



## SMIC-I Counselor (Middle School Focus)

REPORTING STRUCTURE			
<i>Job Family</i>	School	<i>Center</i>	School
<i>Report To</i>	1. Counseling Director 2. International Superintendent 3. K-12 Vice Principal	<i>Division</i>	SMIC-International Division
<i>Job Title</i>	SMIC-I Counselor (Middle School Focus)	<i>Department</i>	K-12
<i>Approved By</i>	International Superintendent	<i>Section</i>	Counseling Department
<i>Revision No/Date</i>	Created November 9, 2018; Updated January 11, 2024; Effective August 2024		
POSITION DESCRIPTION			
<b>Job Purpose</b>	Contributes toward building a world-class SMIC-I through providing middle school counseling support to students (including guidance counseling, life skills, and character-building) through associated roles expected of a holistic professional educator in a dynamic system dedicated to honor, excellence, community, and joy.		
<b>Successful SMIC Private School educators have ...</b>	<ul style="list-style-type: none"> <li>• <u>Passion</u> about bringing quality education to students that includes ...                             <ul style="list-style-type: none"> <li>○ love for education</li> <li>○ consistently operating with a commitment to positivity, excitement, and creative problem-solving</li> <li>○ respect for working in a multicultural environment where multiple work styles are valued and celebrated</li> <li>○ being a caring contributor who brings enjoyment to the workplace</li> </ul> </li> <li>• <u>Team spirit</u> commitment that includes ...                             <ul style="list-style-type: none"> <li>○ a can-do attitude</li> <li>○ respect for genuine joyful collaboration</li> <li>○ dedication to positive and supportive interpersonal relationship skills</li> <li>○ willingness to take initiative</li> <li>○ desire for transparency</li> <li>○ ability to take direction easily when needed</li> <li>○ willingness to make personal sacrifices for the greater school-wide good</li> <li>○ committed to working in a team-based teaching environment where flexibility and collaboration are key</li> </ul> </li> <li>• <u>Strong work ethic values</u> that include ...                             <ul style="list-style-type: none"> <li>○ high standards of quality</li> <li>○ effective organizational skills</li> <li>○ being self-directed</li> <li>○ ability to multitask</li> <li>○ comfort with big picture concepts while being detail-oriented when implementing school plans</li> <li>○ serving as a strong positive role model for students at all times</li> </ul> </li> <li>• <u>Responsible outlook</u> includes ...                             <ul style="list-style-type: none"> <li>○ a sense of ownership and reliability in getting the job done correctly to the end</li> <li>○ ability to work under pressure with deadlines yet also demonstrate flexibility with ease when needed</li> </ul> </li> </ul>		

**Job Duties**

<b>Workload Assignment</b>	<b>Grade Level</b>	<b>Total</b>
SMIC-I MS Life Skills Class (Direct Instruction)	Grades 6-8 as assigned	(20% workload)
Advisory curriculum management, classroom support & facilitation	Grades 6-8 as assigned	(20 % workload)
SMIC-I MS Student Support	Grades 6-8 as needed	60% Workload
<b>PERCENTAGE OF WEEKLY WORKLOAD</b>		<b>100%</b>

**Counseling Duties**

- Provide counseling support (both guidance and personal to individuals or groups) primarily in grades 6-8 in coordination with the staff and parents/families, (but could include other SMIC grades K–12) during emergency/urgent situations
- Establish an active and accessible presence at the middle school especially, but elsewhere in the HS as well, in the classroom, campus, and counseling office
- Keeping the Middle School Director, the Senior Director of Secondary, and the Counseling Director apprised of counseling situations of students
- Collaborate productively, under the guidance of the K-12 Counseling Director, with the MHS Counseling staff to coordinate the MS counseling workload, which include standard testing administration and proctoring
- Be a positive and active member of the Counseling Department team to meet K-12 Counseling needs, including taking part in required department (and other) meetings
- Counseling students in group guidance and individual counseling sessions including encouraging students to develop an awareness of diversity while recognizing their unique individuality and potential
- Counsel students in character building, social-emotional well-being, and specific learning support needs
- Meet with parents and teachers when necessary to develop interventions for students with academic or emotional/behavioral needs
- Proactively cooperate with teachers and staff as a means of addressing counseling concerns about students in essential areas, including personal, social, character, educational, and interest development
- Organize and lead support teams made up of the parents/family, staff involved with the student, and sometimes including the student themselves to assure students who face extreme challenges receive proper support in their academic, personal, social/emotional needs
- Serve on MS Student Support Team (SST) meetings for students facing persistent ongoing social, emotional, or academic problems that standard interventions aren't adequately addressing
- Following appropriate school confidentiality procedures concerning topics about sensitive student and personnel issues for conversations, record keeping (student files and PowerSchool, and other school reporting systems)
- Maintain and update MHS student files using PowerSchool and other school required reporting methods
- Work with the Child Protection Officer (CPO) and the Child Protection Team when needed for middle school students in grades 6 to 8.
- Maintaining a professional demeanor that is both caring and neutral while working with student issues and urgent situations and in modeling such conduct to other staff, students, and families

**Classroom Duties**

- Teach weekly Life Skills for Grade 6-8 (or as assigned) Advisory.
- Actively collaborating with MS advisory teachers in grades 6 to 8.
- Update and maintain Atlas curriculum units for life skills or advisory classes for grades 6 to 8

- Closely follow the SMIC-I "Curriculum, Instruction, and Textbook Policy" as is appropriate for the Chinese context
- Prepare effective and diverse classroom lessons to implement the school's Life Skills curriculum following the school's accepted methods
- Design authentic subject assessments and measure their effectiveness in meeting curricular goals
- Differentiate lesson plans to meet the needs of both struggling and advanced students
- Teach students who have specific learning, social, or emotional/behavioral needs
- Advise students academically, particularly those with intense academic challenges
- Collaborate with middle school grade level teams offering a counseling perspective in planning, teaching, and assessing units
- Meet with parents and teachers when necessary to develop interventions for students with academic or emotional/behavioral needs

**Additional Counselor Role Duties**

- Help update the middle school profile
- Assist with standardized test administration and other related duties as assigned (inclusive of, not limited to, SAT, ACT, PSAT, MAP, and AP testing)
- Support the work of the Counseling Department's initiatives, including supporting the Academic Recovery Program, Cross Age Mentoring Program, etc.
- Remain available to assist with discretionary counseling duties (inclusive of testing) and emergencies as assigned by the Counseling Office Director and ES/MHS administration
- Offer professional development presentations on counseling-related topics periodically at faculty meetings

**General Staff Duties**

- Positively and productively collaborate with all staff
- Actively and positively promote the school's "Expected School-wide Learning Results" (ESLRs): global citizenship, motivated learners, healthy individuals, and persons of character
- Follow the SMIC Code of Ethics and school policies as outlined in the most current version of the *SMIC Staff Handbook*
- Maintain and update timely student records including (class webpages, grading homework, grade books, progress reports, report cards, student attendance, and other required documents)
- Create an engaging and organized learning space (classroom and office) for students
- Actively fulfill assigned supervision duties, which could include passing period duty, lunch duty, study hall assignments, etc.
- Work closely with parents/guardians through providing feedback on progress, answering questions, and being an educational partner regarding their child's learning and social-emotional needs
- Proactively meet and communicate with parents/guardians, students, and other teachers when necessary to develop interventions for students with academic, emotional/behavioral, or other needs
- Take an active role in required meetings (grade level; departmental; grade level; committees, faculty; etc.)
- Carry out student supervision duties as assigned
- Serve as a departmental substitute when needed
- Assist with additional duties as assigned

<p style="text-align: center;"><b>Organization and Communication Skill</b></p>	<ul style="list-style-type: none"> <li>• Demonstrates a strong positive commitment toward school improvement</li> <li>• Knowledgeable about the K-12 American-style education system and how secondary school-level counseling and instruction integrates into it</li> <li>• Comfortable working in a school that integrates Chinese- and American-style educational philosophies, especially in a Chinese private school context</li> <li>• Comfortable with computers for school-related purposes, including PowerSchool, Rubicon Atlas, Canvas, email, and Microsoft Office programs</li> <li>• Desires to actively engage in professional development opportunities as provided by the school or through individual initiative</li> <li>• Flexible and culturally sensitive in adapting to a multicultural environment with school community members (students, staff, and families) of many nationalities</li> <li>• Strong understanding of working with students, parents/guardians, and staff from diverse cultural backgrounds</li> <li>• Positively and proactively communicate with parents/families and students</li> <li>• Works effectively with students who exhibit near English proficiency</li> <li>• Patient in working with members of the school community calmly and positively in tense, high-pressure situations, including the following chain of communications command</li> <li>• Fluent in both oral and written English at a highly professional standard</li> <li>• Speaking and writing Mandarin Chinese at a professional level is preferred but not required</li> </ul>
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<p><b>Research-based Best Practices Guiding SMIC-I Frameworks</b></p>	<ul style="list-style-type: none"> <li>• <i>Mindset: The New Psychology of Success.</i> Carol S. Dweck. Random House. 2006</li> </ul>
<p><b>Education and Work Experience Requirements</b></p>	<ul style="list-style-type: none"> <li>• Bachelor's degree <u>required</u> in a counseling education-related field (i.e., secondary counseling, psychology), but a bachelor's degree in education-related field (i.e., family counseling, early childhood education, elementary education, secondary education) is considered with a counseling/teaching license and 2-years of verifiable full-time counseling/teaching experience in an elementary school</li> <li>• Must possess a valid counseling license/certificate in secondary education</li> <li>• At least 2-years of full-time counseling experience in a regular elementary school</li> <li>• Evidence of current relevant professional development, especially in counseling</li> </ul>
<p><b>Signatures</b></p>	<ul style="list-style-type: none"> <li>• I have been provided a copy of this job description which I have reviewed.</li> </ul> <p style="text-align: center;"> <span style="margin-right: 200px;">X</span> <span>X</span> </p> <hr/> <p>Employee <span style="float: right;">Printed Name</span></p> <p>X</p> <hr/> <p>Date</p> <ul style="list-style-type: none"> <li>• As the school's designated representative, I have reviewed this job description with the employee assigned to this role listed above.</li> </ul> <p style="text-align: center;"> <span style="margin-right: 200px;">X</span> <span>X</span> </p> <hr/> <p>Official School Designee <span style="float: right;">Printed Name</span></p> <p>X</p> <hr/> <p>Date</p>