

School Counsellor

Reporting to: The Director

Start date: 1st October 2026

(Start date is flexible, based upon the successful candidate's availability.)

Job Summary:

The School Counsellor provides emotional counselling and support to children and young people within the school setting. The counsellor designs and delivers Social-Emotional Learning (SEL) and life skills programmes across all grade levels, serves on committees and initiatives that promote student and staff wellbeing, and leads the school's Safeguarding Programme.

The role is responsible for developing and implementing strategies that promote students' emotional wellbeing, responding to individual concerns and crisis situations, fostering positive relationships throughout the school community, and serving as a resource for families. The School Counsellor also coordinates referrals to external psychological and counselling services when appropriate, oversees relevant policies and procedures, and helps ensure a safe, inclusive, and supportive learning environment for all students.

Key Responsibilities:

Record Keeping and Confidentiality

1. To keep accurate and timely written records of all clinical and related contacts, whether electronic or in hard copy and to store these confidentially in a safe and secure place.
2. To store referrals and any other related correspondence in a safe and secure place.
3. To keep any student related information that has been shared with the counsellor completely confidential, except in the case of a child protection or safeguarding concern, in which case relevant protocols need to be followed.
4. To clearly communicate to students regarding confidentiality when seeing the counsellor and the limits to confidentiality.

School Culture & Group Dynamics

5. Attend and contribute to division meetings (Primary, Middle School, High School, Whole School) pertaining to student wellbeing
6. Play a key role in the school wide task team working on the development and ongoing implementation of the school's Bullying Prevention Programme, as well as other initiatives addressing school culture like the annual 'Empathy week'.
7. Play a key role in a school wide task team developing, implementing and assessing the school's approach to social emotional learning through the school's PSHE, pastoral care and well-being programmes.
8. Work with school principals to review and address concerns regarding student well-being, behaviour, and transitions.
9. In collaboration with the relevant teachers or coordinators, mediate conflicts between students or groups of students.

Counselling Support

General

10. Maintain confidentiality and adhere to the professional ethical framework or guidelines for the Professional Body the counsellor/ professional is registered with.
11. Undertake a form of regular clinical supervision / clinical peer support and ongoing professional development to ensure the maintenance of ethical professional practice in this role.
12. Review and implement school policies related to child protection, bullying prevention, and student well-being as part of relevant teams in this area.
13. Liaise with international school counsellors, the International Baccalaureate, and Association of International Schools in Africa for professional development and networking opportunities; maintain counselling registrations and continued professional development in line with professional registration requirements.
14. Collaborate with the US State Department Office of Overseas Schools as needed.
15. In collaboration with the PSHE/ pastoral care team and student life coordinators, to assist in offering student workshops on personal, social, and emotional concerns of students.

Students

16. Provide emotional first aid and support to students experiencing 'here and now' emotional distress or crisis situations.
17. Collaborate with staff to identify students for screenings and meetings.
18. Refer students for additional support services from external professionals and agencies when necessary.
19. As part of student support or safety plans for vulnerable students, to provide scheduled regular emotional support check-ins.
20. Collaborate with staff to offer indirect support to students in school on specific issues, such as integration of a new student into the class or addressing conflict resolution between a peer group.
21. Liaise and collaborate with external agencies and professionals that are working with WIS students to help ensure support plans and therapeutic recommendations related to mental health and student well-being are implemented at school.
22. Liaise and collaborate with families as required in the support of students, i.e. vulnerable students with support/ safety plans in place.
23. Respond sensitively and in a timely way to student crises as they present.
24. To serve on the Safeguarding Response Team, as appropriate when an urgent student safeguarding issue is reported.
25. Provide annual Peer Counselling training to grade 9 students and ongoing supervision of trained grade 10 Peer Counsellors.
26. To equip staff in providing emotional support to students through training.

Staff

27. Provide information and signposting to staff regarding external mental health and well-being support.
28. Provide ad hoc emotional support to staff experiencing 'here and now' emotional distress or crisis situations.

Designated Safeguarding Lead

29. To oversee the school's Safeguarding Programme.
30. To ensure that all staff are compliant with the school's safeguarding training requirements.
31. To design and deliver staff safeguarding training as required.
32. To chair meetings of the Safeguarding Committee.
33. To convene Safeguarding Response Teams whenever a safeguarding concern arises for the relevant school section, and to actively lead this process.

34. To recuse oneself of chairing a Safeguarding Response Team in the event that a safeguarding concern has been disclosed via a counsellor-student relationship or conversation.
35. To handle student disclosures related to child protection and safeguarding with discretion and in line with Namibian law and relevant school policy, particularly the WIS Child Protection Policy.
36. To ensure that the Deputy Safeguarding Leads adhere to timelines and procedures whenever a case arises.
37. To collaborate in the design and implementation of the school's Safeguarding Curriculum, K-12.
38. To maintain a thorough and demonstrable understanding of child protection and safeguarding generally and in particular as it relates to the Namibian context and Namibian law.
39. To follow the WIS Child Protection Policy and flowchart when receiving a disclosure of harm or risk of harm to a child or young person.
40. To provide guidance and expertise for community members who have questions about safeguarding concerns.

Wellness Duties

41. Advise and assist in the development and delivery of the PSHE, Assembly curriculum, especially as associated with health and wellness within the school.
42. Meet regularly with primary, middle, and high school principals to address specific concerns and initiatives.
43. Contribute to relevant School Handbooks.

Collaborates closely with:

Deputy Designated Safeguarding Leads (PYP Coordinator, Middle School Student Life Coordinator, High School Student Life Coordinator), Health & Safety Officer, School Nurse, PHE Department/PSHE, Principals, Admissions Officer, Coordinators, Learning Support Department, Homeroom and Wellbeing Teachers, Families, and WIS Parent Network.

Qualifications and Skills:

- Master's/Hons degree in Counselling, Psychology, Education/Social Work, or related field, with proven experience providing individual and group input to children and young people in a counselling-type capacity.

- Proven experience in counselling and working with children and adolescents in an educational setting. Strong understanding of child development, mental health issues, and counselling techniques.
- Excellent communication and interpersonal skills.
- Ability to work collaboratively with students, staff, and families.
- Ability to initiate school improvement initiatives pertaining to mental health/wellbeing.
- Knowledge of relevant laws, regulations, and best practices in school counselling and student well-being.
- Experience in programme development and implementation.
- Commitment to ongoing professional development and growth.
- Experience of workshop facilitation and teaching
- Registration with the Health Professionals Council of Namibia (HPCNA) or a similar registering body.

Requirements

1. Full confidentiality
2. A student-centered approach to education and working with children.
3. Up-to-date knowledge of developments and best practice with regards to mental health support for children and young people in a school setting
4. Excellent organisational skills and communication skills
5. Reliability and high personal professional standards befitting of the position
6. Proactive focus on safety, safeguarding, and student wellbeing.

Application Procedure:

Submit cover letter, CV, confidential reference contact information of 5 supervisors, and any supplementary information/materials to vacancies@wis.edu.na by 1 August 2026. Applications will be reviewed for short-listing by the hiring committee on a rolling basis.