

JOB DESCRIPTION FOR COLLEGE GUIDANCE COUNSELOR

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| Job Title: | Guidance Counselor |
| Department: | Whole College |
| Reports to: | Headmaster |
| Must liaise with: | Heads of School, Class Teachers |

Effective Date: August 2017

Our Ethos

Malvern College Egypt College Egypt (MCE) understands that our teachers are the most important resource we have in order to afford our students with a first rate academic and holistic international education. We believe that education is about enrichment, not only of the individual but of the communities within which those individuals live and therefore of society in general. MCE College aims to provide an education of the highest possible standard for each of its pupils in key areas of development. The most important of these are the academic, cultural, moral and co-curricular. We have high expectations of our pupils in terms of their effort, achievements and behaviour and we aim to provide them with the means by which they can develop to the best of their abilities their knowledge, skills and personality. By so doing we seek to develop confident, well-rounded individuals who can be successful in their own lives and of service to others. It is the quality of the people and the human relationships between them that make MCE special. Whether it is the way in which a department works, a class works or teachers and tutors work with individual pupils, our view of education is based on mutual respect, trust, pastoral care and a positive outlook.

Person Specification

Education - Graduate qualified teacher, Bachelors degree in relevant subject area

Experience – At least 2 years working with students as a guidance counselor in the relevant age group. Experience in an international school is preferred but not essential. Experience of the British education system is preferred but not essential.

Skills - Ability to analyse student data and promote student achievement. An understanding of how the learning continuum flows through the College. Able to use educational ICT to promote learning. Excellent knowledge of curriculum content and pedagogy. Proficient in using a variety of assessment and feedback techniques.

Personal attributes - An exemplary practitioner who leads by example. Commitment to uphold and support the schools ethos. Commitment to supporting all aspects of our programme including extra-curricular activities and contribution to school community. Prepared to work hard in a high performing, fee paying, independent international school. Excellent interpersonal skills. Flexibility.

A clear focus on learning is the foundation stone of MCE's teacher standards, which guide and inform our approach to our students' learning and development across each age range. They are:

Knowing their students as people and how they learn

It is an expectation that MCE teachers have detailed knowledge of not only the developmental characteristics and learning needs of the students they teach, but also their personalities and who they are as people. This requires real empathy and skill in meeting the wide variety of individual learning and pastoral needs of international school students with their differing linguistic, cultural and educational circumstances.

Planning and delivering excellent learning and teaching

It is an expectation that MCE teachers not only have up to date knowledge of their respective curricula but that they have high expectations for their students and as a result, set challenging learning goals. We want our pupils to gain the best results of which they are capable. Therefore, MCE teachers use a variety of learning and teaching strategies, ideas, resources and digital technology to support their students in achieving these goals and results. They encourage their students to develop a love of learning, of exploring ideas and of discovering the world about them. They encourage active student participation in classes with an emphasis on understanding, creativity and critical thinking so that our students are able to work confidently with others.

Assess, provide feedback and report on student learning and progress

Malvern College Egypt teachers are skilled and effective users of assessment for supporting and developing learning. They use a range of assessment strategies and data to inform their appraisal of students' progress, which aids their planning, and reporting of student progress and to design appropriate intervention and support.

Demonstrate International-mindedness and Global Citizenship

Malvern College Egypt teachers appreciate the different perspectives and beliefs of people from different countries, cultures, religions and languages. They do so by showing politeness, respect, kindness and concern. These values should permeate every aspect of the school. They recognise the importance of developing our students to be ethical global citizens. MCE teachers want each pupil to develop a sense of self-worth, knowing the difference between right and wrong and doing the right thing when it comes to making choices.

Engage Professionally in Learning and with the Community

Malvern College Egypt teachers are given access to top quality professional learning. It is an expectation that they participate collaboratively with colleagues to improve their practice. They hold themselves accountable to the highest professional standards in their interactions with colleagues, students and parents.

Brief Overview of Role:

- To plan, develop and deliver an educational programme which supports the English Language acquisition of the EAL learners at MCE.
- To provide an educational environment conducive to the learning of the children in line with the school's educational philosophy.
- To understand the needs of individual EAL students, structuring their learning so that they progress at a rate which challenges them within a secure environment.
- To liaise with, and support teaching staff as required.

Specific Responsibilities are as Follows:

Duties and Responsibilities:

- Design & develop school based programmes that are predominantly preventative & pro-active but also responsive to social, emotional & cognitive needs that impinge on student welfare & performance.
- Support and promote the emotional well-being of the students & staff in the College.
- Provide ongoing support to Heads of Schools, pastoral care leaders, tutors, teachers and students.
- Collaborate with members of the Learning Support faculty and pastoral leadership teams, to provide formal and informal assessments of students and make recommendations for appropriate interventions to meet the student's needs
- Accurately and appropriately use assessment procedures for determining and structuring individual or group counselling and other support services

- Develop and support therapeutic and behaviour management programmes as required
- Contribute to the development and review of policies and the College's behaviour management & pastoral care policies
- Work directly with students who have been identified by the College's pastoral systems in both areas of guidance and counselling.
- Create referral systems that show clear policy and procedure for how students access the GC support systems
- Contribute to the planning, implementation and review of Behaviour Support Plans
- Maintain accurate records of information and documentation related to students requiring academic, personal, social, emotional and mental health support
- Inform key staff members about matters regarding specific children whilst maintaining confidentiality
- Offer consultation, advice and support for parents who have concerns about their child
- Lead regular parent support groups and workshops
- Contribute to the school's ongoing professional development and training of staff
- Attend Pastoral Care Committee and faculty meetings as required, advise staff and play a role in meeting student need where appropriate
- Meet regularly with the Deputy Head of Secondary School (Pastoral) to discuss student concerns and plan provision accordingly.

Safeguarding

Malvern College Egypt employees are committed to safeguarding and to promoting the welfare of children and young people. They ensure a secure, stimulating and well managed learning environment that promotes a sense of safety, support and wellbeing.