



Leadership Standards

An ICS Leader

Embraces, embodies and demonstrates consistently the school's ethos and guiding statements

- Communicates compellingly the school's vision and mission, ensuring that all stakeholders are clear where we are headed and how we are going to get there;
- Embodies and demonstrates consistently the ICS core values, serving as a role model with each of them for all stakeholders;
- Shows respect for, and seeks opportunities to celebrate, the intercultural diversity of the student and staff body;
- Embraces, models and promotes consistently the school's commitment to community service and global citizenship ([#makethepoint](#));
- Understands, implements and ensures fully the impact of the data triangle and [#themonalisaeffect](#);
- Demonstrates commitment to, and ensures implementation and impact of, the school's [#earlyyearsup](#) methodology;
- Acts as a positive ambassador for the school at all times, contributing to the effective marketing of the school, both within and outside school and through all possible means and media.

Leads, inspires and empowers an effective team

- Delegates to staff with clarity and authenticity, whilst also providing support and challenge;
- Holds all team members accountable for their professional conduct and practice;
- Leads by example, demonstrating what they also expect of others;
- Encourages risk-taking, creativity and independence, creating an atmosphere where failure can be positive;
- Contributes to the development of others, through coaching, mentoring and personalised support;
- Creates an ethos within which staff are motivated and supported to develop their own skills and subject knowledge, and to support one another;
- Models, monitors and maintains a growth mindset and positive outlook throughout the team.



Leadership Standards

Ensures the safety and wellbeing of all students and staff

- Has an up to date knowledge of, adheres to and implements current British and global best practice, and ICS school policy, in child protection and safeguarding;
- Has an up to date knowledge of, adheres to and implements current British and global best practice, and ICS school policy, in emergency planning and Health and Safety;
- Demonstrates an intimate knowledge of staff wellbeing, and is able to preempt and respond proactively to any and all staff wellbeing concerns;
- Has a clear understanding of how actively and proactively to dig deeper where there are student wellbeing flags, and knows how and when to make appropriate referrals for pastoral interventions;
- Demonstrates, at all times, unconditional positive regard towards students, staff, parents and other stakeholders, in order that they feel safe, valued and respected;
- Communicates high expectations of positive behaviour, and works collaboratively with students to help them make positive behaviour choices;
- Maintains a deep and broad knowledge and understanding of the work of the counselling and inclusion teams, and of the range and type of needs prevalent in the school.

Champions and assures consistent quality of best pedagogy and practice in the classroom

- Contributes to the successful delivery of high quality CPL for all staff, to exemplify and embed effective Learning and Teaching;
- Understands, promotes and models consistently and effectively the school's PRD policy;
- Evaluates, monitors and supports (and, where necessary, either celebrates or challenges) teachers in terms of the successful implementation of the ICS;
- Develops a culture of consistently high standards of Learning and Teaching, ensuring all students have equality of access and opportunity;
- Researches, understands and disseminates current, British and global best pedagogy and practice;
- Fully understands the entire data triangle, and how to implement, and ensure tangible, concrete and positive impact of, the data for student learning, wellbeing and outcomes;
- Promotes and sustains students' curiosity about, excitement at and enjoyment of learning throughout the school, ensuring an appropriate level of stretch and challenge at all times.



Leadership Standards

Shows a reflexive approach to their own practice and a demonstrable commitment to their own professional development

- Actively and independently reflects upon their own leadership personality, practice and decision-making, and is prepared to change direction where appropriate;
- Is able to receive and act upon constructive criticism and feedback, and listens openly to others' views and opinions, without prejudice or demur;
- Is prepared and able to promote and defend their educational vision with substance and passion;
- Actively seeks new means and modes for professional development and the further acquisition and consolidation of leadership skills and proficiencies;
- Is explicitly aware of their projected career development;
- Demonstrates a desire and intent to learn from others' experience and skills, both within and beyond the school itself;
- Also continuously and consistently seeks opportunities to develop, grow and improve as a teacher.

Demonstrates effective resourcing and deployment of staffing and learning resources

- Demonstrates effective practice in the search for and recruitment of high quality academic and non-academic staff;
- Leads and contributes to the successful induction, support and retention of new academic and non-academic staff;
- Shows fiscal sense, financial prudence and strategic skill in the allocation, spending and monitoring of school budgets;
- Makes transparent and equitable allocation and use of available resources to create, maintain and enhance an effective learning environment;
- Shows a strategic awareness when engaging with resource management to ensure continuous improvement;
- Fosters collective responsibility for the sustainable, transparent, fair and effective use of resources;
- Deploys staff effectively in order best to meet student needs whilst also ensuring maximum efficiency.



Leadership Standards

Models, develops and sustains positive relationships with all stakeholders

- Actively prioritises the importance of positive relationships as the primary tool for school improvement;
- Models, develops and sustains positive relationships with peer leadership colleagues;
- Models, develops and sustains positive relationships with academic staff, both local and expat, and regardless of phase or specialism;
- Models, develops and sustains positive relationships with students, both local and international, across the entire age and ability range;
- Models, develops and sustains positive relationships with administrative, maintenance and security staff;
- Models, develops and sustains positive relationships with parents;
- Models, develops and sustains positive relationships with members of the SMC.

A - Emerging: The leader shows some knowledge and understanding of this standard

B - Establishing: The leader is able to demonstrate this standard

C - Embedding: The leader consistently demonstrates this standard, using a variety of strategies

D - Exceeding: The leader exemplifies this standard, and could coach others