

Candidate Brief Director of EAL





Dear Applicant,

Thank you for your interest in the post of **Director of EAL** at Haileybury Astana, The British International School in Nur-Sultan, Kazakhstan, and part of the Haileybury Group in Kazakhstan. We seek to appoint an exceptional candidate with a proven track record in top UK and/or International Schools who is wholly committed to providing an outstanding, British-style education to the pupils in our care. The attached Candidate Brief provides an introduction to the school and outlines the scope and responsibilities of the post. I encourage you to visit our website for a more comprehensive overview of the school. The Living and Working in Kazakhstan section provides a useful and enlightening insight into living and working in the city and the country of Kazakhstan for those unfamiliar with life in this beautiful Central Asian jewel.

The post comes with a generous remuneration package, which reflects the importance we place on appointing a colleague of the highest caliber. Details of the package will be provided to all shortlisted candidates.

I do hope that after having read the Candidate Brief and understood the necessary skills and experience required to fulfil the role that you will indeed wish to pursue the post further. All applications will be handled in the strictest confidence.

John Coles
Headmaster,
Haileybury Astana



Candidate Brief

Director of EAL, Haileybury Astana School, The British International School in Nur-Sultan

Background

Haileybury Astana was opened by Kazakhstan's first President, Nursultan Nazarbayev, in 2011 and is an IB World School preparing young people to become leaders of the future and to achieve their dream of attending a world top university. From an early age, pupils take part in a wide range of activities to challenge and extend their knowledge and skills in an increasingly global world. Above all, however, Haileybury Astana is a school that cares for every one of our pupils as we guide and support them into an exciting future. It is a day school that provides an English speaking environment to young people from some 25 different nations, the majority of whom are from local Kazakh families.

Educating children from 2-18, the school occupies an enviable site adjacent to the Presidential park. There are currently some 600 students of whom 400 are in the Junior school.

Haileybury Astana is a not-for-profit school that is supported by a Board of Directors and a Board of Governors, representing both Haileybury College in the U.K. and the Kazakh philanthropists. The Board has oversight of the academic strategy of the school and the day to day operations are delegated to the Headmaster who manages the school and reports to the Board regularly.

Haileybury Astana is a member of NEASC (New England Association of Schools and Colleges), and holds the Patron's Accreditation with COBIS (the Council of British International Schools). It is inspected under the COBIS inspection programme.

Haileybury is about to embark on the High Performance Learning Programme with its sister school, Haileybury Almaty with whom it has very close links.

Haileybury Astana has an enviable reputation in Central Asia as one of the leading independent International Schools. It is academically selective and expects pupils to achieve excellent examination results at IGCSE and IB; Pupils take up places at elite universities in the US, the UK, Europe, Asia and around the world. In addition to providing intellectual rigour, challenge, and encouraging academic curiosity, we provide a holistic education that balances academic achievement with the development of character, resilience, and leadership.

All pupils are strongly encouraged to take full advantage of the widest range of co-curricular activities on offer at Haileybury Astana. Participation in these activities stretches the pupils; it promotes a sense of social responsibility, enhances team spirit, engenders confidence and develops strong values to guide them in an increasingly complex world. A Haileybury education is built on outstanding pastoral care. A nurturing environment underpins all of our endeavours and helps shape the distinctive characteristics of Haileyburians.

The school is very proud of its close links with Haileybury UK and Haileybury Almaty; sharing both their traditions and values. It provides an environment where students learn with growing independence, in a challenging and stimulating setting. High academic achievement is realised within a broad curriculum embracing creativity, the arts and sport, and pupils and staff refer daily to the Haileybury habits of resilience.





Our School

Our Aim

Our aim is to educate future leaders and to prepare them for the global environment in which they will thrive. A love of learning is central to this and we encourage all of our pupils and staff to embrace the Haileybury Habits encouraging each pupil to be; Inquisitive, Reflective, Resourceful, Courageous, Organized, and Resilient.

The Curriculum

The School is proud of its tradition of academic excellence and curriculum breadth. The curriculum is based upon the IPC leading to IGCSE/GCSE and IB public examinations. It aims to provide seamless transition to and from British and British International Schools worldwide. It is anticipated that the majority of students upon completion of IB study will leave to leading UK, US, and European universities.

Finance

The Junior and Senior Schools are operating at near capacity with healthy enquiries. The School maintains a very good financial position. It is wholly funded by fee income, and offers several full scholarships a year that are means tested.

For further information please visit <https://www.haileybury.kz/en/astana>

The Person

The successful applicant will be an outstanding and experienced senior practitioner who is committed to students achieving academic excellence within an exciting and challenging curriculum framework. Applicants should have the following qualities:

- Passion and energy working with students, parents and colleagues;
- Ability to lead teaching and learning;
- Excellent knowledge of specific programs that support EAL Teaching and Learning and Leadership and Service;
- Working collaboratively to successfully deliver specific data management;
- The desire and ability to engender the best in others;
- Excellent communication and interpersonal skills with a range of stakeholders

Applications are invited from experienced colleagues with a clear understanding of senior school and secondary education who are committed to supporting the Haileybury habits. The successful applicant must be available to commence employment in August, 2022

Remuneration

A generous package including a very competitive salary, annual gratuity, BUPA Global medical insurance scheme, full school fee remission, accommodation, and relocation allowance is offered according to eligibility.

Full details will be made available to shortlisted candidates.





The Role

Title: Director of EAL, Haileybury Astana

Responsible to: Senior School Deputy Head Academic & Head of Junior School

Role Description:

- To provide strategic leadership and planning for the future development of EAL provision within the school
- To provide support and guidance to pupils, by removing language barriers to learning in order to promote effective participation, raise aspirations and achieve full potential
- Work within departments to promote the development, implementation and evaluation of teaching and learning strategies to maximise student outcomes in English
- Monitor and evaluate teachers' planning for language and to respond appropriately to emergent issues and data indicators
- Develop EAL to be an example of excellence to others within and beyond our community that improve the quality of services for pupils with their language and learning (L&L) development

Haileybury Astana is committed to safeguarding and promoting the welfare of children and young people and expects all staff and those connected to the school to share this commitment.

Responsibilities:

Overall Responsibilities

1. To provide strategic leadership vision and planning for the school to ensure the highest standards of EAL provision for the pupils
2. To lead the EAL department in all aspects of EAL provision for pupils
3. To engage and support the standards in all aspects of school life, particularly in pupil progress
4. Actively support the vision, ethos, culture and policies of the school
5. Inspire and motivate pupils, teachers and other school employees
6. Contribute to a school culture which is positive, purposeful and professional
7. Engage positively in the school professional development review arrangements
8. To be fully committed to safeguarding and to promoting the welfare of pupils and young people
9. Demonstrate financial acuity in the management of the EAL budget, and ensure effective management and deployment of financial, physical and human resources
10. To prepare the annual EAL budget submission.
11. To prepare an annual Departmental Development Plan documentation
12. To prepare relevant documentation for Governors

Leadership

1. To work closely with SLT in providing guidance of whole school EAL strategic planning.
2. To work closely with the Director of Admissions and relevant SL to develop a clear school protocol on EAL entry requirements and support.
3. To work with the Head of JS and Deputy Head Academic to ensure clear transition and support protocols for EAL pupils at the key transition stages of the school.
4. To work with the the Head of EAL to ensure the effective deployment of the EAL departmental staff in supporting English Language proficiency and development, both in the classroom and through small group intervention work across the whole school
5. Liaise with subject leaders / teachers to support EAL students across the curriculum and promote the highest standards of teaching and learning
6. Ensure that all departments create a stimulating language environment
7. Initiate, lead and document department meetings

Teaching and Learning

1. Oversee and monitor student progress, evaluate the success of current EAL strategies and identify areas for improvement
2. Oversee the development of a progressive and effective EAL curriculum
3. Support the Head of EAL in developing a high impact EAL curriculum across the Whole School.
4. Identify highly effective classroom practice that supports EAL in their language learning whilst following an academic curriculum.
5. To plan and lead the Pre IB EAL provision for relevant pupils
6. Ensure that all teachers have a clear picture of students' EAL needs across the school and that all teachers are able to make best use of this information in planning their lessons and schemes of learning.
7. To establish a clear written policy and protocol, outlining the various levels of EAL support and the process of entry and exit points for pupils to each of these relevant support levels.
8. To ensure all teachers are aware of of the entry and exit points

9. To work with the Head of JS and Deputy Head Academic to ensure clear transition and support protocols for EAL pupils at the key transition stages of the school.
10. Through the school PD programme, create regular opportunities for teachers and Classroom Practitioners to share, reflect and improve on classroom practice
11. Keeping up to date with local and international initiatives related to EAL and advising the Headmaster and Governors on developments.

Assessment, recording and reporting

1. To review and develop the current EAL monitoring system for all pupils, to ensure full integration with current school academic tracking systems within the school.
2. To ensure that all pupils attainment and progress is clearly linked to the awareness of the individual pupils EAL performance. (E.g. EAL Pupil Banding)
3. Coordinate and lead the assessment and monitoring of students' level of English proficiency.
4. Set targets for raising achievement among all pupils and those with EAL development needs
5. Collect and interpret assessment data for pupils with EAL development needs and provide analysis data on their progress and attainment
6. Refine systems for identifying, assessing and reviewing pupil progress
7. To review, develop and oversee the regular EAL feedback information systems (e.g. reports) for parents.

Personnel

1. Nurture a culture of team collaboration within the department.
2. Conduct yearly appraisals/personal development reviews (PDRs) for members of the department.
3. Contribute to departmental Professional Development and put forward recommendations to both the Senior School Deputy Head Academic and SLT for relevant training for individuals and/or groups within the department.
4. Chair regular departmental meetings on a weekly basis.
5. Induct new teachers in the department and provide professional support for all departmental members.

Communication

1. Meet regularly with the Head of EAL to undertake caseload supervision and report on progress of identified pupils
2. Attend and participate in network meetings with other professionals to enhance practice
3. Develop EAL to be an example of excellence to others within and beyond the school and communicate the successes and impact of EAL activities within and beyond our community
4. Liaise with Admissions towards the development of admissions policies and procedures as required, to identify any EAL needs prior to entry
5. Publish and regularly review the EAL policy and procedures document, strategic planning documents
6. Producing the EAL sections in the Staff Handbook.

Subject Promotion

1. Raise the profile of EAL within the school using displays, the newsletter and website, trips, assemblies, Parent Partnership Programme (PPP) internal and external competitions / events and any other means possible.

2. Contribute to departmental activities and events.
3. Provide information for the EAL information Booklets and any other curriculum information requested by the Senior School Deputy Head Academic or Head of Junior School

Collegiality

1. Actively establish good relations with parents and other visitors to the school
2. Guide and assist relevant staff in their communication with parents, colleagues and the wider community with regard to the school's EAL support programmes, procedures and practices
3. Ensure that staff commit to supporting the EAL team by establishing and maintaining effective working relationships
4. Ensure pupils feel they are supported in developing their language and learning needs showing empathy and understanding and lending direction and motivation
5. Maintain a teaching load appropriate to the position, including participation in extra-curricular activities as appropriate, and as agreed with the Deputy Head Academic and Head of Junior School
6. Supervise pupils during non-period time as determined by the duty rota.
7. Supervise classes on behalf of colleagues as determined by the cover schedule.
8. Behave at all times in a manner befitting a role model for the pupils of the school and in a manner that brings only respect to colleagues and the reputation of Haileybury Astana.

Welfare and Discipline Matters

1. Monitor the work of class/form pupils, providing guidance, advice and admonishment.
2. Write and maintain relevant records for individual pupil files and write reports.
3. Lead Personal Development (PD) tutorial sessions
4. Communicate and consult with parents.
5. Participate in, and document, meetings for any of the purposes above.
6. Participate in the maintaining of high standards of behaviour and dress of pupils in the classroom and in all school locations and activities.
7. Follow Haileybury Astana policies with regard to the health and safety of pupils both on and off the school premises when pupils are under the school's jurisdiction.

Professional Development

1. Participate in the annual Professional Development Review.
2. Participate in school-wide CPD initiatives.
3. Seek CPD opportunities that may arise from the appraisal process, including pathways to higher qualifications.
4. Seek advice from line managers with regard to professional development and career paths.
5. Take full responsibility for areas that may be reviewed in a full school audit

Other important features:

1. Work closely with the School's leadership team to ensure effective implementation of the School's strategic plan and to take a central role in that process.

2. To liaise with the Line Manager to ensure continuity in EAL across phases of the School.
3. Attendance at co-curricular events, parent information evenings, community events etc.
4. Represent the school at official functions as and when requested by the Headmaster.
5. Proactively manage the transition between Junior and Senior Schools for both students and parents.
6. Teaching load as required and specified by Line managers
7. Lead by example in all professional matters ensuring that all teachers and students observe matters such as dress, punctuality and mutual support.
8. Contribute to the development of the overall Haileybury Astana vision and ensure that students, staff and parents all understand and subscribe to that vision.
9. Be available to advise academic staff and individual students, ensuring that, so far as possible, each person's individual needs are met so that they can exceed their potential, and that students' progress is maintained in an effective way.
10. Assist the SLT in managing the budget effectively.

Safeguarding Health & Safety

Everyone who works at Haileybury Astana has the responsibility for promoting the safeguarding and welfare of children.

1. Promote and safeguard the welfare of children and young persons for whom you are responsible and with whom you come into contact;
2. Maintain good order and discipline among the pupils and safeguard their health and safety, both when they are on the school premises and when they are engaged in authorised school activities elsewhere;
3. Be aware of school policy and procedures regarding Child Protection and Safeguarding, and attend relevant training as required.
4. Report all causes for concern to the Designated Senior Lead;
Provide thorough risk assessments as required prior to activities and trips.

Job Requirement

1. The ability and willingness to inspire others; leading by example, role modelling the School's vision in relationships with students, colleagues and parents.
2. Appropriate teaching qualifications and experience.
3. The ability and commitment to be an excellent teacher.
4. A strong commitment to high standards of Teaching and Learning.
5. A genuine commitment to the Safeguarding wellbeing and pastoral care of children.
6. Interests and abilities that can enhance the School's co-curricular programme.
7. Excellent interpersonal skills with students, colleagues and parents.
Excellent administrative, organisational, and ICT skills.

Key Relationships

- Heads of School and their SLT teams,
- CCA Coordinator,
- Coaches, External agencies,
- Haileybury Astana Operations,
- Finance and HR Departments,
- Parents,
- Governors,
- other educational providers as required.

Person Specification	Essential	Desirable
Behaviour	<ul style="list-style-type: none"> • Be a role model for Haileybury Astana Staff Code of Conduct. • Support the School's values and ethos. • Be highly motivated, ambitious, collaborative, and willing to take initiative. • Have high levels of honesty and integrity in aspects of their role. • Demonstrate empathy, humility and genuine care about staff, taking time to support, guide and motivate them. • Be able to think strategically and drive improvements in teaching and learning. • Maintain positive relationships with all staff. • Be flexible and able to manage change. 	<ul style="list-style-type: none"> • Show evidence of establishing clear goals that led to improved student outcomes.
Skills and Knowledge	<ul style="list-style-type: none"> • Excellent organisational and interpersonal skills. • Excellent communication skills. • Outstanding knowledge of EAL Teaching and Learning within each Key Stage including in depth knowledge of the Haileybury Astana Curriculum. • Excellent understanding of the EAL age-related development of students in all phases. • Proven ability to differentiate teaching to meet learners' needs. • Ability to manage a team. • Ability to show strategic leadership in line with the school improvement plan. 	<ul style="list-style-type: none"> • Knowledge of specific programmes that support EAL Teaching and Learning and Leadership and Service. • Inspirational leadership skills to support and motivate team members • Proven ability to improve learning outcomes of all students particularly EAL pupils
Experience	<ul style="list-style-type: none"> • At least 4 years teaching experience, preferably in a British and /or an international school. • Experience of leading or coordinating teams in relation to curriculum or pastoral matters. 	<ul style="list-style-type: none"> • Experience of monitoring set targets in a specified action plan to evaluate and ensure progress. • Working with the community.
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status and evidence of relevant in-service training. 	<ul style="list-style-type: none"> • Coaching skills in various sporting areas.

* *The duties and responsibilities in this job description are not restrictive and the postholder may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.



Application Procedure

All applications should be made through the TES portal. No applications will be accepted through any other means.

Interviews

Our recruitment procedure is currently conducted by online video-conferencing interviews with the senior team:

- The longlisted candidates will be invited for an initial interview with the Deputy Head of Junior School and the Deputy Head Academic of Senior School.
- Those candidates who successfully progress to the second round stage will be interviewed by the School Headmaster.

Data, Equal Opportunity and Safeguarding Statements

Personal data is being collected for Human Resources purposes, including assessing your suitability for the post for which you are applying. The data will be used by Haileybury Astana School and the Board of Governors. If you wish to access any personal data held by Haileybury Astana School, please contact the HR Manager. If your application is unsuccessful the personal data you supply will be retained for one year, at the end of which time it will be destroyed.

Haileybury Astana is an equal opportunity employer and as such treats all job applicants and staff with equal respect free from unjustifiable discrimination. Haileybury Astana is committed to safeguarding and promoting the welfare of children and young people.



