



INTERNATIONAL SCHOOL
HANNOVER REGION

Secondary School Social and Emotional Counsellor

Summary

The School's Social and Emotional Counsellors provide age specific, professional and confidential counselling within a caring environment to students within our Secondary School setting from Grade 6 through Grade 12. This role works as part of an effective Whole School Support Team to include the Leadership Team, School Psychologist and Learning Support Teachers. Part of this role is to also work with the Designated Safeguarding Lead and Child Protection Team.

A key aspect of this role tied to the current strategic plan is to help develop and implement a 3K-12 curriculum continuum for personal and social-emotional development. This will include, but is not limited to, education to support students in making good choices and advocating for their own wellness and safety in the key areas of child protection/safeguarding; cyber bullying; cyber wellness; drugs and alcohol; bullying; anxiety and stress management and sexual health and wellbeing. Embedded in the structure of the program will be the use of experts as outside consultants and speakers tied to a student, parent and staff program of educational events that links to the curriculum. Through these programs students will learn to communicate appropriately and demonstrate positive social leadership. Teachers at ISHR work in accordance with staff policies, annual school goals and the Terms and Conditions of employment ratified by the school's Betriebsrat. As members of a CIS and NEASC accredited school and an IB Authorized World School all staff are professionally accountable for their reflection and teamwork towards these bodies' learning standards.

Directly Reports to: Head of Whole School Support Team

Roles and Responsibilities

Guidance Curriculum

- Develop and implement a curriculum continuum for personal and social-emotional development in collaboration with the Primary Counsellor, Secondary School Leadership Team, Teaching Staff and Child Protection Team.
- Develop and implement a cohesive parent education program, encompassing best practice for parenting, relational aggression, cyber-safety/wellness, young adulthood self-sufficiency, child protection, compassionate and collaborative communication.
- Overseeing and developing the Peer Mediation program.
- Organizing and running the ISHR Buddy program for students new to Secondary
- Supervising and advising the Primary Student Council to enable students to learn to communicate appropriately and demonstrate positive social leadership.
- Support and advise in the implementation of Comprehensive Sexuality Education (CSE) at ISHR

Preventative and Response Services

- The school uses a tiered system of support or 'Response To Intervention (RTI)' as it is known as. This means that we stage the support we offer students from prevention through to crisis

support. Therefore the following are expected aspects to the role.

- To help implement, monitor and review the RTI system across the school.
- Work in class with teachers to address issues occurring at an early stage, for example; using restorative justice to resolve friendship issues.
- Provide individual and group counselling to students with emerging or identified needs.
- Provides open hours and appointments during school hours for ISHR students who wish to seek counselling.
- Organises and maintains up-to-date data and meeting notes on students in their care. This includes the sharing of this with the Head of Whole School Support Team
- Is a member of the Child Protection Team and ensures safeguarding policy is implemented.

Collaboration and Communication

- Work with the Student Support Services team, parents and teachers to triangulate students' needs and implement the school's Response to Intervention Model (RTI).
- Providing professional advice and help to faculty on matters concerning the emotional and social needs of the students
- Providing information for the school community on the counselling services offered
- Effective use of supervision to ensure own practice is both ethical and up to professional standards.

Skills and Requirements

Necessary (We will not consider applications from those without the following requirements)

- A degree from an institution of higher learning in Counselling, Psychology or Social Work.
- A collaborative practitioner that values teamwork.
- Proven experience of working effectively in a similar role.

Preferred

- Licensed to practice School Counselling or Social Work services by a relevant body.
- The experience and drive to join a team working towards being a research based educational environment.
- Remains current in professional practices and developments, information technologies, and educational research applicable to their area.
- Flexibility and adaptability to a changing work environment.
- A working knowledge and experience of using play and art therapy alongside relevant qualifications in these areas.
- A working knowledge and experience of attachment and trauma theory.
- A working knowledge of Comprehensive Sexuality Education (CSE) and leading work on Diversity, Equity and Inclusion.

February 2022