and values and those of the NAE family of schools.

Role Specific Areas of Responsibility and Key Tasks

1. Identifying

Identifying the specific constraints limiting a student's full access to the school's educational provision.

2. Accepting referrals

Accepting students for assessment who are self-referred or referred through the Heads of Year or Deputy Heads.

3. Consulting

Consulting with those who have referred students to better help them understand the constraints affecting the student, be they personal or systemic.

Consulting with parents as the student's primary caregiver.

Consulting with the DH, HoS and Principal in situations deemed confidential.

4. Counselling

Counselling students who have been referred or who have self-referred. The aim of counselling is to help the students understand themselves and to develop strategies for addressing constraints to their full access to the school's formal and informal educational provision.

5. Educating

The counsellor has an educational role in providing students, teachers and parents with information that will enable them to develop preventative knowledge and responsive strategies to attitudes and behaviours that constrain a student's full access to the educational programme of the school.

6. Crisis Counselling

In the event of an internal or external crisis impacting the school, counselling is provided for students. This may involve liaising with counsellors in other schools and enlisting their active support should the scale of the crisis demand it.

7. Referring

The counsellor refers students to school approved specialist psychiatrists and psychologists where there is evidence of potential harm to a student's physical and mental wellbeing or to the school community.

8. Promoting

The counsellor is responsible for the promotion of the Welfare Service to the school community and, in particular, to induct new students and parents to the services at the beginning of each school year. Promotion of the school's Welfare Service is achieved through formal channels and through the counsellor's involvement in the wider life of the school.

Student Care and Guidance

- Establish a safe, purposeful learning environment for all students;
- Promote the progress and well-being of all students;
- Contribute to the preparation of action plans and other support mechanisms;
- Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved;
- Communicate effectively with parents of students and liaise with other staff.

Co-Curricular Activities

- Support the life of the school beyond the classroom;
- Lead one or more after school activities;
- Participate in residential weeks and other trips;
- Contribute to whole school learning initiatives during term.

Other Requirements

- Contribute positively to the morale and community spirit in the school;
- Work effectively in different teams;
- Assist in whole school marketing initiatives and contribute to the growth of the school;
- Operate at all times within the stated policies and practices of the school;
- Undertake professional development to enhance students' development and well-being;
- Meet responsibilities with regard to health and safety, equal opportunities and other relevant legislation and conform to professional and ethical requirements;
- Any other appropriate duties as allocated by members of the Principal.

Promote and adhere to the Nord Anglia Education vision and values:

- **Opportunity** - for us, opportunities need to be meaningful, about achieving potential and making progress.
- **Impact** - for us, impact is about making a difference. It needs to be immediate, positive and lasting.
- **Leadership** - for us, leadership is about considering the team's needs as well as your own, setting inspiring examples, being supportive and showing real accountability and responsibility.
- **Respect** - for us, respect is about listening, being inclusive, showing tolerance and getting the little things right.

All staff are required to manage effective personal development as part of NAE's commitment to invest in staff as the key resource in the organisation.

Each individual must ensure that they meet their statutory responsibilities and adhere to NAE and school policies with regard to Health and Safety, Equal Opportunities and other relevant legislation.

PERSON SPECIFICATION

Qualifications/Training

Graduate or Postgraduate training in a counselling or therapy modality suitable for schools

Essential

Registration with a professional body (eg BACP, UKCP, BPS or similar)	Essential
Experience	
Professional accreditation hours complete.	Essential
Experience working in a school setting.	Desirable
Experience of working in third culture communities	Desirable
Experience of working with children for whom English is an additional language.	Desirable
Experience of working with children with additional educational needs.	Desirable
Working in partnership with parents.	Essential

Skills	
Excellent oral and written communication skills.	Essential
Ability to engage children and enable them to perform highly.	Essential
Strong organisational skills.	Essential
Personal Attributes	
Passionate about education and young people.	Essential
Evidence of commitment to continuous professional development.	Essential
Culturally agile and adaptable.	Desirable
An understanding of the complex and demanding environment of an international school community.	Desirable
Other	
Hold a current Enhanced Criminal Records Bureau Disclosure or equivalent for countries lived in outside of the UK.	Essential
Compliance with visa requirements for working in Singapore.	Essential
A commitment to safeguarding and promoting the welfare of all pupils and the willingness to undertake appropriate child protection training when required.	Essential