

PYP COUNSELOR (EARLY LEARNING TO GRADE 2)

POSITION SUMMARY

Division: Early Childhood and Elementary School

Category: Overseas and/or Local Faculty

Start Date: August 2024

Contract Length: Two years, full time

CREATIVE COURAGEOUS COMPASSIONATE

VISION: We aspire to be a creative, courageous and compassionate learning community dedicated to a better world for all.

MISSION: AISB engages learners with a rigorous and balanced international education that inspires students to get the best from themselves and others and to be ethical and open-minded in their thinking about our world.

INCLUSION STATEMENT: AISB is committed and continues to strengthen our practices in creating a safe, inclusive and equitable school community where everyone feels a sense of belonging.

ESSENTIAL QUALIFICATIONS & SKILLS

- A university degree in a related field
- A school counseling certification or relevant accreditation
- At least 5 years previous experience in a school setting
- Understanding of the unique needs of an international school context
- Working with and/or understanding of PYP and/or Reggio Emilia practices is preferred
- Understand and/or have experience implementing a Social-Emotional Learning curriculum
- Experience with approaches such as Emotion Coaching, Zones of Regulation, and Circle of Security
- Proficiency with educational technology

PERSONAL ATTRIBUTES

- Ability to connect and relate warmly to children and adults
- A holistic and strength based approach to working with children and families
- Ability to maintain confidentiality
- Excellent listening, observational, verbal and written communication skills
- The ability to collaborate with others and consider alternative perspectives
- A proactive approach and ability to take initiative when needed
- Ability to navigate emotionally intense situations
- Patient, enthusiastic, sensitive and flexible
- Your philosophy aligns closely with our [Learning Principles](#)

CORE RESPONSIBILITIES

- Assess social-emotional needs to advise on the best approaches and provisions to support learning and development
- Facilitate successful transition processes for students and families
- Support the implementation of our social-emotional curriculum
- Individual Student Planning - assist students, individually or in groups, with developing personal/social skills, goals and plans
- Collect observations and developmental background information
- Provide ongoing monitoring to design possible interventions and better inform support for students
- Participate in the Student Care process which identifies struggling students and determines how best to meet the social, emotional, behavioral and learning needs
- Collaborate regularly and effectively with all stakeholders
- Document records, progress monitoring and data in regards to a child's needs
- Develop and apply effective interventions to promote psychological well being and social, emotional and behavioral development
- Develop and facilitate workshops and presentations for various stakeholders
- Review, develop and implement policies (e.g. child protection policy, inclusion policy, etc.)
- Liaise with other local, regional and international professionals (e.g. community mental health professionals)
- Respond to Child Protection incidents according to our school policy, procedures and Romanian Law

