



**SINGAPORE
AMERICAN
SCHOOL**

CORE VALUES

COMPASSION FAIRNESS HONESTY RESPECT RESPONSIBILITY

COLLEGE COUNSELOR

DIVISION

High School

HIRING MANAGER

Dean of College Counseling &
High School Principal

POSITION DESCRIPTION

Full Time (2 year initial contract)

SAFER RECRUITMENT POLICY

At Singapore American School, the safety and well-being of our students is our top priority. We are committed to safeguarding and promoting the welfare of children and young people, and we expect all educators and volunteers to share this commitment.

As part of our rigorous recruitment process, all applicants will undergo comprehensive background checks, including:

- Verification of identity and qualifications
- Professional and character references
- Extensive background screening checks including but not limited to Criminal, Civil and Social Media checks
- Any additional checks deemed appropriate to ensure the highest degree of due diligence is enacted to safeguard students

We ensure that our recruitment practices reflect our commitment to providing a safe and supportive environment for all our students. All successful candidates will be required to adhere to our school's safeguarding policies and procedures, and commitment and will receive ongoing training and support in child safeguarding.

DIVERSITY, EQUITY & INCLUSION

As a school, the diversity of our community is one of our greatest strengths. That diversity offers extraordinary learning opportunities for our students as well as opportunities to build lasting friendships and relationships across cultures, nationalities, and other aspects of identity. For our diversity to reach its full potential as a strength, it is important that our commitment to equity and inclusion for all members of our community be as strong as it is to diversity. Every student at SAS should feel valued, cared for, and included. Differences in culture, background, ability, identity, and perspective should be respected and celebrated; SAS has no place for racism or any other type of discrimination. It is only by creating a positive climate and inclusive culture that we will meet our vision to cultivate exceptional thinkers who are prepared for the future.



POSITION RESPONSIBILITIES

High School Educator Responsibilities

- Foster a sense of student belonging by cultivating joy and purpose throughout the High School.
- Contribute to our commitment to extraordinary care by acting as an advisor for a small group of students and by teaching our advisory social-emotional learning curriculum.
- Plan and implement engaging learning experiences that are inquiry-based collaborative, culturally responsive, and differentiated.
- Respond to learners' diverse needs using responsive supports. and measurable, and research-informed interventions and extensions.
- Utilize practices to allow students of all diverse language and learning styles to effectively access learning and support.
- Collaborate as a member of a Professional Learning Communities (PLCs) that creates a supportive community, plans curriculum, gives and receives feedback, and engages in professional learning and reflection.
- Actively engage in professional learning and growth through regular observation and feedback cycles, reflection with team and supervisor(s), and participate in external opportunities.
- Engage with students in meaningful activities beyond the classroom that extend student learning experiences (coaching, organizing field trips, sponsorship of clubs, events, overseas travel and/or community service projects, etc.).
- Strive for continuous self-improvement as a life-long learner.
- Model the Core Values in your interactions with all members of the school community.
- Lead and engage with students in meaningful activities beyond the learning spaces, which extend learning experiences for students (i.e. travel on Interim Semester, sports coaching, field trips, sponsorship of clubs, attend events beyond the school day, community service projects, etc.)
- Facilitate restorative conversations when supporting student behavior in the learning environment.
- Connect with and be available to parents and students during and outside of school hours (in person and via email communication)

Role-Specific Responsibilities

- Provide course advising services and support to current and rising grade 10-12.
- Provide college application support services to a caseload of students in grades 11-12.
- Teach junior and senior college curriculum in advisory, seminars, small groups, and whole grade level presentations.
- Work to foster connections between social-emotional learning and the college application process in curriculum development, advising and other supports.
- Manage a designated caseload of juniors and seniors; including meeting with students individually and in groups on a regular basis, and supporting them with all elements of the college process.
- Support implementation of the multi-year strategic plan based on the recommendations coming out of the college counseling review and future emerging needs.
- Collaborate with the Personal Academic Counseling team to ensure sustained focus on students' social and emotional health through the college consideration, application and transition processes.
- Advise students, their parents, and the broader SAS community about the college admission process, trends, procedures and testing.
- Counsel and support students as they engage in the college research process, draft essays, and complete applications to colleges and universities.
- Write high-quality letters of recommendation and complete school reports in support of students' college and university applications.
- Conduct individual meetings with students and parents throughout the school year.

- Maintain ongoing positive relationships with college admission offices and meet with college admission representatives who visit SAS and Singapore.
- Support and assist students who are applying to colleges beyond the US as well as those who are fulfilling their National Service requirement or taking a gap year.
- Plan, publicize and present weekend, daytime and evening programs for parents throughout the year.
- In collaboration with Personal Academic Counselors, orient new students and parents to the school and develop recommendations for an appropriate program of studies.
- Collaborate with Advisory Team, Learning Support specialists and school leaders.
- Take on additional tasks within the college counseling department (e.g., maintaining the SAS College Counseling website and Facebook page, arranging college visits, coordinating UCAS applications, overseeing NCAA and National Merit materials, serving as PSAT site administrator).
- Demonstrate commitment to personal continuous professional growth and development, including visiting college campuses, attending local meetings with university representatives, and attending relevant conferences.

POSITION REQUIREMENTS & QUALIFICATIONS

- Bachelor's Degree in relevant field
- Master's Degree in relevant field preferred
- Teacher or counselor certification preferred
- At least four years in college counseling or college admissions preferred
- Proficient in technology related to college admissions (e.g., Maia Learning, Common Application, UCAS) and familiarity with at least one school-based scheduling system (e.g., PowerSchool; Veracross)
- Excellent verbal and written English language skills and interpersonal skills
- Experience working with a variety of students, parents and faculty in a high school setting

WORKING REQUIREMENTS

- Sponsoring and/or coaching after school activities or sports are part of the responsibility of the professional educator. Therefore, faculty shall be available to coach and/or sponsor an athletic team or other extra curricular activity. Each faculty member is expected to do a minimum of one category 1 activity or sport per year.
- Mandatory attendance of weekly faculty meetings beyond the school day, new hire orientation and educator professional learning days.
- Chaperone and participate in a minimum of four evening and/or weekend school activities each year, as assigned (including Back-to-School Night, conferences, and more).
- SAS faculty members are expected to commit to chaperoning learning experiences including those requiring overseas and/or overnight excursions, including but not limited to High School Interim Semester and curricular trips.
- Work up to ten additional days per year to include: one additional day and up to five additional days prior to the start of faculty return date, summer college visits, and during the school year support for college deadlines.



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