



**Redland School**

Santiago, Chile

# **Appointment of Head of School**

**Candidate Information**



## The Redland School Mission

To develop fully the spiritual, intellectual, physical, artistic and social abilities and talents of each pupil, supporting and encouraging the uniqueness of each individual and guiding him or her to live according to a clear set of values and to seek, not only personal excellence and happiness, but also the welfare and happiness of others.



## A Message from the Founders

Redland was conceived in the mid-1960s as a school, which would strike a balance between the most valuable aspects of contemporary British education and the traditions and culture of the host country. Our pupils would be mainly Chilean and as such would be brought up to respect their own country and to develop a strong sense of commitment towards it, but at the same time their education should be widened through contact with the philosophy, customs and practices of British education. Emphasis on the importance of the individual and the need to encourage each child to develop his or her own abilities, talents and interests should be balanced by a strong commitment to the group or society as a whole. The teaching and use of the English language would be one of the main pillars of the school, given that mastery of this language would be of undoubted benefit to most of our pupils throughout their lives. At the same time and for similar reasons it was felt that our charges should gain the ability to communicate with the outside world and

to appreciate cultures and ways of thinking other than their own.

While placing great importance on high academic achievement – without excluding those with less pronounced intellectual gifts – the school would commit itself to the belief that education should go far beyond pure academics, encouraging the development of all the varied aspects of the human being – spiritual, moral, physical, social, emotional, aesthetic, and so on. This implied setting up a great variety of activities outside the strictly academic curriculum.

Our firm faith in the gospel of Christ would ensure that Christianity would be a living presence in the school and that Redland's values and ideals would be deeply rooted in the Christian religion. On the other hand we did not wish the school to become exclusive to any particular denomination or pupils to feel ostracized on religious grounds. If one of our aims was to broaden the outlook and critical understanding of our pupils, a narrow-minded approach to religion would not be of much help.

Above all Redland was to be a happy school, a school where children felt appreciated and their needs catered for, a school where human relationships were of vital importance. Each year in the life of a child is of great value: it would be truly sad if our pupils – most of them committed to being with us for thirteen or fourteen years – could not find joy in the daily life of their school.

Why coeducation when most Chilean schools at that time were single sex? Quite simply we felt that an important aspect of education is learning to live together and to understand each other. Why deprive children of the possibility of learning to live together with the opposite sex?

These were the basic ideas on which the educational philosophy and system of Redland were founded and we are sure that they still permeate the mission and practice of the school today.

*Richard and Julia Collingwood-Selby*



## Past, Present and Future

Redland opened its doors to the public for the first time in November 1965 and its first school year, with thirty-five pupils between kindergarten and first grade, was 1966. After three years on rented premises, and with 120 pupils, the school moved into its own buildings in the district of "Los Dominicos". Since then it grew gradually every year until in 1977 its first group of school leavers went on to university. Numbers continued to increase for some years until by 1994 there were two classes at each level and a total of over 800 pupils. Numbers have remained much the same ever since, the policy being to keep Redland small enough to ensure the achievement of our ideals of personal attention and friendly human relationships. On the other hand there is a determined intention that the school should grow physically in the next few years, increasing and improving its infrastructure in order to keep abreast of the educational tendencies of the 21st century.

## Location

"Villa Los Dominicos", where Redland is located, is one of the choice residential areas on the eastern outskirts of Santiago. With its backdrop of majestic mountains and its tree-lined streets, it lacks the noise and bustle of the city but is near enough to permit visits to places of cultural interest, contact with communities where our community service activities can be developed and rapid access to up-to-date medical centres. It is an area where security is not a great problem and where the air is relatively free of the smog which affects a large part of the city.

## School Structure

The school is divided into three sections, each of which is to some extent a school in itself. The Junior School, which caters for children between the ages of four and ten (pre-kindergarten to fourth grade) actually stands on its own site about half a mile away from the rest of the school. Pupils from ten to fourteen attend the Middle School, while those in their four years of secondary education (ninth to twelfth grades) attend the Senior School. Each of these three sections, with its own Head of Section, functions largely as an independent community, thereby enhancing the "small school" atmosphere.

In 2018 it is intended that the Junior School will move to a site adjacent to the campus which houses the other two sections. For this purpose a new building programme, which also includes a new library, an auditorium and a sports hall for the whole school, is nearing completion. Subsequently a play school will be introduced.

## Language

Most of our pupils are native speakers of Spanish, but there is a good sprinkling of those who speak two languages at home - usually Spanish and English. For the school English is an active second language which is used regularly inside and

outside the classroom. Pupils are expected to use their English at all times with members of staff who speak the language: this includes the Headmaster, Heads of Sections, Librarians, Secretaries and, of course, the teachers of English. We often have young native speakers of English, usually from the United Kingdom, attached to the staff on a temporary basis, whose main job is to help the pupils develop their oral English skills.

In pre-kindergarten and kindergarten about half the total class time is devoted to the learning and use of English. In first to eighth grades about a third of the day is occupied with the learning of English, although in the last two years there is a slight decrease. In the Senior School there is considerably less class time available for English, but the obligation to use English outside the classroom continues throughout the school.

All pupils are expected to be able to pass the Cambridge Preliminary English Test either in seventh or eighth grade and several pupils take the Cambridge First Certificate examination in tenth grade. In addition all pupils sit one of the English examinations of the International Baccalaureate in twelfth grade.

Although the basic medium of instruction in most subjects is Spanish, a certain amount of interdisciplinary work (related, for instance, to history, geography, literature, mathematics or science) is included in our English programme.

The school offers French as a third language from seventh grade upwards several pupils take the TOEFL examination in tenth grade. It is compulsory for the first two years and then becomes elective.

## Community Service

Recognizing community service as a fundamental area of activity if one of the principal aims of the school is to develop people with a profound sense of commitment to the wider community, the school has given it increasing importance over the years. We are concerned that all our pupils should have the opportunity to gain first-hand experience of the outside world and to acquire a spirit of compassion and service.

Some of our service activities are organized within the school, especially in support of our auxiliary staff. But our main efforts are centred on an external institution for which the school has taken full responsibility, a free school in a poor sector of "Lo Barnechea" which Redland founded and partially finances.

## The Junior School

The vast majority of our pupils are admitted to pre-kindergarten at the age of four. There is a selection process which runs from March to May of the previous year. Applicants should be registered by the end of March. Selection depends not so much on the performance of the child as on a variety of criteria related largely to the family. The academic curriculum is based on the requirements of the International Baccalaureate Primary Years Programme and on those of the Chilean Ministry

of Education. At each level teachers have to work together as a team and importance is given to interdisciplinary projects and interactive methodologies.

The academic curriculum is based on the requirements of the Chilean Ministry of Education but with additions and modifications aimed at adapting them to the school's specific aims. Teachers are aware that, since their pupils later on will be involved in the International Baccalaureate Middle Years and Diploma programmes, the methodology and content of Junior School work must prepare them for those programmes. At each level teachers have to work together as a team and importance is given to interdisciplinary projects.

The two years of pre-school constitute a transitional phase between the play groups from which most of the children come before admission and the gradually increasing formality of the first years of primary education.

We are concerned that during the whole of the Junior School phase the child should be thoroughly immersed in a learning environment but at the same time should feel valued as an individual and enjoy his or her daily life to the full.

The overall curriculum is well balanced between academic work, artistic activity, physical development and voluntary extra-curricular activities (after class hours in the afternoons), such as art, music, gymnastics, computing, science, chess, drama, explorer and cooking. The regular sports programme begins in third grade and occupies one complete afternoon each week.

The Head of Section has the overall responsibility for pastoral care, but she is fully supported by the Junior School psychologist and the Form Teachers, who take an active interest in each of their charges.

## The Middle School

All Junior School children normally go on to the Middle School after completing fourth grade, so only a few places at each of the four levels are filled by new pupils. Entrance examinations for these occasional vacancies are carried out on a rolling basis.

The Middle School covers that difficult period of transition between childhood and early adolescence, a period when good pastoral support is often essential. The pastoral system is very similar to that of the Junior School, but there are also special planned outings where the stress is on personal development - learning about oneself and one's relationships with peers and adults.

As regards the academic programme, the guiding spirit is that of the Middle Years Programme of the International Baccalaureate which, although it officially runs from sixth to tenth grade, in practice is also applied in fifth grade. The structure of this programme is based on eight disciplines (Language A, Language B, Humanities, Sciences, Technology, Mathematics, Art, Physical Education) and five interdisciplinary areas of integration (Learning to Learn, Homo Faber, Health and Social Education, Service and Community, Environment).



Staffing in fifth and sixth grades is similar to that of the Junior School in that a small number of teachers attend each class, one teacher in each case teaching several subjects. In seventh and eighth grades, however, there is a different teacher for each subject and most of these teachers also work in the Senior School.

There are two sports sessions every week and the majority of pupils participate in inter-school sporting activities on Saturdays, usually in the morning.

Voluntary extra-curricular activities after lessons are also a popular feature of the school day. Typical activities included in this programme are gymnastics, chess, music, art, drama, ecology, computing and journalism.

The school offers a visit to the United Kingdom in eighth grade and there is a rugby and hockey exchange with Buenos Aires schools in seventh grade.

### **The Senior School**

During these last four years of schooling a small number of new pupils are accepted to fill vacancies through a rolling selection process.

During the first two of these years the International Baccalaureate Middle Years Programme is being completed. This ends with the Personal Project in Tenth Grade, when each pupil is required to choose a theme of interest, to research the theme and to present a final product which will include a written explanation.

All pupils follow the International Baccalaureate Diploma Programme as from the second term of tenth grade, sitting the May examinations in the first term of twelfth grade, and then focusing on the local curriculum and university entrance examinations for the last two terms.

The pastoral system changes in the Senior School, in that, as well as the role played by the form teacher, personal counselling is carried out, in a few cases, by tutors, who are teachers in charge of small groups of pupils whom they see on a one-to-one basis. There is also a guidance counsellor responsible mainly for advising on subject choices and higher education, as well as a psychologist who is concerned with personal development and individual problems.

From ninth to eleventh grades there is an obligation to take part in some form of extra-curricular activity. The choice is wide and includes gymnastics, music, art, theatre, chess, literature, photography, computing, magazine committee, library committee and community service. All pupils must commit themselves to some form of community service for a specific period of time during their passage through the Senior School.

There is a sporting exchange with schools in Buenos Aires for the intermediate category rugby and hockey teams (ninth and tenth grades), a rugby and hockey tour for senior category teams to South Africa or elsewhere, usually every other year. An annual linguistic and cultural visit to France for tenth graders and a linguistic exchange with Tahiti for those studying French in their last two of three years.

### **The Arts and Special Activities**

The school is a firm believer in the importance of offering young people a wide variety of activities outside their academic programme, in order to give them the opportunity to develop their own individual talents and to encourage them to undertake worthwhile projects in their free time.

Art and music are included in both the academic curriculum and in the extra-curricular area, but become electives in the Senior School academic curriculum.

There are also numerous occasional activities during the school year, such as outings, field trips, concerts, plays, celebrations and talks. Some intimation of the various activities available has been given in the accounts of the three sections. Undoubtedly Redland is an active school in which most of our pupils find plenty of opportunities for personal development.

### **Sports and Physical Education**

The school places great emphasis on sport and physical education in general. We see sport as a wonderful vehicle for developing character and values. The team aspect of most of our sports underlines the need to work together as a group and to do one's best for the good of all rather than just for one's own personal benefit. There are also many qualities, such as courage, self-confidence, joy, perseverance, self-control, respect for rules, respect for authority, losing with dignity and winning with humility, that can be acquired through sport. Then there is the aspect of physical fitness, the training in physical skills and the harmonious functioning of body and mind. To inculcate the habit of physical exercise and playing games is also useful in ensuring that good use is made of leisure time.

As has already been stated, the sports programme is introduced in third grade, although physical education starts in pre-kindergarten. At the level of third and fourth grade there are very few events involving other schools but from fifth grade upwards there are regular matches and tournaments almost every Saturday. Our fixtures are mainly with members of the Association of British Schools in Chile or with visiting touring teams. Our sporting exchanges with schools in Buenos Aires are extremely popular, as is our biennial tour of South Africa or New Zealand.

### **Religion**

Redland is not a church school but Christianity is the principal source of its educational philosophy. At the same time Redland has always welcomed those of other traditions.

Through regular classes in the Catholic faith and through the importance given to prayer and to the Bible, pupils are encouraged to accept Christian values and to find a religious basis for their lives.

During their time in the Junior School pupils are offered the opportunity of preparation for their First Communion. The classes are organised by

the school, with the involvement of parents and the approval of the local parish church. There is also preparation for Confirmation in the Senior School, which is conducted mainly by former pupils of the school under the supervision of the religion department.

### **The Association of British Schools in Chile**

Redland is a founding member of the Association of British Schools in Chile, which at present has a membership of nineteen schools, and participates actively in all its activities. There are cultural events (such as debates, drama and music festivals, literary encounters, art exhibitions and essay competitions), a highly organized annual sports programme and activities for teachers which include conferences and in-service training. One of the main characteristics of this association is that, although each school is totally independent, it has been possible to establish a spirit of friendly co-operation rather than competition.

### **Old Redlanders**

Redland is proud of the fact that a large number of former pupils continue to maintain strong ties with the school. Many have their children in the school, several serve on the staff and there is a flourishing Old Reds Association which produces sporting teams that participate regularly in national tournaments. It is also fairly common for individual Old Redlanders to take part in some of the school's activities, such as community service, concerts, plays and preparation for Confirmation.

### **Partnership with Parents**

Education is a shared responsibility between home and school, which is best based on mutual understanding and trust.

The school makes an effort to keep parents informed about their child's personal and academic development through reports, organized meetings and individual interviews with the form teacher, tutor or subject teacher. Parents are encouraged to contact tutors, form teachers or subject teachers if there is any matter of concern which they would like to discuss.

The school also runs special evenings on specific pastoral, social or academic themes of importance to parents.

There are ample opportunities for parents to take an active part in the school community, whether it be as delegates of their child's class, as supporters of the community service activities, as directors of the Parents' Association, as speakers on vocational themes, as spectators at matches, concerts or plays, and so on.

A visibly strong commitment to the school on the part of his or her parents will undoubtedly in turn help the pupil to develop that sense of commitment which is essential if he or she is to take full advantage of what the school has to offer.





## Person Specification

### Education

- Post graduate qualification;
- Good record of ongoing professional development.

### Experience

- Significant experience in a senior management or leadership role in a successful school;
- Substantial successful classroom teaching experience;
- Experience of creating a stable environment with a consistent approach to teaching and learning throughout the school;
- Experience of education in Latin America would be an advantage but not essential.

### Knowledge and understanding

- Profound understanding of pupils' learning and development;
- Full awareness of legislative change, major curriculum issues and current issues influencing international education;
- Computer literate with good working knowledge of the use of ICT in the curriculum;
- Clear appreciation of the finances and an understanding of the budgeting process;
- An understanding of Spanish or the enthusiasm to learn;
- A thorough understanding of British Education;
- The willingness to accept the Christian values and philosophy of the school.

### Leadership

- Ability to identify overall priorities for the school and to maintain focus on these with determination;
- Demonstrable passion for, and commitment to, ensuring the success of pupils;
- Ability to manage and develop both academic and non-academic staff effectively;
- Ability to maintain and develop procedures to promote a positive ethos, high standards and expectations throughout the school working co-operatively and in consultation with pupils, staff, parents and most particularly the Governing Body.

### Management

- Maintains a team based culture with shared expectations and embedded accountability.
- Ability to work consistently to prioritise, distribute leadership tasks, delegate appropriately, manage pressure and to work to deadlines;
- Skills to analyse problems, to make informed decisions and, where possible, to negotiate solutions;
- Ability to manage change effectively across the school community.

### Interpersonal skills

- Invests time to know and understand pupils, parents, teachers and other staff;
- Combines a genuine interest, listening skills and a desire to empathise, with an underlying ability to remain firm when challenged;
- Develops effective relationships with parents;
- Shows enthusiasm, flexibility, determination and the ability to inspire and motivate others.

## Job Description

The role of the Head of School is to provide support and leadership for the whole school community. Working under the guidance of the Governing Board, the successful candidate will formulate and implement the school's policies so that its aims are successfully met.

### Key responsibilities

- Ensure that the school responds well to the academic, pastoral and social needs of pupils, parents and staff by providing an excellent education in line with its ethos and aims;
- Encourage the highest levels of learning and personal growth to be at the heart of the school's activities;
- Support the staff in their development, both professionally and personally, to deliver the highest quality of teaching.
- Provide leadership in developing and implementing school policies to support operational success and to ensure the safety and welfare of all pupils and staff.

### Strategic vision

- Promote a strong and attractive vision for the school to highlight its ethos and success;
- Attract, select and retain both teachers and pupils as part of the school's growth and development;
- Monitor and develop the curriculum, and extracurricular activities to create a rich educational experience for pupils;
- Oversee the pastoral and welfare systems for all members of the school community to create a positive and caring ethos.

### Management

- Maintains a team-based culture with shared expectations and embedded accountability;
- Maintains the creative use of resources (staff, buildings, funding) to gain maximum value for pupils;
- Can develop, monitor, evaluate and report effectively on standards of achievement and progress, the curriculum, teaching, learning, performance management, finance, premises and other school resources;
- Ability to work consistently to prioritise, distribute leadership tasks, delegate appropriately, manage pressure and work to deadlines;
- Skills to analyse problems, to make informed decisions and, where possible, to negotiate solutions;
- Ability to manage change effectively across the school community.

### Interpersonal skills

- Invests time to know and understand pupils, parents, teachers and other staff;
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## Information on the package

The starting date ideally will be mid-February 2018 although we are willing to be flexible taking into consideration terms of contract for individual candidates.

- A three-year initial contract, renewable by mutual consent;
- Gross salary equivalent to 56,000 pounds sterling tax free (including an end of year bonus equivalent to one month's salary), paid in local currency;
- The deductions for pension scheme may go towards a foreign pension scheme if adequate documentation is presented;
- Extra annual contribution towards private pension scheme, up to a maximum of 600 pounds sterling subject to presentation of legally required documentation;
- Local medical cover, including 350 pounds sterling annually for dentistry;
- Free furnished accommodation and a generous contribution towards, electricity, water, gas and telephone bills;
- Total fee remission for dependent children at Redland School. Should children be enrolled at another Chilean school, Redland will contribute an amount equivalent to 30% of its own fee;
- Air fares for appointee and family (children until 18 years old) at the start and end of the contract.
- Minimum of six weeks' leave in the year (in practice usually 8 or 9).

## How to apply

Closing date for applications: **Monday 24 July**

Initial interviews: **week of 31 July via Skype**

Shortlist interviews: **August via Skype with Redland Governors.** The date will be finalised with the Board of Governors and will be dependent on the availability of candidates.

**Final interviews: will be held in Santiago, Chile in early or mid-September. More details will be available when the finalists have been selected from the shortlist.**

TES is made up of a skilled group of professionals with considerable experience in educational recruitment. Our role is to ensure that your experience with us is a valuable one and that you get the best opportunity to present your knowledge and skills.

We manage each stage of the process, from advert to appointment, ensuring your journey is as smooth as possible. We take care of every detail and make sure that you receive the support you need.

Applications must be completed online and submitted with a full CV and letter of application.

We will contact referees for shortlisted candidates after receiving the consent of the candidates

**For more information about this position or to have an informal discussion about your application, please contact Victoria Wakerley or Maureen Lacey at TES, on 020 3194 9638.**



## **Redland School**

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