



Primary - Head of Inclusion

NEXUS INTERNATIONAL SCHOOL

NISM is a privately owned international school in Putrajaya, Malaysia. The student body consists of expats from a large number of countries, members of government departments such as the Ministry of Foreign Affairs, and private fee paying Malaysians; the school roll is currently around 650. NISM follows an International curriculum, which includes the IEYC, IPC, IGCSE and the IB Diploma. There is also a Boarding House which adds diversity to our student population. The school has an inclusive philosophy and has a strong focus on the personalisation of learning. Technology is fully integrated at all levels in the school. The school runs a 1:1 iPad programme throughout Primary with learners progressing onto Macbooks for Secondary.

OUR PURPOSE

To educate the youth of the world to take their productive place as leaders in the global community.

OUR MISSION

To be acclaimed by the world-wide international education community as a provider of the highest quality international education which is specifically matched to the needs of our expatriate and local students.

OUR CORE VALUES

RESPECTING and caring for each other
being dedicated to a culture of EXCELLENCE
openness in COMMUNICATION
acting with INTEGRITY
being PASSIONATE in what we do
creating ENJOYABLE environments

At Nexus International School, we promise to:

Treat everyone as gifted and talented individuals and foster those talents and gifts through careful mentorship and guidance that is based on respect for all.
Provide an environment that allows these talents to flourish; one that is innovative, progressive and grounded in trust, compassion and respect.

KEY OBJECTIVES OF THE POSITION

Consistent with Nexus International School policies, the Head of Inclusion will be responsible for overseeing and working with staff across the Primary School, Early Years to Year 6 on:

- Establishing goals and expectations: includes the setting, communication and monitoring of learning goals, standards and expectations, and the involvement of staff and others in the process so that there is clarity and consensus about goals.
- Strategic resourcing: involves aligning resource selection and allocation to priority teaching goals. Includes provision of appropriate expertise through involvement in staff appointments.

- Planning, coordinating and evaluating teaching and the curriculum: direct involvement in the support and evaluation of teaching through regular classroom visits and provision of formative and summative feedback to teachers. Direct oversight of curriculum in the learning area through school wide coordination across classes and year levels and alignment to school goals.
- Promoting and participating in teacher learning and development: leadership that not only promotes but directly participates with teachers in formal or informal professional learning.
- Ensuring an orderly and supportive environment: protecting time for teaching and learning by reducing external pressures and interruptions and establishing an orderly and supportive environment both inside and outside classrooms.

ROLE

Establishing goals and expectations

Key tasks

- Ensure a language and ethos of learning in the school (The Nexus Way) particularly in the areas of inclusion and challenge for all.
- Ensure that Inclusion Teachers are working with class teachers in their assigned Milepost to promote challenge for all learners.
- Report to the Head of Primary and be part of the Primary Leadership Team assisting in its work of leading and supporting the effective management of the school
- Ensure systems and processes are in place for the identification of needs and levels of support required (including the withdrawal of support when appropriate).
- Regularly and systematically evaluate the systems and processes that are in place to ensure their effectiveness.
- Ensure communication with parents regarding inclusion was clear and regular.
- Communicate school and curriculum goals and targets to relevant staff in relation to Inclusion.

Strategic resourcing

Key tasks

- Manage and review the allocation of Inclusion Teachers.
- With the PLT, manage the provision of PLAs (including helping to source and interview new PLAs where necessary)
- Advise PLT on needs of Primary school when budgeting and ordering new resources with regards to Inclusion.
- In consultation with PLT recommend staffing for any courses and INSETS related to inclusion. Also to lead in school professional learning.
- Coordinate with Admissions and Head of Primary in assessment of new learners with additional needs.
- Collaborate with external centres to evaluate learners and recommend appropriate therapy
- Coordinate Speech and Language admissions at Nexus with the therapist in the Secondary school.

Planning, coordinating and evaluating teaching and the curriculum

Key tasks

- Contribute to school wide development of Inclusion and differentiation, liaise with HOP, MP leaders, teachers and Secondary lead teacher for Inclusion, to ensure progression and continuity throughout the school.
- Ensure that learners are able to access all goals of the IPC and Maths and suggest improvements where needed through differentiation.
- Define areas of the curriculum that need developing by individuals, year groups or as a primary school.
- Identify professional learning needs and plan for them to be part of the school development plan and meeting schedules.
- Inform staff and Exec of any professional development courses available.
- Coach and assist all Inclusion Integrators in setting TPA goals and regularly provide feedback on performance.

Promoting and participating in teacher learning and development

Key tasks

- Provide and model teacher professional learning in content, pedagogy and classroom management
- Provide / facilitate PL for Inclusion Integrators and other staff in the area of Inclusion.
- Provide / facilitate professional learning of PLAs and manage regular PL sessions for them.
- Provide in class support across the school from EY to Y6 where needed.

Ensuring an orderly and supportive environment

Key tasks

- Develop and maintain a collegial and supportive culture between Inclusion teachers and class teachers.
- Ensure that communications are accessible to all learners and parents (including EAL), are positive and effective.
- Ensure that all staff are enabled to cater for all learners within their class.

Other projects, duties and responsibilities

Key tasks

- Provide leadership in the strategic development of inclusion across the Primary school.

Reporting lines and Relationships

For TPA purposes the Head of Inclusion would first work with the DH of Primary and ultimately report to the Head of Primary.

The Lead teacher for Inclusion - Primary will develop and maintain effective working relationships with:

- Inclusion Teachers
- Head of Primary
- Primary Leadership Team
- Class Teachers
- Milepost Leaders
- Personal Learning Assistants
- Parents

PERSONAL SPECIFICATION

Qualifications and Training

A degree plus teaching qualification (or equivalent)

Higher degree or recognised professional qualification (preferred)

Evidence of continued relevant professional development

Experience desirable

Previous Leadership Role

Degree related to Special Educational Needs.

Teaching learners with diverse language and learning needs

A range of settings ideally also in an international school environment

Using technology in learning

The IPC, IGCSE or/and IBDP curriculum (as appropriate to age taught)

Person Qualities

The successful candidate will:

Strategically support the teachers to plan, develop and deliver rigorous learning experiences that address learners with a variety of language and learning needs (including autism, global delay, English and an additional language, Dyslexia etc. as well as highly academic learners).

Develop and foster the learners' confidence and skills to enable them to become autonomous self regulated learners.

Build learning focused relationships.

Have excellent collaboration and teamwork skills that result in effective co-planning and co-teaching.

Be a confident user of technology to transform learning.

Be a reflective practitioner and a life long learner. Deal effectively and non-confrontationally with learners, staff and parents to positively influence others.

Be community and internationally minded and want to participate beyond their classroom.