



International School Bangkok

Director of University Counseling July 2024

The Director of University Counseling assumes overall responsibility for the implementation of a comprehensive and personalized university counseling program at ISB that serves the students and families within the high school. In collaboration with the university counseling team as well as the high school administration and faculty, the Director oversees all aspects of the university counseling process. Informed by the ISB mission, vision, and values and mindful of each student's unique qualities and talents, the aim of the university counseling process is to assist each student in choosing the university that will best serve their personal and academic interests and future goals.

ISB utilizes a complementary counseling model, and the Director of University Counseling will collaborate closely with the Head of High School Counseling to ensure all high students and families engage with a strong, holistic counseling program. The university counseling team supports students in grades 9 & 10 with academic and extracurricular planning to support students in taking action to pursue their interests and achieve their personal goals as they ready themselves for the university application process. University advising formally begins in the first semester of Grade 11 and provides a well-structured and comprehensive program that balances student and parent education with personalized attention. ISB is ambitious in its pursuit of excellence and students aspire to matriculate to some of the world's most distinguished colleges and universities.

As an international learning community, ISB's vision is to enrich communities through the intellectual, humanitarian, and creative thoughts and actions of its learners.

Founded in 1951, ISB was the first international school in the Kingdom of Thailand. The school initially opened on the grounds of the US Embassy with 35 students, but with increasing enrollment moved to different campuses in the Bangkok area. Enrollment reached 3,650 students during the Vietnam War. In 1992, ISB moved to its present 35-acre purpose-built campus, 25 km from the center of Bangkok. Just over 1800 students are currently enrolled in Elementary, Middle, and High schools.

ISB is proudly international in its student body, enrolling students from more than sixty countries. Students from the United States account for the highest percentage of enrollment, with students from Thailand, China, Japan, and Korea forming other major nationality groups. English is a second or third language for more than half of the students.



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ISB provides a university preparatory program with English as the language of instruction. Graduates earn a U.S. high school diploma, and most students elect to pursue the International Baccalaureate Diploma program. As a professional learning community ISB provides systems and structures to facilitate Teams of teachers, working interdependently, led by evidence to ensure ALL students learn at high levels. The school's aspirational mission is that through outstanding teaching in a nurturing environment, ISB inspires students to 1) achieve their academic and personal potential; 2) be passionate, reflective learners; 3) Become caring, global citizens; and 4) lead healthy, active, balanced lives.

Learning is the primary focus of the school, and they recognize learning as a lifelong adventure. ISB values meaningful and transferable learning, which construct understanding by developing and applying knowledge, skills, and attitudes.

The PreK-12 faculty consists of over 200 educators including librarians, counselors, psychologists, learning coaches, and special education teachers. Each of the school's three divisions has a principal and one or more assistant principals. There is also a Head of School, a Deputy Head of Learning, and a Deputy Head of School/Chief Financial Officer.

Inclusion

The school is part of the Next Frontier Inclusion network of schools. This signifies the schools unwavering commitment to develop their capacity to support more diverse learning needs. Therefore, we are seeking educators who not only embrace inclusion as a concept but successfully adjust their teaching to meet the needs of all learners and help every student achieve at high levels. This includes students who need a higher level of challenge as well as those who require more support or a different approach to their learning.



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DEIB - ISB Statement

At ISB, they understand that the issues we are facing around diversity, equity, inclusion, and belonging (DEIB) are far-reaching, and as such, the school is committed to taking a proactive approach to eliminating all forms of racism, discrimination, prejudice, and bias.

They are devoted to being a community that is welcoming, inclusive, and equitable. It is not enough to simply be diverse. They are dedicated to creating spaces where diversity can flourish by uplifting individuals and social identity groups to be proud of their uniqueness while honoring differences.

The community is actively engaged in reflection and action planning to ensure that the school is creating and maintaining an inclusive culture where everyone feels they belong and where students leave ISB with the attitudes, values, and tools they need to enrich the world.

They know that this work is ongoing and will require continual focus and commitment. They come to this task with deep humility knowing that we have much to learn. They invite candidates to learn alongside their communities.

Child Safeguarding / Culture of Care

Safeguarding is a priority at ISB. The Student Safeguarding Policy outlines the measures the school take to create a safe and nurturing environment for all of the children, as well as the procedures we use to ensure that we fulfill our professional and ethical obligation to identify children who need help and protection and to take appropriate action to ensure their wellbeing. All employees and associates are required to adhere to a Code of Conduct that contains expectations about their relationships with children, social media use, and the use of children's photographs and identifying information.

Additionally, ISB recognizes that every person deserves to be treated with respect and care. To this end, our Culture of Care, Learner Attributes (Creative, Socially Intelligent, Adaptable, Globally Minded, Self-Managing, and Values Driven), and ISB Values (Courage, Commitment Care, Responsibility, Gratitude, Integrity, Respect, Balance) underscore all of our interactions. The school has worked hard to establish a positive, safe environment for learning and working and seek educators who embody these principles and values.



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Major Responsibilities of the Position Include:

- Oversees all aspects of the university counseling program to ensure consistency of experience of families and parents that engage with the office;
- Supervises the University Counselors in the implementation of the university counseling program and provides feedback and guidance to team members;
- Regularly reviews the university advising program and adjusts strategies as needed to support students in successful university placement;
- Plans, designs, and implements informational programs and events for students and families to support them in proper planning for university;
- Personally counsels assigned students in academic planning and supports their university search and application process;
- Communicates regularly with students and parents in high school regarding the university admissions process;
- Builds and fosters strong relationships with college admissions personnel throughout the world with particular emphasis on the United States;
- Represents the school and students through active participation in university counseling professional organizations and takes a leadership role within these organizations when possible;
- Stays current with trends in university admissions, higher education, educational testing, and related strategies;



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- Maintains current knowledge of university financial aid processes and works closely with families applying for aid;
- Manages and conducts analysis of all university counseling office data, systems, and records to measure the impact and effectiveness of the program, while ensuring confidentiality of student information;
- Serves as a liaison between the university counseling office and the school leadership teams;
- Educates faculty and parents about university admissions to ensure consistent support for students;
- Ensures that the university counseling team possesses in-depth knowledge about higher education systems and requirements from around the world and specifically the requirements for host country universities;
- Supervises and evaluates University Counselors with support from High School Principal
- Coordinates and supports students with accurate information regarding the required external exams including ACT, SAT, LNAT, UCAT, Cambridge Assessments, TOEFL, IELTS UKVI, and other possible external exams;
- Oversees, trains, and guides faculty members writing student recommendation letters;
- Collaborates closely with the Head of School, High School administration and the Learning Design Center in the design and evolution of the high school academic program to ensure continued improvement and the maintenance of a competitive academic profile;
- Participates actively in school life, through attendance at events, committee membership and leadership of extracurricular activities;
- Actively partners with the communications, marketing, and alumni offices to advance the reputation of the school within the external community;
- Provides regular updates to the Head of School, and as needed to the Board of Trustees;
- Supports special projects assigned by the Head of School in support of institutional advancement.

Required Skills and Experience:

- Possesses an advanced degree in education or related field;
- Minimum five years' experience in a focused university counseling model in a high school setting;
- Maintains a well-developed, professional network within the university counseling and admissions community;
- Expertise in US, UK and Canadian higher education systems, entry requirements, and application processes;
- Knowledge of higher education systems, entry requirements, and application processes beyond North America (Australia, Europe, Japan, Korea, etc.);
- Excellent technology skills including experience with databases/systems such as MaiaLearning, PowerSchool, Google Classroom, etc.;



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