|  |  |
| --- | --- |
|  **LOCATION** | The British Vietnamese International School (BVIS Hanoi) |
| **JOB DESCRIPTION** | Assistant Head - Primary  |
| **JOB PURPOSE** | To support the Primary Headteacher and Primary leadership team in fulfilling the school’s mission statement by delivering a high quality education to children |
| **REPORTING TO** | Head of Primary, Principal |
| **DIRECT REPORTS** | Head of Primary, Principal |
| **OTHER KEY RELATIONSHIP** | Students, families (current or prospective) |

|  |  |
| --- | --- |
| **KEY RESULT AREA**  | **MEASUREMENT OF PERFORMANCE** |
| **Curriculum*** Leads staff CPL planning including links with NAU, FOBISIA and other bodies;
* Leads internal CPL in sharing and improving good classroom teaching and learning practice;
* Leads assessment for (and of) best learning practices;
* Supports the analysis, tracking and monitoring of student achievement;
* Leads the quality and effectiveness of student academic target setting;
* Supports appropriate testing and data collection;
* Reports on student progress and achievement;
* Leads the academic induction of new teaching staff;
* Oversees the quality of curriculum documentation, subject planning and schemes of work across key stages and subject areas, working with Subject Coordinators;
* Oversees the production of curriculum statements and handbooks for parents;
* Supports the production of annual timetables;
* Liaises, as appropriate, with the KS Coordinators and Learning Support concerning the progress of students;
* Assists with the organisation of parent workshops and information sessions on areas of academic importance;
* Assists the Admission Team with testing, interviewing and induction of new Primary students.
 | NAE Core 7 Capabilities:Accountable, Strategic, Collaborative and Entrepreneurial |
| **Pastoral*** Assists the Head of Primary in providing pastoral care for all staff, parents and students;
* Organises and lead Parents’ Meetings, as appropriate;
* Assist with the organisation of events, such as assemblies, concerts, productions, Parent Ambassador Meetings, subject initiatives;
* Supports the development and work of student ambassadors;
* Assists in the monitoring of student progress, behaviour and uniform.
 | NAE Core 7 Capabilities:Collaborative and Enabling   |
| **Administration*** Participates in the school’s Performance Management arrangements, acting as an appraiser of colleagues;
* Assists in preparing the annual overseas requisition, within budget;
* Contributes to the school newsletters and publications;
* Assists with the preparation, writing or update of handbooks and year books.
* Ensure there is a high profile for each Key Stage or subject area within the Primary school and maintain good quality displays in public areas which relate to the students’ learning.
 | NAE Core 7 Capabilities:Strategic and Entrepreneurial |
| **Extra-Curricular Activities*** Support the life of the school beyond the classroom;
* Undertake the planning and organization of day trips within the subject as required;
* Deliver extra-curricular clubs in line with the school’s expectations;

Support all Key stage events such as productions and assemblies. | NAE Core 7 Capabilities:Collaborative |
| **Personal Development*** Participate fully in the school’s Performance Management procedures and appraisal, including objective setting
* Continual development through the identification and implementation of your own Personal Development Plan, leading to improved performance

Participate in learning walks, observations and coaching, as appropriate | NAE Core 7 Capabilities:Enabling, Agile and Resilient |

|  |
| --- |
| **PERSON SPECIFICATIONS** |
| **Qualifications/ Training**  |
| * Detailed knowledge of the relevant aspects of English National Curriculum
 | Essential |
| * Evidence of participation in CPD
 | Essential  |
| * BEd degree or degree plus PGCE/QTS
 | Essential |
| **Experience**  |
| * Minimum of 6 years teaching experience
 | Essential  |
| * Understanding of safeguarding and child protection procedures
 | Essential |
| * Good working knowledge of the Primary Curriculum (English National Curriculum)
 | Essential |
| * Familiarity with the IPC
 | Essential |
| * Effective behaviour management strategies
 | Essential |
| * Detailed understanding of assessing the development of young learners
 | Essential  |
| * Adapts teaching to respond to the strengths and needs of all pupils
 | Essential |
| * Has high expectations which inspire, motivate and challenge pupils
 | Essential  |
| * Ability to prioritise workloads
 | Essential |
| * Ability to work on own initiative
 | Essential |
| * Range of teaching experience across different year groups
 | Desirable  |
| * Experience of leading a Key Stage, a core subject or area of significant school development
 | Essential |
| Skills |
| * Training in middle or senior management;
* Willingness and proven ability to make links with the parent body and local community;
 | Essential  |
| * Experience of involvement in one or more of: strategic planning; monitoring; performance management as an appraiser;
 | Essential  |
| **Qualities specific to a dual-language school** |  |
| * Relish the prospect of collegial planning and teaching with Vietnamese and English language colleagues
 | Essential  |
| * Be able to engage and inspire new learners of English
 | Essential  |
| * Be open to ideas, to continued professional development
 | Essential  |
| * Be creative in the design and delivery of the curriculum
 | Essential  |
| * Knowledge of TESMC or similar training/experience in bilingualism
 | Desirable |

|  |
| --- |
| **Personal Attributes** |
| * High levels of personal integrity
* Conscientious and able to focus on completing work to a consistently high standard
* Flexible and positive approach to work
* Excellent organisational and time-management skills; high attention to detail
* Ability to work to tight deadlines and able to prompt others to ensure deadlines are achieved
* Adaptable to working in a fast paced ever changing environment
* Ability to work under pressure and remain calm
* Proactive and willingness to take on multiple tasks
* Self-motivated and enthusiastic
* Ability to work independently
* Must be a team player, willing to help and be flexible
* Continually strive for improvement
 |

|  |
| --- |
| **Other**  |
| * Hold a current Enhanced Criminal Records Bureau Disclosure or equivalent for countries lived in outside of the UK.
* Compliance with visa requirements for working in Vietnam.
* A commitment to safeguarding and promoting the welfare of all pupils. And the willingness to undertake appropriate child protection training when required
 |

|  |
| --- |
| **PHILOSOPHY AND VALUES** |
| **We are ambitious for our students, our people and our family of schools. We believe that:*** There is no limit to what every person can achieve.
* Creativity and challenge help us get better every day.
* Learning should be personalised.
* Unique global opportunities enhance the learning experience.

**The NAE Commitment**At Nord Anglia Education, we work every day to inspire our schools, our students and our employees to be the best they can be, and we are ambitious for them all to achieve more than they thought possible in their personal, social and academic endeavours. Within our family of schools, this aspiration is underpinned by a commitment to always act with **respect, integrity, openness, courage and ambition.** These qualities are the foundation of how we approach our work and roles within NAE and are shared by everyone in our global family.**Promote and embodies *The CORE 7 Leadership Capabilities:*** * **Accountable** – Establishes a high performing culture and accepts accountability for organisational performance.
* **Strategic** – Leads opportunity and is committed to continuous improvement aligned with the organisational vision and direction
* **Collaborative** – Works collaboratively with others to achieve organisational outcomes
* **Entrepreneurial** – Creates organisational value for diverse stakeholders and achieves commercial success
* **Enabling** – Drives excellence through valuing and developing others
* **Agile** – Achieves personal and organisational success within a changing, dynamic and complex environment
* **Resilient** – Demonstrates personal resilience within a demanding environment of high expectations
 | * Role-model the ‘Be Ambitious’ philosophy each day
* Feedback as a valued member of the team and the wider organisation
 |
| **NAE Teacher Standards** **Planning, Preparation and Subject Matter Expertise** 1. Has a well-developed, extensive knowledge of subject specialism and related pedagogy
2. Conceptualises, plans and teaches well-structured lessons and programmes that engage, inspire and stretch students; encouraging them to be ambitious
3. Has high expectations of behaviour, establishes leadership in the classroom and uses a variety of management strategies to ensure effective and productive classes for students

**Students’ Progress, Outcomes and Assessment** 1. Sets high expectations for students; inspiring, motivating and challenging students to achieve excellent progress and ambitious outcomes
2. Demonstrates extensive knowledge and use of informal and formal assessment to refine practice and promote the highest outcomes
3. Adapts and tailors teaching to the needs of individual students, creating a student-centric environment, with independent learners prepared for life in the 21st century

**Professional Conduct and Relationships** 1. Demonstrates the highest levels of integrity, ethics and standards of personal and professional conduct; deeply committed to her/his own personal and professional development
2. Actively and enthusiastically contributes beyond the classroom in the wider context of the school community
3. Establishes and maintains positive, respectful, ethical and collaborative relationships with students, parents and colleagues
 |

Dear Applicant,

Nord Anglia Education is the world’s leading premium international schools organisation. Our 56 international schools are located in China, Europe, Middle East, Southeast Asia and the Americas. Together, they educate more than 51,000 students from kindergarten through to the end of secondary education. We are driven by one unifying philosophy: we are ambitious for our students, our people and our family of schools.

Each Nord Anglia Education school is unique in character and tailored to meet the needs of their specific location. However, our schools are also united by the quality education they offer, the excellence of the student experience and the dedicated staff and management in our schools.

Most of the Nord Anglia schools benefit from our performing arts collaboration with The Juilliard School as well as our Global Campus, which offers unique global experiences for students at every age. Many of our schools will also benefit from our new approach to teaching STEAM subjects (science, technology, engineering, arts and maths) through our collaboration with the Massachusetts Institute of Technology (MIT). Our goal as the leading international schools organisation is to provide an education so that students can succeed academically, socially and personally.

Our schools educate students from pre-school to the end of secondary education. Curricula taught in our schools include the English National Curriculum, International Baccalaureate, American Curriculum, Swiss Curriculum, French Curriculum and Shanghai National Curriculum.

We have a global community of over 10,000 teachers and staff, working in 56 schools located in 27 countries around the world supporting our students’ learning. Together, we educate over 51,000 students globally from the ages of 2 to 18 years old.

Our students come from a wide mix of backgrounds and cultures and a typical school may have up to 60 different nationalities. A Nord Anglia Education student benefits not only from the richness and expertise within their own school environment, but also from other schools across the Nord Anglia Education family through our Global Campus. Similarly, our teachers can interact with fellow teachers around the world through Nord Anglia University, our bespoke online platform designed by teachers for teachers to provide unrivalled professional development opportunities.

Although our schools are non-selective, year on year our students’ academic achievement exceeds global averages across every key stage. On average, our students’ score almost four points above the global average in their IB Diploma, and one in three students goes on to study at one of the world’s top 100 universities.

Our schools are amongst the most respected premium schools in their markets and are a very popular choice for parents.