THE BRITISH INTERNATIONAL SCHOOL
Budapest, Hungary

JOB DESCRIPTION AND PERSON SPECIFICATION

JOB FAMILY	The British International School Budapest, Secondary School.
JOB TITLE	Head of Art (Secondary).
JOB PURPOSE	To promote and develop the teaching of art in the school and operate as a contributing member of the middle leadership team.
REPORTING TO	Deputy Head, Secondary.
KEY RELATIONSHIPS	Art Teachers; Secondary Heads of Department.
PACKAGE	Competitive remuneration and benefits based on experience.
SAFER PRACTICES	**The British International School Budapest is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including references from previous employers in accordance with our safer recruitment practice. Interviews will be conducted in person, and they will explore candidates' suitability to work with children.**
START DATE	15TH August 2018

General Responsibilities

- Promote the mission of the school and of Nord Anglia Education.
- Loyal and supportive member of the school.
- Lead the administration and development of curriculum and learning within secondary Art.
- Active and contributing member of the middle leadership team.

Core Requirements

The Head of Department is responsible for:

Mission - ***Promoting the school mission by:***

Aspiring to excellence through demonstrating the very highest levels of pedagogical practice.
Promoting positive relationships through acting as a model of integrity and respect for the diverse students and teachers.
Acting ambitiously through setting high standards and expectations for achievement and conduct within art learning.
Demonstrating and cultivating a responsibility to secure the best possible learning experience for our students.

Student Learning - ***Ensuring a consistent, engaging and motivating learning experience through:***

Comprehensive curriculum planning and documentation, including detailed long and medium term plans.
Improving the quality of teaching and learning through supporting art teachers' professional development including observations, collaborative departmental professional learning and engagement with the school wide professional learning opportunities. This includes supporting the IBDPC by identifying requirements for external IBDP training.
Maintaining high standards in teaching and learning through contributing to quality assurance processes including, observations, work and planning scrutiny and professional conduct.
Developing curriculum to ensure that it is balanced, appropriate and in line with school priorities.
Maintaining high standards in students' attitudes to learning through the Care and Guidance systems and procedures.
Creating and promoting enrichment opportunities within art including but not restricted to within the Co-Curricular Activities programme.

Student Support - ***Ensure all students achieve through:***

The efficient use of data to monitor, identify and intervene to support students to learn effectively and secure the best possible academic outcomes.
The effective use of primary attainment data used to support a smooth transition into secondary.

Department development - ***Promote a culture of an improving department through an evidence-based approach to the identification of departmental weakness as well as building on strengths through:***

Conducting a thorough analysis of annual I/GCSE and IB results.
Identifying and sharing strengths and successes at all levels.
Evaluating the quality of teaching and learning within the department through quality assurance measures.
Compile, review and revisit a departmental development plan.

Communication and community engagement – ***Ensure an engaged and informed community through:***

Ensuring reporting is accurate, informative and written to a high standard.
Art is represented within exhibitions, school newsletters, social media and other outward-facing literature.
Compile and revise curriculum and learning parent documentation including but not restricted to curriculum guides and options handbooks.
Ensuring communication with parents face-to-face or through written media is productive, timely and professional.

Professional Conduct – ***Ensure an effective departmental team through:***

Promoting a collegial, supportive and connected professional network within and across departments built on positive relationships, respectful professional challenge and a desire to improve.
Setting high standards and expectations in professional conduct.
Running productive and effective departmental meetings
Supporting the broader organisation through engagement with internal and external operational deadlines.

Child Protection - *Ensure Safeguarding of all students by:*
Passing all Child Protection issues onto the Designated Senior Leader for Child Protection.

Personal Development
Continual development through the identification and implementation of your own Professional Review and Development needs to include:

- Continually striving to improve performance;
- Setting and working towards targets with the Deputy Head Teacher (Curriculum and Learning), linked to the department and school development plan.

Other Requirements

- Contribute positively to the morale and community spirit in the school;
- Work effectively in different teams;
- Assist in whole school marketing initiatives and contribute to the growth of the school;
- Operate at all times within the stated policies and practices of the school and NAE;
- Maintain an up-to-date knowledge of excellent pedagogy and curriculum;
- Be proactive in professional development to enhance students' learning;
- Meet responsibilities with regard to safeguarding, health and safety, equal opportunities and conform to professional and ethical requirements;
- Any other appropriate duties as allocated by the Principal.

Promote and adhere to the Nord Anglia Education vision and values:

- **Opportunity** - for us, opportunities need to be meaningful, about achieving potential and making progress.
- **Impact** - for us, impact is about making a difference. It needs to be immediate, positive and lasting.
- **Leadership** - for us, leadership is about considering the team's needs as well as your own, setting inspiring examples, being supportive and showing real accountability and responsibility.
- **Respect** - for us, respect is about listening, being inclusive, showing tolerance and getting the little things right.

All staff are required to manage effective personal development as part of NAE's commitment to invest in staff as the key resource.

Each individual must ensure that they meet their statutory responsibilities and adhere to NAE and school policies with regard to Health and Safety, Equal Opportunities and other relevant legislation.

PERSON SPECIFICATION	
Qualifications/Training	
Qualified to bachelor degree level or above.	Essential
Qualified Teacher Status.	Essential
Middle Leadership development course.	Desirable
EAL qualification.	Desirable
European nationality (for visa purposes).	Desirable
Experience	
Proven track record with at least five years' teaching experience.	Essential
Experience of being part of a highly successful department and school.	Desirable
Experience of project and team leadership.	Desirable
Demonstrable evidence of innovating and adapting curriculum to engage children and enable them to perform highly.	Essential
Experience of teaching to IB Diploma Programme level or equivalent.	Desirable
Experience of the English National Curriculum and (I)GCSE.	Desirable
Working in partnership with parents.	Essential
Experience of teaching children for whom English is not their first language.	Desirable
Skills	
Excellent oral and written communication in English.	Essential
Ability to engage children and enable them to perform highly.	Essential
Strong ICT skills and attention to detail.	Essential
Have excellent organisational skills, being able to prioritise and manage a varied workload.	Essential
Personal Attributes	
Passionate about education and young people.	Essential
Be approachable, warm, resilient and good-humoured.	Essential
Be proactive and seek guidance where necessary.	Essential
Infectious enthusiasm for art.	Essential
Evidence of commitment to continuous professional development.	Essential
Culturally agile and adaptable.	Desirable
An understanding of the complex environment of an international community.	Desirable