



SOCIAL-EMOTIONAL COUNSELLOR (WHOLE-SCHOOL) JOB DESCRIPTION

LOCATION	BRITISH INTERNATIONAL SCHOOL HANOI
JOB PURPOSE	The Social-Emotional Counsellor at BIS Hanoi plays a pivotal role in supporting the emotional wellbeing of our students, ensuring they have the tools and strategies to thrive academically, socially, and personally within an inclusive school environment. The Counsellor collaborates closely with staff, students, parents, and external partners to create a safe, supportive, and proactive space that promotes mental health and well-being.
REPORTING TO	Assistant Head of Secondary School - Wellbeing
DIRECT REPORTS	Counselling Intern (seasonal)
OTHER KEY RELATIONSHIPS	Head of Secondary, Head of Primary, Deputy and Assistant Headteachers, Heads of Year and Phase Leaders, Learning Support Coordinator
KEY RESULTS AREA	
SOCIAL-EMOTIONAL COUNSELLING RESPONSIBILITIES	
<p>Referrals and Interventions</p> <ul style="list-style-type: none"> • Accept referrals from students, staff, parents, and assess the appropriate support needed. • Collaborate within a multi-disciplinary team to provide a comprehensive well-being approach for students. • Liaise with external professionals (e.g., psychologists, behavioural therapists) when additional support is required. <p>Consultation and Collaboration</p> <ul style="list-style-type: none"> • Consult with referral sources to help them understand the challenges affecting students, whether they are personal or systemic. • Work closely with parents, Designated Safeguarding Leads, and relevant pastoral staff to create a unified support network for students. • Develop and maintain relationships with external mental health professionals to address diverse student needs. • Integrate new developments, research findings and best practices into ongoing programs and new initiatives. • Attend conferences, workshops, and webinars in the relevant fields of study and direct learning into school improvements <p>Counselling Services</p> <ul style="list-style-type: none"> • Provide confidential counselling sessions to students, supporting their self-understanding and helping them develop strategies to overcome challenges. • Maintain up-to-date, secure counselling notes and utilise anonymised data on trends to enhance school-wide programming. • Ensure flexibility in counselling approaches to meet the varying needs of students and provide responsive support as required. • Guide and supervise the work of any counselling interns, fostering their professional growth. <p>Well-Being and Mental Health Initiatives</p>	

- Plan and deliver workshops for staff, students, and parents to promote mental health awareness and resilience.
- Work with student leaders and prefects to create and promote mental health initiatives and well-being projects within the school.
- Engage in active promotion of mental health and wellbeing strategies, models, and resources, ensuring visibility to all students and families, particularly during new student and parent inductions.

Safeguarding and Child Protection

- Contribute actively to the school's Safeguarding and Child Protection team, attending regular Level 3 safeguarding training and applying best practices in student welfare.
- Ensure all support follows evidence-based safeguarding procedures, in line with school policies and the Staff Handbook.

Record-Keeping and Data Management

- Maintain comprehensive and confidential records of all counselling sessions, referrals, and interventions.
- Track and analyse data related to counselling hours and student usage, contributing insights to the development of support programs.

Educational Support and Crisis Response

- Provide education on mental health topics to the community through contributions to the educational programs
- Offer crisis counselling during significant internal or external events affecting the school community, coordinating with external counsellors when necessary to provide comprehensive support.

Safe Space Oversight

- Oversee the Safe Space, managing its usage process, and ensuring it remains a secure environment for students.
- Maintain accurate records of students accessing this resource, tracking data on usage trends and counselling hours to inform ongoing support initiatives.

GENERAL PROFESSIONAL EXPECTATIONS

- Commit to knowing students and our context well, ensuring that provision is personalised and responsive
- Demonstrate confidence in the use of learning platforms and technology, completing ongoing professional learning as required to facilitate excellence in either face to face or virtual learning.
- Continually look for opportunities for innovation and growth, contributing to a culture of experimentation and risk-taking
- Contribute to the positively management of behaviour in the school, using student data management systems (iSAMS) and involving other Secondary staff where necessary
- Always promote well-being of students, and proactively safeguard students according to school safeguarding policies and procedures, following them at all times.
- Take responsibility for upholding health and safety practices, completing risk assessments/near misses or accident reports as appropriate
- Liaise with Line Manager to contribute to annual budget requisition
- Contribute to the provision of subject or Year Group related trips and expeditions as required
- Maintain an ordered physical working environment in the Inclusion Centre, including oversight of the Safe Space
- Offer exciting and relevant Co- Curricular Opportunities that meet the needs of the student cohort
- Provide occasional cover for absent colleagues
- Attend relevant Parent and Information Evenings throughout the year
- Establish and maintain effective working relationships with professional colleagues
- Supervise students as part of a duty rota
- Any other reasonable task assigned by Line Manager, Heads of Section, or Principal

PROFESSIONAL AND PERSONAL DEVELOPMENT

- Positively and constructively contribute to staff meetings, workshops, and trainings, and

seek ambitious professional development opportunities

- Continual develop through the identification and implementation of professional development targets, interacting with the SuccessFactors system and performance management process to reflect on teaching and learning practice

PERSONAL SPECIFICATIONS

▪ **Qualifications/Training**

- Graduate or Postgraduate training in a counselling or therapy modality suitable for schools
- Registration with a professional body (eg BACP, UKCP, BPS or similar)
- Professional accreditation hours complete.

▪ **Experience / Knowledge**

- Experience working in international setting
- Experience of working in third culture communities
- Experience of working with children for whom English is an additional language.
- Experience of working with children with additional educational needs.
- Working in partnership with parents

▪ **Skills**

- Interpersonal skills and ability to work as part of a team - Essential
- High level of IT competence – Essential
- Good cross-cultural, interpersonal and communication skills to interact with diverse nationalities and cultures.
- Excellent analytical skills – with the passion and drive to demonstrate and quantify success.
- Results orientated with the ability to consistently map efforts against identified KPIs.
- Excellent time management skills and flexibility in dealing with multi-functional tasks.

PERSONAL ATTRIBUTES

- High levels of personal integrity
- Excellent organisational and time-management skills
- Attention to detail
- Ability to work under pressure and remain calm
- Willingness to take on multiple tasks
- Proactive and able to prompt others to ensure deadlines are achieved
- Self-motivated, enthusiastic and relentlessly positive
- Ability to work independently
- Continually strive for improvement
- Adaptability
- Sense of Humour

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OTHER CONDITIONS

Compliance with visa requirements for working in **Vietnam**

At Nord Anglia Education we are committed to providing a world class, safe, happy environment in which children and young people are able to thrive and learn. We are committed to safeguarding and promoting the welfare of all our pupils irrespective of race, ability, religion, gender or culture.

All post holders in regulated activity (having regular unsupervised contact with children) are subject to appropriate national and international vetting procedures including satisfactory criminal record checks from both Country of residence/birth and any Country of residence within the last 10 years.