

### **JOB DESCRIPTION: DEPUTY HEAD OF SCHOOL**

#### **Nexus International School (Singapore)**

Purchased by Taylor's Education Group in July 2011, NISS meets the educational needs of students from approximately 50 different countries. The school's main constituency is expat families in Singapore, but it also accepts Singaporean students (subject to government approval) and Student Pass holders from a range of countries. Staff are recruited from Singapore, other national systems and international schools from around the world. Almost 20 different nationalities are represented.

The spacious 470,000 sq ft campus at 201 Ulu Pandan Road, just 2km from Holland Village, has excellent facilities to support all academic and co-curricular programmes for up to 1,200 students. These include swimming pools, gymnasiums, sports fields and recently renovated academic areas. NISS is committed to the integration of innovative learning technologies in the classroom and implemented a 1:1 Apple laptop scheme in the Secondary School in 2013. This was extended to Year 6 in 2014. The Primary School has a 1:2 ratio of MacBooks to learners and other technologies are integrated across the curriculum, including iPads and a range of the latest tools to aid learning.

NISS is an authorised International Baccalaureate (IB) World School for the Primary Years Programme (PYP) and Diploma Programme (DP). It is a member of the Council of International Schools (CIS), and an approved Cambridge Assessment International Education (CAIE) Centre. NISS is EduTrust certified and has been awarded CIS/WASC accreditation.

NISS is a member of Taylor's Education Group and the second Nexus International School (NIS) campus in the region. The first NIS is located in Putrajaya, Malaysia.

#### **Purpose/Vision Statement**

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

#### **Mission**

Nexus International School (Singapore) will be an internationally minded learning community that nurtures and supports every child's emotional, physical, creative and intellectual needs in order that they can achieve academic success and become globally responsible citizens. We will accomplish this by celebrating diversity and challenging minds.

#### **Core Values**

- R**especting and caring for each other
- Being dedicated to a culture of **E**xcellence
- Openness in **C**ommunication
- Acting with **I**ntegrity
- Being **P**assionate in what we do
- Creating **E**njoyable environments

## Desired Culture/Our Promise

- 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

The Deputy Head of School is an instructional leader and administrative manager across the School. The main role is to support the Head of School in the leadership and management of the School. S/he is an informed, reflective practitioner who uses enquiry learning strategies to create positive learning environments which motivate and challenge all learners to become self-regulated, life-long learners and leaders. Consistent with Nexus International School policies, the Deputy Head of School will assist the Head of School through:

- 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 goals. This includes the 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 through school wide coordination across subjects 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
<ul style="list-style-type: none"> <li>• Contribute to the development of whole school strategic planning</li> <li>• Contribute to the development of School goals and targets that support school goals</li> <li>• Engage students and staff in the development of Learning Area, subject and individual goals and targets</li> <li>• Communicate relevant School goals and targets to relevant staff and students</li> </ul>
Strategic resourcing
<ul style="list-style-type: none"> <li>• Contribute to whole school decisions about resource allocation</li> <li>• Contribute to the development of the annual budget for the School</li> <li>• Make recommendations for the purchase of suitable resources to support the implementation of the curriculum.</li> <li>• Effectively manage delegated budgets and assets</li> <li>• Engage in staff appointments to ensure that the best staff are appointed</li> </ul>
Planning, coordinating and evaluating teaching and the curriculum

- Contribute to school wide curriculum development
- Assist the development and oversight of curriculum, including courses of study and assessment, in the School
- Assist the establishment and implementation of Learning Area and Subject review processes
- Promote active collegial discussion about pedagogy by modelling shared instructional leadership
- Support and evaluate quality of teaching
- Promote and engage in the teacher appraisal process across the school
- Act as an assessor in the TPA process
- Identify professional learning needs and plan to meet them

### Promoting and participating in teacher learning and development

- Promote and model teacher professional learning in content and pedagogy

### Ensuring an orderly and supportive environment

- Provide a safe physical and emotional environment in the School
- Assist in the development of an environment which is culturally safe for students from all cultures
- Assist with the development and maintenance of a collegial and supportive culture in the school that encourages risk taking and openness
- Develop and implement procedures to support good classroom engagement and behaviour
- Ensure that conflict is addressed promptly and effectively
- Assist with the development and implementation of effective systems for managing the routines and processes across the school
- Ensure that communications with students and parents are positive and effective, and consistent with school wide expectations
- Ensure that all staff in are familiar with school wide systems and processes as applicable
- Lead aspects of external accreditation, including EduTrust and CIS

### Specific projects, duties and responsibilities

- Teach classes as negotiated with the Principal
- Other duties as required

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This job description may be amended at any time following discussion between the Principal and member of staff, to be reviewed annually.

### Expenditure Authority

Up to budget allocations consistent with school policies

### Key Relationships

Deputy Head reports to the Head of School. In addition the Deputy Head will develop and maintain effective working relationships with:

- Senior Leadership Team (SLT)

- Head and Deputy Heads of School
- Administration managers
- Other academic staff
- Administration staff
- Parents
- Learners

### 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

- Experience in teaching learners with diverse needs, especially BML
- Experience in an international school environment (preferred)
- Experience in leadership in a school environment

#### Knowledge and Understanding

- Practical understanding of effective teaching and learning strategies
- Theoretical understanding of effective teaching and learning strategies
- Relevant curriculum knowledge, including PYP, CAIE and IB assessment practices (preferred)
- Understanding and knowledge of principles and practice of inclusion

#### Person Qualities

- A demonstrated and genuine liking and appreciation of children
- Inclusive
- Resilient, flexible and adaptable
- Sense of humour
- High standards and expectations
- Motivated

### Core Competencies

We are looking for someone who can

- Establish and maintain good relationships with colleagues, learners and parents
- Communicate effectively in Standard English both orally and in writing
- Deal effectively and non confrontationally with learners and staff

## WORKING AT **NEXUS**

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- Positively influence others
- Listen actively
- Motivate and engage with colleagues