

JOB DESCRIPTION AND PERSON SPECIFICATION

JOB TITLE	Deputy Head (Secondary)
JOB PURPOSE	<p>To be an outstanding leader, ensuring ambitiously high standards of achievement for all students through the development of learning, teaching and the curriculum.</p> <p>Work with and through the Heads of Department to monitor, evaluate and develop standards of learning, teaching and the curriculum so that student progress and achievement are maximised.</p> <p>Support the Secondary Leadership Team in developing teaching and learning, raising standards and ensuring the smooth running of the Secondary School.</p>
REPORTING TO	Head of Secondary
KEY RELATIONSHIPS	<p>Heads of Department and subject leaders.</p> <p>Secondary and Primary Leadership Teams.</p>
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.

Role**Promote our school's mission and that of Nord Anglia Education 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 community;

Acting ambitiously through setting high standards and expectations for achievement and conduct;

Demonstrating and cultivating a responsibility to secure the best possible learning experience for our students;

Areas of Responsibility and Key Tasks

1. Curriculum Continuity and Transition

Ensure that the students experience a coherent and increasingly personalised curriculum by:

a. Transition KS2 to KS3

- Working with the Deputy Head of Primary on vertical articulation of the curriculum from Primary through to Secondary;
- Updating and publishing the KS3 Curriculum Guide annually;

b. Transition KS3 to KS4

- Leading an efficient and effective options process;
- Ensuring increasing personalisation of the KS4 curriculum through efficient timetabling;
- Guiding students and parents through the options process;
- Ensuring that the guidance for KS4 options takes account of future IB Diploma Programme needs for students;
- Updating and publishing the KS4 Options Booklet annually;
- Ensuring that Heads of Department provide up to date and detailed curriculum information for students and parents;
- Working with the Assistant Head to ensure that Form Tutors and Care and Guidance Leaders provide students and parents with focussed guidance;

c. Transition KS4 to Years 12-13

- Leading an efficient and effective options process, working with the Assistant Head (Head of Sixth Form), the Careers & University Guidance Counsellor and the IBDP Coordinator;
- Guiding students and parents through the options process;
- Updating and publishing the Sixth Form Options Booklet annually;
- Ensuring that Heads of Department provide up to date and detailed curriculum information for students and parents;
- Working with the Assistant Head (Head of Sixth Form) to ensure that Form Tutors provide students and parents with focussed guidance.

2. Curriculum Design & Leadership

Develop and maintain a curriculum that facilitates high achievement, the development of the self and access to further education by:

a. Overall curriculum

- Developing a model that is flexible, responsive and allows for personalisation of learning;
- Working with the Secondary Leadership Team (SLT) to define the school's interpretation of the National Curriculum for England;
- Ensuring that the KS4 curriculum supports effective learning, of which IGCSE/GCSE is a part;
- Selecting, in consultation with HoDs, the most appropriate GCSE or IGCSE specification for each subject;
- Working with the IBDP Coordinator to ensure that the IBO curriculum requirements for the Diploma Programme are met or exceeded;
- Developing a KS3 and KS4 curriculum that prepares students well for the IB Diploma Programme;

b. Timetabling

- Working with the SLT to ensure that an efficient and effective timetable is produced for the school each year, taking into account the IB Diploma Programme requirements and the (I)GCSE recommended time allocations;
- Liaising with Heads of Departments to ensure classes are staffed effectively;
- Making recommendations to the Head of Secondary and Principal for recruitment within budget to account for student options and curriculum development;
- Developing timetable models that take account of effective learning in different subject areas;
- Developing timetable models to account for the expansion of the school;

c. Heads of Department

- Leading the Heads of Department as a team to develop teaching, learning and the curriculum in their own area and the school as a whole;
- Ensuring, with the SLT, appropriate line management of each Head of Department;
- Providing HoDs with an annual calendar of key tasks.

3. Teaching and Learning

Raise standards through the development of learning and teaching by:

a. Teaching

- Working with the ELT and through NAE's and the school's QA processes to define, monitor and evaluate standards of teaching;
- Working through the HoDs and through the professional review processes to develop teachers' practice;

b. Homework

- Developing and publishing the homework timetable to parents, students and teachers annually;
- Working with HoDs to monitor the quality, scheduling and marking of homework to ensure that it develops skills and attitudes for lifelong learning;

c. Assessment, Recording, Reporting

- Aligning AR&R processes with the best practices;
- Working with HoDs to monitor subject assessment processes;
- Ensuring that periodic formal assessments are recorded in iSAMS to allow student tracking;
- Developing and communicating an assessment and reporting calendar that is aligned to the learning pathways of students;
- Developing reporting that is meaningful to students and parents and that leads to action;
- Leading the production of school reports;
- Working with the Exams Officer, HoDs and IB Coordinator to produce the annual Examinations Analysis;
- Working with the Head of Secondary and SLT line managers to guide departmental action plans following the Examinations Analysis;
- Monitoring the implementation of the departmental action plans;

d. Testing and tracking

- Managing the school's system of GL Assessments;
- Managing systems of tracking based on teacher assessment and standardised testing;
- Ensuring action is taken through HoDs and Tutors as a result of testing and tracking;
- Preparing reports for the NAE QA SEF;
- Managing the Examinations Officer to ensure internal and external examinations run smoothly and efficiently.

4. Support the development of the school community by:

a. Admissions

- Assisting Head of Secondary and DAM with admissions and developing the standards and assessment processes for admissions.

b. Community

- Ensuring accurate, up-to-date, clear on-line and paper publication of curriculum, homework, assessment, reporting information for parents, at the start of the year and at appropriate intervals throughout;
- Presenting to parents on curriculum, assessment and learning;
- Effectively communicating, promoting and celebrating school events through letters, posters, website and newsletters.

c. Co-Curricular Activities

- Supporting the life of the school beyond the classroom;
- Leading one or more after school activities each week for at least 2 out of 3 terms annually;
- Participating in residential weeks and other trips as appropriate.

5. Professional Conduct – Ensure an effective departmental team through:

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

6. Child Protection - Ensure Safeguarding of all students by:

- a. Passing all Child Protection issues onto the Designated Senior Leader for Child Protection.

7. Personal Development

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

- a. Continually striving to improve performance;
- b. Setting and working towards targets with the Head of Secondary, linked to the 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	
Qualified to degree level.	Essential
Qualified Teacher Status.	Essential
Qualified to Master's level or NPQH	Desirable
Experience and knowledge	
Proven track record with at least five years' teaching experience.	Essential
Experience of being part of a highly successful department and school.	Essential
Demonstrable evidence of innovating and adapting curricula to engage children and enable them to perform highly.	Essential
Knowledge of school information management systems (iSAMS, SIMS or similar).	Essential
Ability to design and construct timetables that are efficient and effective.	
Wide ranging up to date knowledge of curriculum, assessment and pedagogy.	Essential
Experience of teaching to IB Diploma Programme level or equivalent .	Essential
Experience of the English National Curriculum and (I)GCSE.	Essential
Experience of working in partnership with parents.	Essential
Skills	
Excellent oral and written communication skills.	Essential
Resourcefulness.	Essential
Highly ICT literate, with strong organisational and analytical skills.	Essential
Personal Attributes	
Passionate about education and young people and ability to inspire others.	Essential
Impeccable personal integrity.	Essential
Evidence of commitment to continuous professional development.	Essential
Cultural agility and adaptability.	Essential
An understanding of the complex and demanding environment of an international school community.	Essential