



JOB DESCRIPTION

LOCATION	Renaissance International School, Saigon
JOB TITLE	Whole School Pastoral Counsellor and Designated Safeguarding Lead
JOB PURPOSE	To provide emotional, social, and behavioral support to students from diverse backgrounds while ensuring the school's safeguarding policies are implemented and upheld. This position plays a critical role in promoting student well-being, mental health, and personal development, while serving as the key point of contact for child protection issues across the school.
REPORTING TO	Head of School, Heads of Section
PACKAGE	Competitive and to be discussed at interview
SAFER PRACTICES	<p>Renaissance International School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including references from previous employers in accordance with our recruitment policy. Where possible, interviews will be conducted in person, and they will explore candidates' suitability to work with children.</p> <p>All staff are required to manage effective personal development as part of the school's commitment to invest in staff as the key resource in the organisation.</p> <ul style="list-style-type: none"> • Each individual must ensure that they meet their statutory responsibilities and school policies with regard to Health and Safety, Equal Opportunities and other relevant legislation. • Hold a current Criminal Background Check or International Police Check or equivalent for countries lived in outside of the UK tracing employment history for previous 10 years. • Any other appropriate duties as allocated by the Head of Section and/or Head of School
MISSION STATEMENT	<p>School Mission: As a student-centered, family-focused community, we will guide learners on their journeys towards fulfilling their individual potential, embracing their own independence and internationalism in a safe, supportive, and challenging environment.</p> <ul style="list-style-type: none"> • Exceptional Experiences - for us, in every area of school life, for all stakeholders, we contribute to providing the fullest educational and professional experience. • Outstanding Teachers – the greatest impact on a child's growth and success comes from the quality and engagement of every teacher. The impact on a child's learning, support and growth needs to be immediate, positive, and lasting. • First-class Facilities - for us, we want to see our facilities support our aspirations for a first-class education and professional experience for all. • Unparalleled Service – in all we do, we focus on giving the highest levels of service for all of our community. getting the little things right.

General Responsibilities:

- Promote a positive, inclusive, and respectful school culture that supports the emotional, mental, and physical well-being of all students. Understanding the IB philosophy's emphasis on intercultural understanding and respect helps foster a nurturing environment for students from diverse backgrounds.
- Actively engage with the school's leadership team to develop strategies that address the overall pastoral needs of the student body.
- Contribute to the school's crisis response and support plans in situations where student welfare is at risk (e.g., trauma, grief counseling). A deep understanding of the IB learner profile and how the IB curriculum nurtures personal and academic growth will support effective crisis intervention.
- Actively participate in school events, assemblies, and activities that promote community, well-being, and student leadership. Promoting leadership opportunities that align with the IB learner profile and IGCSE competencies allows students to develop their emotional and social skills.

Key Responsibilities:

- Provide individual and group counseling to students across all grade levels (Early Years to High School).
- To provide support for student's emotional well-being, social skills, and mental health.
- Understanding the developmental objectives of the PYP, MYP, DP, and IGCSE programs and in doing so, address the age-appropriate challenges students face in each stage of their educational journey.
- Working with the Head of Pastoral Care to develop and implement school-wide programs aimed at promoting positive mental health and well-being, including resilience, conflict resolution, and emotional regulation.
- Serve as a trusted resource for students, parents, and staff on issues related to emotional and social development, crisis management, and personal challenges.
- To work with the both the parent and student community to help develop and nurture a clear understanding of the IB philosophy and developing a community of globally minded and well-rounded individuals.
- Collaborate with teachers, parents, and administrators to identify students needing additional support, conducting assessments and developing individualized care plans.
- Coordinate with external mental health professionals and services when necessary to provide comprehensive care.
- Working with the Head of Pastoral Care to advocate for student voice whilst understanding the importance of ensuring student voice is part of community building and bringing people together and in line with the section heads approval.

Designated Safeguarding Lead (DSL):

- Lead and oversee all safeguarding and child protection practices across the school, ensuring compliance with local laws and international standards. Understanding the global safeguarding frameworks that align with IB and IGCSE educational environments is critical for maintaining a safe school community.
- Be the first point of contact for staff members in reporting and addressing any safeguarding concerns or allegations of abuse.
- Conduct regular safeguarding training sessions for staff and ensure that all staff are aware of school safeguarding policies and procedures.
- Maintain accurate, confidential records of all safeguarding incidents and follow up appropriately, liaising with relevant authorities and external agencies when required.
- Develop, review, and update the school's safeguarding and child protection policies regularly to reflect current legislation and best practices.
- Lead multi-disciplinary meetings concerning child welfare, including working with teachers, parents, and external agencies as needed. Familiarity with the pastoral care needs of IB and IGCSE students, as well as safeguarding protocols, ensures comprehensive protection for students at every level.

Professional Development:

- Organize and facilitate professional development workshops and training sessions for staff on MYP philosophy, assessment, and teaching methodologies.
- Act as a mentor to teachers new to the MYP, providing guidance and support in curriculum planning and classroom practices.

Key Skills and Competencies:

- Empathy and active listening: Ability to build trusting relationships with students from diverse backgrounds and age groups.

- Leadership and organizational skills: Ability to oversee safeguarding policies and practices across the entire school.
- Cultural sensitivity: Understanding and respect for diverse cultural backgrounds and international student needs.
- Strong communication: Ability to communicate effectively with students, parents, staff, and external agencies.
- Problem-solving and crisis management: Skilled in addressing complex emotional and behavioral issues with compassion and professionalism.
- Confidentiality and discretion: Ability to handle sensitive information with the utmost care.

Desired Qualifications and Experience	
Experience / Knowledge	
• BEd degree or similarly recognised degree plus PGCE/QTS	Essential
• Certificate in Social Work or similar qualification	Highly Desirable
• Experience in whole school counselling at an IB school for at least 3 years.	Highly Desirable
• A strong understanding of whole school safeguarding practices and the ability to lead whole school Professional development as required.	Essential
• Range of teaching experience across different year groups, especially the MYP/IGCSE and Diploma Program.	Desirable
Skills	
• Good classroom practice and pedagogy	Essential
• Ability to prioritise workloads and to work on own initiative	Essential
• Excellent communication and interpersonal skills.	Essential
• Ability to differentiate instruction to meet the needs of diverse learners.	Essential
• Familiarity with educational technology tools and their integration into teaching.	Essential
Qualities specific to a dual-language school	
• Relish the prospect of collegial planning and teaching with Vietnamese and English language colleagues	Essential
• Be able to engage and inspire new learners of English	Essential
• Be open to new ideas, embracing professional development	Essential
• Be creative in the design and delivery of the curriculum	Essential
• Knowledge of TESMC or similar training/experience in bilingualism	Highly Desirable
Personal Attributes	
• High levels of personal integrity	Essential
• Good organisational and time-management skills	Essential
• Ability to work under pressure and remain calm	Essential
• Positive attitude	Essential
• A growth Mindset	Essential
• Be energetic and prepared to go the extra mile in shaping the school's future	Essential