



# Shanghai Community International School

## 上海长宁国际外籍人员子女学校

### School Psychologist

#### **School Psychologist Announcement:**

Shanghai Community International School (SCIS) seeks a School Psychologist to begin July 2019. The SCIS community is seeking applications from individuals motivated to advance our vision of inclusion through continued efforts in expanding our Learning Support Program (LSP) and Learning Support Academy which service students with mild, moderate, and intensive needs. The School Psychologist will work with the Director of Student Support Services and the SCIS Leadership team to support our efforts to refine, implement, and accomplish the school's strategic vision.

#### **School Description:**

Founded in 1996, SCIS is a private, not-for-profit co-educational institution with over 1,700 students from over 65 countries ranging in age between 2 and 18 years. SCIS operates two Nursery to Grade 12 programs on three campuses spanning both sides of the Huangpu river of Shanghai. SCIS is endorsed as an independent international school by the National Council of Curriculum and Textbooks (NCCT) and is fully accredited by the Western Association of Schools and College (WASC). SCIS is a proud member of the East Asian Regional Conference of Schools (EARCOS) and the Association of Chinese and Mongolian International Schools (ACAMIS). SCIS is one of the first international schools in Shanghai to become fully authorized as an International Baccalaureate (IB) Continuum World School.

#### **Position Description:**

The School Psychologist is the primary person in charge of psycho-educational assessment for the Learning Support Program. The School Psychologist will also serve on multi-disciplinary teams, provide professional development to SCIS staff, and conduct community out reach by providing training for the parent community and by forming relationships in the broader Shanghai community. Additionally, the position will act as team leader for our system counselors in the development of comprehensive counseling program, including the continued development of a child safeguarding policy and procedures. The position will liaise with administration, faculty, parents and all other stakeholders about the opportunities and challenges of programs which support the diverse range of learners within our schools.

**Reports To:** Director of Student Support Services

#### **Qualifications:**

Minimum Qualifications:

- Master's degree or higher in Educational Administration or Special Education.
- Current certification and experience as an educational psychologist or school psychologist in a school setting.
- Experience in the administration and interpretation of psychoeducational evaluations
- Successful experience at a senior level in Student Support leadership within a Nursery – 12 setting and in related areas of special education, learning support, counseling, etc.

Preferred Skills and Experience:



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- A strong understanding and knowledge of inclusion models within international school contexts
- Experience in social / emotional counseling, including experience in best practices of an effective school counseling program
- Experience with and awareness of best practices in child safeguarding
- Experience in a dynamic and diverse school that offers a strong learning support model.
- Ability to establish effective working relationships with staff, students, parents, and community members
- Ability to communicate effectively both orally and in writing to a wide range of audiences
- Ability to prepare budgets to maximize services for students.
- A skillful and experienced coach
- The ability to manage difficult conversations.
- Prefer those with comfort or experience with the International Baccalaureate Programmes (PYP, MYP, & DP)
- Ability to conduct productive meetings which encourage cognitive conflict and facilitate collaborative learning focused dialogues
- Experience with current research and the delivery of professional development opportunities in relevant areas of learning support and inclusion
- Possess the means for informing and inspiring faculty surrounding innovative best practices in inclusion

### **Performance Responsibilities:**

The Learning Support Program Coordinator will work closely with the Director of Student Support Services and the School Leadership Team with:

Assessment: (approximately 50%)

- Assess students referred by the Student Support Team
- Administer, write, and interpret comprehensive psychoeducational evaluations and developmental evaluations
- Conduct functional behavior assessments & behavior support plans, and guide school teams in implementing them with integrity
- Diagnose/identify specific learning disabilities, developmental disorders, and/or attention deficit disorders
- Use a variety of methods to evaluate students in the following areas:
  - Academic skills
  - Cognitive ability
  - Behavior
  - Executive function
  - Developmental skills
  - Adaptive behavior
  - Emotional development
  - Social skills
  - Visual motor integration



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- Learning and memory
- Facilitative teacher and parent meetings to identify and interpret student needs and develop an effective Individual Learning Plan.
- Communicate with Learning Support teachers and school leadership regarding expectations of students
- In collaboration with the Admissions Department, manage new referrals and applications for the Learning Support Program. Serve on the Admissions committee for admission decisions as needed.

### Counseling and Child Safeguarding (Approximately 25%)

- Serve as Team Leader for the collaboration of counselors in three separate buildings.
- Collaborate with school and community-based personnel to provide a comprehensive model of school linked mental health services, including the development of:
  - the development and assessment of a clear child safeguarding protocol
  - the development and assessment of a comprehensive K-12 Counseling Program based on best practices.

### General Coordination and Community Outreach: (Approximately 25%)

- Promote the inclusive values and mission of the school within the department through a multi-disciplinary team based approach
- Promote the use of assistive/adaptive technologies
- Supporting and assisting teachers with differentiation
- Keep up-to-date on curriculum developments and trends in the field of learning disabilities
- When appropriate or needed, provide instruction to individuals.
- Foster tolerance, understanding and appreciation of diversity in the school community
- Develop partnerships with parents and teachers to create a healthy school culture.
- Consult and support teachers, parents and administrators regarding healthy and effective ways of dealing with problems in learning, behavior, and general mental health
- Maintain an inventory of special need materials, supplies, and resources.
- Work with staff to collaborate with other educational activities.
- Provide psychoeducation on student disorders to staff and parents
- Other duties as assigned.

### **SALARY AND BENEFITS:**



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Salary is competitive and will be commensurate with qualifications and experience of the successful candidate. Benefits include housing, airfare allowance, health insurance, retirement contribution, professional development funds, and tuition benefits for N-12 school age dependents.

### **Application Process:**

Interested candidates should send an application no later than **April 9, 2019**. Candidates should note that, in the event an outstanding applicant is identified early in the search process, SCIS reserves the right to make an appointment before the deadline mentioned above and to bring the search to a close.

Candidates should email the information requested below as a **single document in PDF** format to search committee chair Frank Volpe [fvolpe@scis-china.org](mailto:fvolpe@scis-china.org). The **subject line** should read Learning Support Program Coordinator Application and the applicant's name. The application should include:

- Cover letter of application
- Photograph
- Résumé, not to exceed two-pages
- Educational philosophy detailing beliefs in reference to learning and leading
- A list of references (at least three) - the list should include their names, positions, current email addresses, and the current Superintendent/Director of your present school