

## Role Title

Head of Section- Secondary School

## Role Information

Role Type	Pay Band	Location	Duration	Reports to:
School Senior Leader	Local Leadership Scale / PB8	British Council School Madrid	Permanent	Head of School

## Role purpose

To lead the Secondary School in providing a high performing, academically and personally challenging education based on English and Spanish national curriculae to all pupils in Secondary, and to maintain the strong pastoral system based on the school's Family structure. To participate fully in the development of the school strategic objectives plan and to participate in the School Senior management team, taking responsibility for ensuring strategic development, client satisfaction, achieving business and financial targets, and full implementation of British Council policies and procedures in the Secondary Section.

## About us

The British Council is the UK's international organisation for cultural relations and educational opportunities. We create friendly knowledge and understanding between the people of the UK and other countries. We do this by making a positive contribution to the UK and the countries we work with – changing lives by creating opportunities, building connections and engendering trust.

We work with over 100 countries across the world in the fields of arts and culture, English language, education and civil society. Each year we reach over 20 million people face-to-face and more than 500 million people online, via broadcasts and publications. Founded in 1934, we are a UK charity governed by Royal Charter and a UK public body.

### School:

*British Schools Overseas Inspection Report – Outstanding in all areas*

We are a British 2-18 private coeducational school with approximately 2000 students on roll. Annual cohorts of over 130 students achieve outstanding success at IGCSE and International GCSE level in year 11. Students then go on to achieve similarly outstanding successes at sixth form, through the Spanish Baccalaureate (Bilingual – BiBac®). Students take up studies at the leading Universities in Spain, UK or USA.

The Early Years Section of the School has approximately 400 pupils from Pre-Nursery to Year 1, (age 2 to 6) who follow the Early Years Foundation Stage Curriculum and Year 1 English National Curriculum.

The Primary Section has approximately 700 pupils. Academic results are outstanding throughout Primary. The English National Curriculum is delivered in English for approximately 80% of the week and the Spanish National Curriculum is taught for the other 20%. The Primary Section uses the UK

Standardised Assessment Tests (SATs) and NFER tests for internal analysis and as tools for measuring progress.

There are over 900 students in the Secondary Section of the School. Students follow the English National Curriculum until 16 and then do the IGCSE and International GCSE examinations. The majority of students achieve 9 IGCSEs with A\* - C. Students also do Spanish Language and Literature and Spanish Culture following the Spanish Ministry of Education guidelines.

In the Sixth form, students follow the Spanish National Baccalaureate curriculum (BiBac®) either in Spanish or in English. Students can choose from 3 types of Baccalaureate: Social Sciences, Technological Sciences and Health Sciences and there are a wide range of subjects on offer. Students can choose to take a number of subjects through English or Spanish as the Baccalaureate offered is Bilingual (BiBac®). This allows students to continue to develop their knowledge through English and offers them an opportunity to study some very advanced technical language therefore developing the depth of their English knowledge. Subjects currently offered to students in English are: Art, Economics, History, ICT/Computer Science, Physical Education, Science – Physics, Chemistry, Biology, Contemporary World Science and Technical Drawing. All students take the Spanish University Entrance Examination at the end of their 2 year programme (EvAU).

Students achieve the highest levels of English as Second Language achieving C2 of the Common European Framework of Reference. (Students already hold very high grades in the IGCSE English as a First Language qualification). All students leave school speaking 3 languages fluently: English, Spanish and French and some study German as a fourth language or Chinese as a fifth language.

We work hard to develop the student as a whole person and for this reason offer them many opportunities to develop their creative skills in art, dance, drama, music and sport and challenge them to perform in front of live audiences.

The values of caring for others, rising to challenges, loyalty, flexibility and resilience are developed through our pastoral care Family system, where all students not only belong to a tutor group and a year group but work within a Family group, which will give them the chance to work with other students from different year groups and of different ages.

Students can be unique if they have had the opportunity to live through unique experiences, and students are offered opportunities to experience these through projects such as Workshadowing, the Romania project, BIOOR. All students follow a Community Service programme in Year 12 which involves working on Community Projects.

British Council policies, standards and regulations apply to all aspects of this job. Particularly relevant are: Code of Conduct, Corporate IT standards, Child Protection Policy, Equality, Diversity & Inclusion Policy and Health and Safety policies.

#### Geopolitical/SBU/Function overview:

The British Council School works within the British Council strategic area of Education and Skills. Within the organisational design framework, and for financial reporting purposes, British Council School is in the English & Exams SBU

## Main opportunities/challenges for this role:

A leader in the British Council engages the passion of others to create teams that deliver extraordinary performance for business benefit, and

- Builds relationships that promote trust and partnership, both within and outside the British Council
- Encourages a culture of feedback and learning through developing self and others for business benefit
- Role models accountability, determination and commitment to the British Council
- Delivers outstanding results through others
- Navigates successfully within a complex strategic, intercultural and commercial context
- Significantly improves the way we do things with innovation and clarity

## ***Main Opportunities and Challenges***

For all Senior Leaders:

- To sustain the ***Outstanding*** in all areas grading in the BSO Inspection Report in future inspections
- To keep up to date and be able to communicate to colleagues and families and implement changes in English National Curriculum requirements
- To keep up to date and be able to communicate and implement changes in Spanish Education legislation at all levels
- To support and implement the school's Well-Being strategy in the changing context of society
- To offer flexibility in the teaching role

## Main Accountabilities:

### ***General:***

- To maintain and enhance the school's reputation for quality in terms of academic results and pastoral provision
- To liaise with the Heads of Early Years and Primary to ensure a seamless and continuous education for its pupils from age 2 to 18
- To contribute to the implementation of the school's vision and values, ensuring that the curriculum is challenging and fit for purpose
- To motivate, recruit, develop and manage Secondary teaching and non-teaching staff
- To ensure Secondary respects all British Council corporate and school policies and procedures
- To lead curriculum change, including the School's digital strategy, at Secondary Key Stages in line with the School strategy

- To manage the Secondary budget and play a key role in the investment programmes in the Section
- To provide excellent customer service to all stakeholders

### ***Strategic Leadership:***

- To provide strategic direction and leadership to the Secondary section community (students, parents & staff) in all areas of the school's work
- To prepare, agree and implement the Secondary section improvement plan, ensuring it fits with other section improvement plans, and with the School's vision and values
- To ensure that all aspects of academic and pastoral organisation within the school incorporate a broad and shared understanding of cultural issues and perspectives
- To lead on transmitting and implementing and engaging the commitment of staff with the strategy, vision and values of the School in the Secondary section, following the British Council's corporate, Europe and Spain strategy

### ***Learning and Teaching:***

- To inspire, manage and lead staff and children to achieve their best
- To systematically monitor individual progress and feedback to staff, parents and pupils so that effective provision for future learning can be assured and any underperformance issues addressed
- To demonstrate the school values in class, assemblies, through events and school activities

### ***Curriculum management and development:***

- To ensure the Secondary section academic programme is fit for purpose and challenging in terms of both UK and Spanish national curricula
- To ensure methodology, resources, assessment and record-keeping reflect best practice and up-to-date UK and Spanish practice

### ***Human resources management and leadership of staff:***

- To lead on and ensure that effective management of Secondary staff takes place at all levels (including recruitment, selection, performance management and continuous professional development) in accordance with British Council policies and Spanish legislation
- To reflect corporate leadership behaviours and values

### ***Finance, Facilities and Resources management:***

- To manage the Secondary section budget to agreed targets, monitoring progress through SAP and reporting to the Enterprise Risk Management Framework and Financial Control Compliance Framework as budget holder as required

### **Relationship management:**

- To build and maintain relationships and communications with the School community (students, parents, ex-alumni & staff), and with external authorities (such as Ministry of Education or Education Department of the Comunidad de Madrid)

### **Key Relationships:**

#### **Internal**

School and Section Leadership Teams

Pupils

Post of responsibility holders

Teaching Staff

Parents/ Tutors

HR

School IT, Data & Business Process team

School Marketing and Customer Engagement teams

Wellbeing and Safeguarding Coordinator and Child Protection Focal Points

School Counsellors

School Board

British Council

British Council specialist teams

Local Education Authorities

#### **External**

Partner schools and other educational organisations

### **Role Requirements:**

<b>Threshold requirements:</b>		<b>Assessment stage</b>
<b>Passport requirements/ Right to work in country</b>	Applicants must be EU nationals or have the right to work in Spain	Shortlisting
<b>Direct contact or managing staff working with children?</b>	Yes	Interview and other documents specified in Child Protection Policy
<b>Safeguarding Requirements</b>	The successful candidate will be required to undergo a DBS check or equivalent, <b>AND</b> the Spanish national <i>Certificado de Delitos de Naturaleza Sexual</i> , unless this is up to date.	
<b>Other</b>	<p>You will be required to work outside normal school hours before and after school, attend events, training and occasionally participate in activities at weekends. Section Heads are expected to be on site from 3rd week August to mid-July, and to take holidays during the school holiday period. Annual leave is currently 35 working days per annum, plus 15 days national and local holidays.</p> <p>Some evening and unsocial hours will be required to attend school and other functions and meetings. All staff are invited to support the school in offering students extra-curricular activities.</p>	

**Person Specification:** Must meet all requirements in teacher role profile person specification with the exception of language requirements (see below for post language requirements), **age specific teaching experience (all ages experience valid)**

#### Language requirements:

<i>Essential</i>	<i>Desirable*</i>	<i>Assessment stage</i>
<p><b>English and Spanish language ability</b>            Proficient spoken and written level (C2 in CEFR minimum) in English to the level of, or a level comparable to, first language English communicator and at least B2 of CEFR in spoken language in Spanish.  <i>Those candidates who do not have a working knowledge of other language will be required to achieve the required level by end of first year in post</i></p>	<p>C2 in both languages, spoken and written</p>	<p>Shortlisting and Interview.</p> <p>For non-first language English communicators, you must please detail in Application Form any recent Certificates demonstrating:</p> <ul style="list-style-type: none"> <li>- C2 CEFR level in official English Language Test.</li> <li>- C2 CEFR level in the Spoken component of official English Language Test.</li> </ul> <p>A Language test may be required.</p>

#### Qualifications:

<i>Essential</i>	<i>Desirable*</i>	<i>Assessment Stage</i>
<p>A good undergraduate degree qualification and Qualified Teacher Status (QTS) or equivalent</p>	<p>NPQH</p> <p>Masters in Education/ Management, or similar</p>	<p>Short listing (include in Application Form date, place of qualification and Teacher Reference Number, if issued). You will be asked to provide original copies of your degree and PGCE or equivalent if shortlisted.</p>

#### Role Specific Knowledge & Experience:

<i>Essential</i>	<i>Desirable*</i>	<i>Assessment Stage</i>
<p>Minimum 5 years teaching experience of National Curriculum of England and Wales</p>	<p>Understanding of Spanish curriculum in British schools in Spain</p>	<p>Shortlisting</p>
<p>Proven track record of excellent classroom teaching</p>	<p>Has previous experience as</p>	<p>Interview</p>

Understanding of how to deliver differentiated lessons	Deputy Head or Head of Secondary in UK or Spain	Shortlisting and/ or Interview
Up to date knowledge of National Curriculum in the UK and Spain, and of current methodologies	Is or has been Deputy Head or Head of a British school in Spain	Shortlisting
At least 3 years recent & relevant experience in a position of educational leadership		Shortlisting
Resource management and planning expenditure		Shortlisting
		Please note that role-specific knowledge and experience for shortlisting should be evidenced in the supporting statement of the Application Form.
<b>Role Specific Skills:</b>		
<b><i>Essential</i></b>	<b><i>Desirable*</i></b>	<b><i>Assessment Stage</i></b>
Relevant continuous professional development in Secondary curriculum, assessment and performance management		All Role Specific skills may be used in Shortlisting and/or Interview, and should be evidenced in the supporting statement of the Application Form. Interview process may include presentations.
Planning, organizing and ensuring implementation of Curriculum		
Conducting challenging conversations		
Training and Presentation Skills		

British Council Core Skills:	
<p><b>Communicating and Influencing Level 2</b>  <b>Relates communications to circumstances:</b> Displays good listening, writing and speaking skills, setting out logical arguments clearly and adapting language and form of communication to meet the needs of different people/audiences.</p> <p><b>Planning and Organising Level 2</b>  <b>Plans ahead:</b> Able to organise own work over weeks and months, or to plan ahead for others, taking account of priorities and the impact on other people.</p> <p><b>Analysing Data and Problems Level 2</b>  <b>Uses data:</b> Able to review available data and identify cause and effect, and then to choose the right solution from a range of known alternatives</p>	<p><b>Assessment stage</b></p> <p>All BC Core skills may be used in Shortlisting and/or Interview, and should be evidenced in the supporting statement of the Application Form.</p>
British Council Behaviours	
<ul style="list-style-type: none"> <li>▪ <b>Making it happen (Most demanding):</b> Achieving stretching results when faced by change, uncertainty or major obstacles</li> <li>▪ <b>Being accountable (Most demanding):</b> Showing real dedication to the long-term mission of the British Council or the team.</li> <li>▪ <b>Working Together (More Demanding):</b> Ensuring that others benefit as well as me</li> </ul> <p><b>Other behaviours (Not used in Recruitment &amp; Selection):</b></p> <ul style="list-style-type: none"> <li>▪ <b>Creating Shared Purpose (Most Demanding):</b> Inspiring others to want to take a specific role as part of a shared purpose</li> <li>▪ <b>Connecting with Others (More Demanding):</b> Actively appreciating the needs and concerns of myself and others</li> <li>▪ <b>Shaping the Future (Most Demanding):</b> Changing the nature of what we do and the benefits we gain by thinking and planning with creativity</li> </ul>	<p><b>Assessment Stage</b></p> <p>BC Behaviours will be assessed in Interview stage only (not to be completed on Application Form)</p> <p>Not used in Recruitment &amp; Selection</p>
<b>Prepared by:</b>	<b>Date:</b>
Borja Roca [HR Manager]	20/01/2021

*\* Should more than 5 candidates apply for this post, Desirable behaviours, skills and knowledge, experience and qualifications will be used for shortlisting*