

HEAD OF SECONDARY MATHS FACULTY JOB DESCRIPTION

LOCATION	British Vietnamese International School – Ho Chi Minh City
JOB PURPOSE	To lead the Maths Faculty and create an environment where there is excellent and exciting maths education for all secondary students and to contribute with your fellow heads of department to the academic direction of the school
REPORTING TO	Secondary SLT
DIRECT REPORTS	Maths Teachers/Assistants Head of Maths and Computer Science Department
OTHER KEY RELATIONSHIP	Teachers and Teaching Assistants in both Primary and Secondary

KEY RESULT AREA	MEASUREMENT OF PERFORMANCE
Student Attainment and achievement	
<ul style="list-style-type: none"> To promote high standards of work amongst the students. To manage discipline issues that occur in the classroom. Liaise with Middle and Senior Leaders regarding any students of concern. To demonstrate good safeguarding practices and to know the reporting procedures to follow in case of a Child Protection issue Liaise with Learning Support Dept regarding provision mapping of Individual Education Plans for students. Liaise with EAL Support Dept regarding further support required for students. Support the life of the school beyond the classroom . Undertake the planning and organisation of day trips within the subject as required. Deliver extra-curricular clubs in line with the school's expectations Support all Key stage events such as productions and assemblies. 	<p>Student attainment and progress meets or exceeds individual targets.</p>
Teaching	
<ul style="list-style-type: none"> Subject Knowledge: outstanding knowledge of subject topics and curriculum. Effective use of robust AfL strategies, as appropriate. Planning: work is well matched to a full range of learners, so that nearly all are suitably challenged. 	<p>Students making excellent progress in their learning.</p> <p>The delivery of lessons that are good or outstanding.</p>

<ul style="list-style-type: none"> Activities: all learners are challenged to develop higher order thinking skills. When appropriate learners are encouraged to explore, inquire, seek clarity, and think critically and imaginatively. Time and pace: highly effective and challenging timings allow the lesson to proceed with pace and purpose. Resources: Highly effective use of resources, including TAs. All resources are well chosen, utilised and deployed. Progress/ learning: all learners make the best possible progress in their learning throughout the lesson. All learners can demonstrate/ apply/ transfer learning in relevant contexts. Attitudes: all learners display positive attitudes throughout the entire lesson. Engagement: all learners are enthusiastic and display high levels of motivation. Learners are responding well to being stretched, taking risks and being creative. Initiative: all learners effectively work independently and/ or collaboratively. Assessment: all learners can confidently explain their current achievement, in relation to grade & personal learning targets and can describe ways for further improvement. 	<p>Be prepared to lead professional learning sessions for staff.</p> <p>Happy and challenged learners in all Mathematics lessons.</p>
Assessment	
<ul style="list-style-type: none"> Make effective use of formative feedback and summative assessment to plan challenging learning opportunities for all students. Monitor and record students' learning to ensure they remain on track to achieve challenging targets. Report on progress to appropriate stakeholders. 	<p>Lesson drop ins, peer observations and pupil progress meetings show clear progression of students' learning across all subject areas.</p>
Administration/Development:	
<ul style="list-style-type: none"> Lead the Maths department and create a collaborative team ethos with all members of the department contributing to the development of excellent learning for all our students. Be proactive in working with other Heads of Department and middle leaders in contributing to shaping the academic direction and development of the school. Promote the 'mission' and philosophy of the school ensuring that children are working towards being truly bilingual, international citizens. Ensure that planning, preparation, record keeping, assessment and reporting are of the highest quality and meet the varying learning and social needs of students. 	<p>Parents feel part of the learning process.</p> <p>The teacher plays an active part in a wide range of the life of the school, both in and out of the classroom.</p> <p>The school operates in a safe and organised manner.</p>

<ul style="list-style-type: none"> • Be flexible and adjust to the needs of the school, actively contributing to the school development plans and growth. • Demonstrate thorough curriculum knowledge, teach and assess effectively. • Use the student tracking and monitoring process to advance student learning and enhance professional practice in line with the school's aspirations and priorities. • Take personal responsibility for professional development and to keep up to date with educational research to enable us to deliver excellent learning. • Communicate effectively the school's narrative, being an ambassador for our school at all times. 	
Personal Development	
<ul style="list-style-type: none"> • Continual development through the identification and implementation of your own Personal Development Plan. • Development Plan to include: - Continually striving to improve performance; - Setting and working towards targets with the Head of Secondary, linked to the school development plan; - participating in learning walks, observations and coaching as appropriate. 	<p>Improved performance.</p> <p>Performance appraisal.</p> <p>Personal Development Plan.</p>
Other	
<ul style="list-style-type: none"> • Promote and embodies 'The CORE 7' Leadership Capabilities: <ol style="list-style-type: none"> 1. Accountable – Establishes a high performing culture and accepts accountability for organisational performance. 2. Strategic – Leads opportunity and is committed to continuous improvement aligned with the organisational vision and direction. 3. Collaborative – Works collaboratively with others to achieve organisational outcomes. 4. Entrepreneurial – Creates organisational value for diverse stakeholders and achieves commercial success. 5. Enabling – Drives excellence through valuing and developing others. 6. Agile – Achieves personal and organisational success within a changing, dynamic and complex environment. 7. Resilient – Demonstrates personal resilience within a demanding environment of high expectations. 	<p>Valued member of the team and organisation</p>

<ul style="list-style-type: none"> Each individual must ensure that they meet their statutory responsibilities and Company policies with regard to Health and Safety, Equal Opportunities and other relevant legislation. A commitment to safeguarding and promoting the welfare of all pupils. Willingness to undertake appropriate child protection training when required. 	
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PERSONAL SPECIFICATIONS – Skills Knowledge and Experience

Qualifications/Training	
▪ Degree plus teaching qualification	Essential
▪ A minimum of three years recent experience of classroom teaching	Essential
▪ Experience of delivering GCSE and A Level Maths	Essential
▪ Experience of teaching KS3 English National Curriculum Maths	Essential
Experience / Knowledge	
▪ Proven track record with at least three years' teaching experience	Essential
▪ Proven Track record of leadership and innovation either of a department or evidence of taking the initiative to enhance learning across your department or the school	Essential
▪ Experience of being part of a highly successful department and school	Highly Desirable
▪ Good classroom practice and interpersonal skills	Essential
▪ Demonstrable evidence of innovating and adapting curricula to engage children and enable them to perform highly	Essential
▪ Working in partnership with parents	Essential
Skills	
▪ Excellent oral and written communication skills	Essential
▪ Experience of leading meetings or INSET sessions	Desirable
▪ Range of teaching experience with different age-ranges and English proficiency levels.	Desirable
▪ Ability to engage children and enable them to perform highly	Essential
▪ Evidence of commitment to continuous professional development	Essential
▪ Confident global citizen or a willingness to become one	Desirable
▪ Understand the complex and demanding environment of an international school community	Essential
▪ Use of ISAMS	Desirable
Personal Attributes	
▪ Passion to work within a bilingual learning environment	Essential
▪ An interest in educational research and a desire to work with other to improve your pedagogy	Desirable
▪ Good sense of humour	Essential
▪ High levels of personal integrity and positivity	Essential
▪ Excellent organisational and time-management skills	Essential
▪ Attention to detail	Essential

▪ Ability to work under pressure and remain calm	Essential
▪ Willingness to take on multiple tasks	Essential
▪ Proactive and able to prompt others to ensure deadlines are achieved	Essential
▪ Self-motivated and enthusiastic	Essential
▪ Ability to work independently	Essential
▪ Continually strive for improvement	Essential
▪ Adaptability	Essential

OTHER CONDITIONS

Compliance with visa requirements for working in **Vietnam**

At Nord Anglia Education we are committed to providing a world class, safe, happy environment in which children and young people are able to thrive and learn. We are committed to safeguarding and promoting the welfare of all our pupils irrespective of race, ability, religion, gender or culture.

All post holders in regulated activity (having regular unsupervised contact with children) are subject to appropriate national and international vetting procedures including satisfactory criminal record checks from both Country of residence/birth and any Country of residence within the last 10 years.

We are ambitious for our students, our people and our family of schools. We believe that:

- There is no limit to what every person can achieve.
- Creativity and challenge help us get better every day.
- Learning should be personalised.
- Unique global opportunities enhance the learning experience.

The NAE Commitment

At Nord Anglia Education, we work every day to inspire our schools, our students and our employees to be the best they can be, and we are ambitious for them all to achieve more than they thought possible in their personal, social and academic endeavours. Within our family of schools, this aspiration is underpinned by a commitment to always act with **respect, integrity, openness, courage and ambition**. These qualities are the foundation of how we approach our work and roles within NAE and are shared by everyone in our global family.

- Feedback as a valued member of the team and the wider organisation

Dear Applicant,

Nord Anglia Education is the world's leading premium international schools organisation. Our 76 international schools are located in China, Europe, Middle East, Southeast Asia and the Americas. Together, they educate more than 68,000 students from kindergarten through to the end of secondary education. We are driven by one unifying philosophy: we are ambitious for our students, our people and our family of schools.

Each Nord Anglia Education school is unique in character and tailored to meet the needs of their specific location. However, our schools are also united by the quality education they offer, the excellence of the student experience and the dedicated staff and management in our schools.

Most of the Nord Anglia schools benefit from our performing arts collaboration with The Juilliard School as well as our Global Campus, which offers unique global experiences for students at every age. Many of our schools will also benefit from our new approach to teaching STEAM subjects (science, technology, engineering, arts and maths) through our collaboration with the Massachusetts Institute of Technology (MIT). Our goal as the leading international schools organisation is to provide an education so that students can succeed academically, socially and personally.

Our schools educate students from pre-school to the end of secondary education. Curricula taught in our schools include the English National Curriculum, International Baccalaureate, American Curriculum, Swiss Curriculum, French Curriculum and Shanghai National Curriculum.

We have a global community of over 10,000 teachers and staff, working in 76 schools located in 31 countries around the world supporting our students' learning. Together, we educate over 68,000 students globally from the ages of 2 to 18 years old.

Our students come from a wide mix of backgrounds and cultures and a typical school may have up to 60 different nationalities. A Nord Anglia Education student benefits not only from the richness and expertise within their own school environment, but also from other schools across the Nord Anglia Education family through our Global Campus. Similarly, our teachers can interact with fellow teachers around the world through Nord Anglia University, our bespoke online platform designed by teachers for teachers to provide unrivalled professional development opportunities.

Although our schools are non-selective, year on year our students' academic achievement exceeds global averages across every key stage. On average, our students' score almost four points above the global average in their IB Diploma, and one in three students goes on to study at one of the world's top 100 universities.

Our schools are amongst the most respected premium schools in their markets and are a very popular choice for parents.