



PRIMARY SCHOOL OFFICE
AMERICAN NICARAGUAN SCHOOL

Counselor Job Description

Our Community of Practice model at ANS is founded on shared leadership principles that are built on the following four environmental conditions for success:

- ★ Mission-Driven
 - School knows and lives its mission.
- ★ Student-centered
 - Goal is to improve the learning experience for students.
- ★ Predictable & Supportive
 - Community of Practice model defines what teaching excellence looks like.
- ★ Growth-focused
 - Puts teachers in the driver's seat to own their growth as a professional.

Reports to: Primary School Principal

As a Primary School Counselor, you will provide opportunities for students to learn, practice, and demonstrate social-emotional skills within academic contexts. You will lead the design of a school-wide SEL program that impacts students' academic success and ability to develop social-emotional competencies which build more positive, equitable, and supportive environments for student learning. Using evidence-based strategies, you will be responsible for explicitly teaching social-emotional learning lessons to students during individual or small group settings. You will also partner with teachers, the administrative team, and parents to discuss students' individual needs and develop and implement SEL lessons and plans.

Qualifications for Counselor:

- ★ Possess a Bachelor's or Master's degree in elementary counseling, education, child development; or a degree in a child-related field along with proven counseling experience.
- ★ Skilled in using appropriate appraisal methods to promote a school environment designed to propel all students toward positive mindsets and behaviors supporting social/emotional development through direct (e.g., group counseling, and individual counseling) and indirect (e.g., lesson design for classroom instruction) services.
- ★ Experience in crisis management, supporting individuals or systems through difficult and trying circumstances.
- ★ Solid English language skills and willingness to respect our expectations about Fidelity to Language in all settings to promote a supportive English immersion model of language acquisition.
- ★ Exemplify professionalism in communication with others, especially in stressful situations.

PERFORMANCE RESPONSIBILITIES:

- ★ Lead the design of a school counseling program



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- Using evidence-based practices, provide social/emotional learning instruction throughout the school day, allowing students to learn and practice SEL skills that support social and academic success in school.
 - Directly teach social/emotional skills, emotion regulation strategies, and conflict resolution skills in a developmentally appropriate way to individual students and small groups.
 - Promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students in social/emotional development.
 - Support teachers with lesson plans for SEL learning in the classroom.
 - Provide responsive services to meet immediate students' needs and concerns as needed.
 - Design system support services that indirectly support students through building a cohesive school-wide counseling program (e.g., transitions, onboarding, crisis plans).
- ★ Use data-informed instruction to give timely and meaningful feedback to students.
- Design and implement student, parent, and teacher surveys to gather input about competency levels for CASEL standards.
 - Set skills-based goals for counseling work, gather and analyze pre/post data to monitor student progress towards goals.
 - Report student progress to parents, teachers, and administration.
- ★ Take leadership for an SEL and Wellness model that supports all students.
- Advocate for students in a way that enhances students' ability to manage the social/emotional demands of their lives properly.
 - Respect students' and families' values, beliefs, sexual orientation, gender identification/expression, and cultural background and exercise great care to avoid imposing personal beliefs or values rooted in one's religion, culture, or ethnicity.
 - Do not diagnose but remain acutely aware of how a student's diagnosis can potentially affect the student's academic success.
 - Establish and maintain appropriate professional relationships with students and parents at all times.
 - Inform the administration immediately and take leadership in crisis intervention when a student poses a risk of harm to self or others or when there is suspicion of abuse or mental health crisis.
 - In collaboration with the Inclusion team, use school protocol for outside providers when social/emotional issues become too great to be dealt with solely by the school counselor.
- ★ Facilitate collaboration with parents, teachers, and administration to support ongoing planning and growth for the child's academic and social success.
- Build positive relationships with parents as partners in learning to support the child's academic and social success in school and home.
 - Demonstrate flexibility and open-mindedness about finding pathways for children who are developing social-emotional skills and mindsets that support learning.



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- Collaborate with teachers and administrators to understand student needs.
- ★ Demonstrate a commitment to a progressive model of research and professional growth to stay informed and prepared.
 - Engage in ongoing professional development and stay current with SEL research and best practices to be implemented in the classroom.
 - Connect with professional organizations or research journals.
 - Observe colleagues and participate in shared reflection to lift our level of instruction.
 - Eagerly teach and share your learning with others.

Please know that these qualifications and expectations are meant to describe the position and do not include every detail of the position. However, it is imperative that the counselor understand that our goal is to build a program of excellence.