

Aligned with the recommendations of the International Task Force on Child Protection, we hold ourselves to a higher standard of effective recruiting practices with specific attention to child protection.

Middle School Counselor

Beijing City International School, P. R. China

Mission

The BCIS Mission is to challenge and empower students to be compassionate and inspired people, who act for the good of all and for the sustainable development of the world.

General

Beijing City International School was opened in September 2005. It was established to provide an international education for the expatriate communities in Beijing, as well as, uniquely, offering education to the children of internationally-minded Chinese nationals. Beijing City International School (BCIS) is a private, not-for-profit institution governed by an appointed Board of Trustees. The school is funded by tuition fees.

The school boasts purpose-built, state-of-the-art facilities specifically designed to support our curriculum and progressive teaching and learning environment. This 51,000 square meters main campus sits on a plot of prime land in the heart of the CBD and within one kilometer of the China World Trade Centre. In 2014/2015 the Early Childhood Program (Toddler, Nursery, Pre- Kindergarten, and Kindergarten classes) transferred to a new purpose-built Early Childhood Center located approximately one kilometer from the flagship BCIS campus. This 21,000-square meter facility has been built to an extremely high standard (LEED Gold Standard) of environmental sustainability, in line with the school's mission.

We are an inclusive school that admits students who can benefit from our program and whose families are committed to our school mission. The language of instruction is English and students must either be fluent in the English language or willing to develop fluency through the school's ELL (English Language Learners) program to gain admission to, or continue in, the school's program of studies.

BCIS is an International Baccalaureate (IB) World School which places a strong emphasis on personalized learning and academic rigor. We have aligned the Chinese National Curriculum with the BCIS curriculum and we are authorized to teach the IB Diploma Program in Grades 11 and 12, the IB Middle Years Program in Grades 6 to 10 and the IB Primary Years Program from Nursery to Grade 5. The IB programs stress the importance of inquiry and educating the whole child. The school is accredited by CIS and WASC, and is a member of the Council of International Schools (CIS), the East Asia Regional Council of Schools (EARCOS) and the Association of China and Mongolia International Schools (ACAMIS). The most recent strategic plan was collaboratively developed in the Spring of 2022.

Current enrollment across the two campuses is 1,250 students, with approximately 500 children at the Secondary School.

About the Secondary School

In addition to the IB Diploma, BCIS offers a BCIS Diploma program that been aptly named IDEATE (ID8). BCIS IDEATE Program empowers high school students to take charge of their own learning by truly ideating their own path of study. Fully accredited and recognized by universities around the world, IDEATE is a personalized, inquiry-based 2-year high school diploma for senior students who want to pursue their passions, develop future-ready competencies, and apply their learning to be change-makers in their communities.

The secondary school consists of around 70 faculty and 20 teaching assistants. The senior leadership team includes the Principal, Deputy Principal, DP curriculum coordinator and MYP curriculum coordinator. Each of the eight Areas of Learning has a Team Leader. These Team Leaders create an additional leadership group in the Secondary School. BCIS is a mission-driven school and these school leaders are empowered to move their teams forward.

Our curriculum includes standards and benchmarks taken from Australia, Great Britain and North America. Units are built around concepts and utilize Inquiry-based instruction. Assessment is ongoing, relevant and differentiated. External assessments include MAP, and GL PASS to ensure that our programs remain competitive with other international schools. Support services include two guidance counselors, a university guidance counselor, ELL teachers and TAs and learning support teachers and learning support TAs. In addition, the Librarian offers support as the Extended Essay coordinator.

Students participate in a robust Enrichment Activities program that includes a wide range of teacher-led and student-run activities. Students drive much of the program and have many opportunities to grow as leaders. BCIS offers three sports seasons and participates in ACAMIS, ISAC and Beijing-based leagues and associations. BCIS regularly participates in, and hosts, arts festivals (ISTA, TAPS, etc.) and student leadership events such as GIN, MUN and student-initiated business competitions and film festivals. It is a very busy place! BCIS has facilities that are envied by schools across the city and throughout the region.

Reports To: SS School Principal

Job Goal: Provide counseling services to Middle School students in need.

Role Description/Working Relationships

In conjunction with the Secondary School (SS) Principal, the Middle School Counselor is expected to work closely with students, teachers, and parents to provide guidance and support to Middle School students. The counselor will work with the extended student support team to help students develop the skills necessary to achieve their full academic and personal potential, and will foster a safe, student-centered learning environment for all students.

Essential Duties and Responsibilities

- Coordinates with teachers, college and university personnel, resource specialists and/or community (e.g. Service clubs, courts, child protective services, etc.) for the purpose of providing/receiving requested information and/or making recommendations;
- Counsels students, parents, and guardians for the purpose of enhancing student success in school;
- Deliver Advisory lessons as required by Advisory program demands
- Develops a variety of special programs for the purpose of providing information to assist students in the successful transition from different school levels, training and/or continuing education.
- Monitors students' progress for the purpose of identifying issues and taking appropriate action for increasing student success.
- Team with teachers and administration to provide interventions for students struggling academically or socially.
- Provide time for individual or small group counseling sessions dealing with topics such as, mental health and wellness, attendance problems, family issues, suicide prevention, behavior problems and peer relationships.
- Provide recommendations to be implemented in home and school settings.

Desired Qualifications

- Fluent in English
- Bachelor's degree in mental health counseling, psychology, special education, social work or related field



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- Teaching qualification
- Experience working with and specialization in secondary education preferred.
- Successful experience in working as part of a team.

Desired Disposition

Growth mindset, positive collaborator, effective communicator, reflective practitioner, compassionate colleague, inspired individual.

Evaluation

In addition to actively reflecting on their own practices, the Middle School Counselor is appraised by SS Principal in accordance with Board Policies and Protocols.

Application Process

Candidates are requested to apply to ssprincipal@bcis.cn and to send the following in a single PDF document as soon as possible. The Search Committee will conduct initial interviews as applications are received. Shortlisted candidates will be interviewed in person or online. The search committee reserves the right to close the selection process at any time if the right candidate is found.

- Cover letter
- Educational Philosophy
- Resume
- Up to date contact information of four references

Applicants should visit the school website at www.bcis.cn for more information about the school.

NOTE:

The above job description reflects the general requirements necessary and describes principle functions or responsibilities of the job identified. It shall not be interpreted as a detailed description of the work requirements that may be inherent in the job, either at present or in the future.