

The British School

Job Description – Principal

Job Purpose	Key Tasks • To provide inspirational, ethical and strategic leadership for The British School Kathmandu, ensuring that the school's mission, values and ethos are understood, modelled and actively upheld throughout all areas of school life. • To lead the continued development and success of the school, maintaining the highest possible standards of British education within an international context, through establishing and sustaining a culture of high expectations, professional responsibility, collaboration, continuous improvement, kindness and respect. • To provide a clear educational vision and strategic direction for the whole school, ensuring that decisions and priorities are centred upon the best interests, learning, development and wellbeing of students. • To lead the school's preparation for external inspection, accreditation and quality assurance processes, ensuring that standards are embedded in everyday practice rather than approached solely as an inspection exercise. • To coordinate, manage and develop the work of the Senior Leadership and Management Team (SLMT)), building leadership capacity and ensuring clear accountability throughout the school. • To work constructively and collaboratively with the Board of Governors, providing governors with the information, professional advice and educational expertise necessary to fulfil their strategic and governance responsibilities effectively. • To protect and enhance the reputation and standing of The British School Kathmandu locally, nationally and internationally and to promote the school effectively within the international schools community.
Responsible to	The Principal is accountable to the Board of Governors.

Main Responsibilities

1. Whole School Planning

- To provide a clear strategic overview of the whole school and ensure that its mission, values, educational philosophy and strategic priorities are translated consistently into everyday practice.
- To model the school's values through personal leadership and decision-making and to hold leaders and staff appropriately accountable for demonstrating these values through their professional behaviour, relationships and practice.

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- To coordinate the formulation, implementation, monitoring and evaluation of the whole-school strategic and development plans, ensuring that priorities are ambitious, evidence-informed, achievable and focused upon measurable improvements for students.
- To establish and sustain a positive, ethical, inclusive and improvement-focused whole-school culture characterised by high expectations, professional responsibility, collaboration, openness and respect.
- To maintain effective whole-school systems and policies which provide consistency, continuity and progression across the school while recognising the differing developmental needs of students at each phase.
- To maintain a rigorous and continuous approach to school self-evaluation, using appropriate qualitative and quantitative evidence to identify strengths, areas for development and strategic priorities.
- To lead the school's preparation for British Schools Overseas inspection and other relevant accreditation, inspection or quality-assurance processes.
- To ensure that inspection and accreditation requirements are understood by relevant leaders and staff and are embedded within normal school systems, policies and practice.
- To oversee the collection, evaluation and maintenance of appropriate evidence demonstrating the quality and impact of the school's work.
- To respond strategically to inspection, accreditation and external review findings and ensure that recommendations contribute meaningfully to subsequent school improvement.
- To ensure that statutory, regulatory, accreditation and school policy requirements relating to education, safeguarding, health and safety, equality, inclusion and governance are appropriately addressed.
- To review the effectiveness, organisation and performance of the school on an ongoing basis and initiate improvement or change where this is required.
- To work collaboratively with the Board of Governors in developing the long-term strategic direction of the school and to provide professional educational advice to support informed governance decisions.
- To prepare and recommend the annual budget in conjunction with the appropriate senior colleagues and governors and to ensure that financial and resource decisions support agreed educational and strategic priorities.
- To allocate staffing, financial and physical resources effectively and transparently, ensuring that resource decisions can be clearly connected to student learning, wellbeing, safeguarding or sustainable school improvement.
- To ensure that appropriate risk management, continuity planning and crisis-management arrangements are established and regularly reviewed.
- To lead or oversee significant whole-school strategic projects and working groups and ensure that responsibility, accountability, timescales and intended outcomes are clear.

Student Achievement and Wellbeing

- To maintain high expectations for the academic achievement, personal development, wellbeing and conduct of all students.

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- To ensure that the quality of education across the school is consistently strong and that curriculum provision is ambitious, coherent, inclusive and appropriate to the school's international context.
- To ensure that curriculum, teaching, assessment and reporting systems enable students to make strong progress from their individual starting points.
- To monitor and evaluate standards of teaching, learning and student achievement across the school and to ensure that appropriate action is taken where provision does not meet the school's expectations.
- To ensure that leaders use assessment and other evidence intelligently to evaluate student progress, identify patterns or inequalities and determine appropriate improvement priorities.
- To maintain appropriate systems for recording, analysing and communicating student achievement and progress.
- To ensure that parents receive clear, accurate and meaningful information about their children's progress, attainment, personal development and wellbeing.
- To ensure that the school provides a rich educational experience extending beyond academic outcomes and supports students' intellectual, social, emotional, physical, moral and cultural development.
- To ensure that personal, social and health education, citizenship, careers education and wider personal-development programmes are coherent, age-appropriate and effective.
- To promote a culture in which students feel safe, valued, respected and able to contribute meaningfully to the life and development of the school.
- To ensure that safeguarding and child protection remain central to the culture and operation of the school and that the best interests of children inform decision-making at every level.
- To maintain effective oversight of safeguarding arrangements and ensure that leaders, staff and governors understand their respective safeguarding responsibilities.
- To ensure that appropriate systems support students with additional learning needs, disabilities, English as an additional language and other individual needs.
- To promote equality, inclusion and belonging and ensure that barriers to participation, achievement or wellbeing are identified and addressed.
- To ensure that behaviour, attendance, pastoral and wellbeing systems support positive relationships, personal responsibility and successful learning.
- To maintain strategic oversight of admissions and transition arrangements and ensure that these processes are professionally, fairly and consistently managed.
- To ensure that student voice is listened to appropriately and contributes meaningfully to school evaluation and development.

Staffing

- To ensure that the school recruits, retains, develops and deploys high-quality teaching, leadership and support staff capable of delivering the school's educational priorities and upholding its values.
- To maintain final professional responsibility for staff appointments, subject to the school's governance arrangements, safer recruitment requirements and agreed policies.

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- To lead and coordinate the Senior Leadership and Management Team through clear structures, regular meetings, delegated responsibility and appropriate accountability.
- To develop the capacity and effectiveness of senior and middle leaders, deploying individuals according to their strengths while addressing identified development needs.
- To establish clear professional expectations for all employees and ensure that these expectations are consistently communicated and applied.
- To ensure that all staff understand their responsibility to uphold the school's mission, values, policies and professional standards through their conduct and their work with students, colleagues, families and the wider community.
- To foster a culture in which constructive professional challenge, reflection, feedback and continuous improvement are normal features of school life.
- To ensure that robust professional growth and appraisal arrangements operate throughout the school and contribute meaningfully to improved outcomes for students.
- To establish appropriate systems for evaluating the quality and impact of teaching, leadership and operational functions across the school.
- To address underperformance, inappropriate professional conduct or failure to meet agreed expectations fairly, consistently and in accordance with school policy.
- To ensure that continuing professional development is appropriately aligned with school priorities, professional need, curriculum development, safeguarding responsibilities and improvements in student outcomes.
- To promote leadership development and succession planning throughout the organisation.
- To oversee the effectiveness of the academic and pastoral leadership structures across Primary and Secondary and ensure effective continuity and progression between sections.
- To manage and coordinate the work of the senior operational and administrative leaders of the school and ensure that educational and operational functions work collaboratively.
- To ensure that staffing structures, timetabling and deployment of personnel support curriculum quality, safeguarding, student wellbeing and effective use of resources.
- To ensure appropriate arrangements for staff duties, supervision and cover and to delegate the operational management of these systems appropriately.
- To promote staff wellbeing while maintaining clear expectations of professional responsibility, performance and accountability.
- To ensure that safer recruitment principles and appropriate safeguarding checks are applied consistently to all appointments.

Communication

- To promote positive, professional and constructive relationships between the school, students, parents, staff, governors and the wider community.
- To communicate the school's mission, values, strategic direction and educational priorities clearly and consistently.
- To ensure that communication from the school is accurate, timely, respectful, appropriately confidential and consistent with the school's ethos and professional standards.

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- To ensure that the Board of Governors is kept appropriately informed about educational standards, safeguarding, student wellbeing, strategic development, organisational performance, significant risks and other matters necessary for effective governance.
- To establish effective mechanisms for listening to students, parents and staff and ensure that feedback is considered appropriately as part of school evaluation and decision-making.
- To ensure that parents are appropriately informed about school developments through newsletters, meetings, reports and other whole-school communications.
- To maintain oversight of significant school communications, including admissions and marketing communications, website content, formal correspondence and public statements, while delegating routine operational communication appropriately.
- To represent the school professionally in its relationships with government agencies, diplomatic missions, professional organisations, accreditation bodies, international school organisations, partner institutions and the wider community.
- To promote and protect the reputation of the school and ensure that public communication accurately reflects its work, achievements and values.
- To ensure effective arrangements for organisational knowledge, record keeping and handover so that changes in personnel do not adversely affect continuity.
- To lead whole-school and leadership meetings and briefings as appropriate while ensuring that responsibility is effectively distributed among senior leaders.
- To ensure that important school policies, procedures and information are appropriately maintained, accessible and regularly reviewed.
- To observe absolute confidentiality and professional discretion at all times.

Training and Development of Self and Others

- To regularly review and critically evaluate own leadership practice and impact.
- To agree appropriate professional objectives with the Board of Governors and take responsibility for demonstrating progress against them.
- To maintain current knowledge of educational research, international education, curriculum development, inspection and accreditation expectations, safeguarding practice, leadership and school governance.
- To participate in appropriate professional learning and remain connected with relevant professional and international-school networks.
- To model intellectual curiosity, reflection and continuous professional improvement.
- To create an environment in which leaders and staff are encouraged and expected to develop professionally.
- To identify and develop future leaders and promote appropriate succession planning across the school.
- To share effective practice and contribute positively, where appropriate, to the wider British and international education community.

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Working with the Board of Governors

- To maintain an effective professional relationship with the Chair and Board of Governors founded upon openness, integrity, appropriate challenge, mutual respect and clear understanding of respective roles.
- To provide governors with clear professional advice and evidence while respecting the Board's responsibility to provide strategic oversight, scrutiny, challenge and support.
- To contribute actively and constructively to Board meetings and committees as required and to support governors in understanding the educational context and implications of strategic decisions.
- To advise and assist the Board in carrying out its functions, including strategic planning, quality assurance, Principal performance management and arrangements for external inspection and accreditation.
- To ensure clear understanding of the role of the Board of Governors which is responsible for the strategic governance and oversight of the school and the Principal who is responsible for the professional and operational leadership and management of the school and for implementing the strategy, policies and priorities agreed alongside the Board.
- To work collaboratively with the Board, providing accurate, timely and appropriately detailed information to support effective strategic decision-making, while maintaining clear distinction between governance and operational leadership.
- To work with the Board of Governors to agree annual performance objectives. Progress against these objectives will be monitored during the year through focused discussions, evidence of school improvement and reports provided by the Principal to the Governors.

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Person Specification – Principal

Skills Required	Status
Ability to provide compelling strategic and educational leadership to high-performing international school	Essential
Ability to articulate, model and embed the school's mission, ethos and values and to hold others accountable for doing the same	Essential
Ability to inspire children and young people and maintain a visible commitment to their learning, development, wellbeing and success	Essential
Deep understanding of high-quality teaching, curriculum, assessment and educational improvement	Essential
Ability to establish and maintain consistently high academic and pastoral standards across a whole school	Essential
Ability to lead rigorous school self-evaluation, improvement planning and quality assurance	Essential
Strong understanding of school inspection and/or international accreditation processes and the ability to lead a school successfully through external evaluation	Essential
Ability to work collaboratively and professionally with a governing board while maintaining appropriate distinction between governance and operational leadership	Essential
Strong understanding of safeguarding and the responsibilities of senior leaders for creating and sustaining an effective safeguarding culture	Essential
Ability to communicate effectively, both verbally and in writing, with students, colleagues, staff, governors, parents, external organisations and other stakeholders	Essential
Excellent interpersonal skills and the ability to develop constructive professional relationships while providing appropriate challenge and maintaining accountability	Essential
Excellent organisational, strategic planning and time-management skills, with the ability to identify priorities among competing demands	Essential
Ability to analyse complex information, exercise sound professional judgement and make well-reasoned decisions	Essential
Ability to lead effectively in complex, uncertain or high-pressure situations	Essential



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Ability to maintain appropriate confidentiality and professional discretion	Essential
Ability to represent and promote the school effectively within local and international communities	Essential

Qualifications Required	Status
Recognised teaching qualification (British or equivalent) and appropriate degree-level qualification	Essential
Substantial professional development or qualification in educational leadership	Essential
Recognised senior leadership qualification, such as NPQH, postgraduate leadership qualification or an internationally recognised equivalent	Essential
Relevant postgraduate qualification	Desirable
Training or experience relating to school inspection, accreditation or quality assurance	Desirable

Experience Required	Status
Substantial successful senior leadership experience within a high-quality school	Essential
Proven experience of whole-school strategic leadership and school improvement	Essential
Successful experience of leading and managing senior and middle leaders and other staff	Essential
Experience of improving or sustaining high standards of teaching, learning, curriculum and student outcomes	Essential
Experience of leading performance management and professional development	Essential
Experience of working effectively with a governing board or equivalent strategic governance body	Essential
Experience of significant budgetary, staffing or resource-management responsibility	Essential



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Experience of recruiting and appointing staff using robust and safer recruitment practices	Essential
Experience of safeguarding leadership and promoting a strong organisational safeguarding culture	Essential
Experience of leading significant aspects of school inspection, accreditation, external review or comparable quality-assurance processes	Essential
Experience of leadership within a British international school or comparable international educational context	Essential
Experience of successfully leading organisational or cultural change	Desirable

Personal Attributes Required	Status
Strong personal commitment to the mission, ethos and values of The British School Kathmandu	Essential
Ethical, principled and committed to acting in the best interests of students and the school	Essential
Visible, approachable and able to inspire trust and confidence	Essential
Calm, resilient and considered when working under pressure or managing complexity	Essential
Ambitious for students, staff and the school while maintaining humility and willingness to learn	Essential
Able to combine warmth and positive relationships with clear expectations and professional accountability	Essential
Collaborative and able to build strong teams while retaining responsibility for difficult decisions	Essential
Courage and integrity to address underperformance, inappropriate behaviour or practices inconsistent with the school's values	Essential
Ability to listen carefully, consider differing perspectives and reach balanced professional judgements	Essential
Highly organised, reliable and attentive to detail	Essential
Culturally sensitive and committed to working effectively within a diverse international community	Essential



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Committed to inclusion, equality, student wellbeing and safeguarding	Essential
Committed to continuous improvement in own leadership and the performance of the organisation	Essential
Remuneration: TBS Leadership Scale (related to UK Leadership Scale), dependent on qualifications and experience.	

Safeguarding, Equality, Inclusion and Belonging

The British School Kathmandu is committed to safeguarding children and young people. All post holders are subject to appropriate vetting procedures, including checks with past employers, a satisfactory Disclosure and Barring Service check, a Prohibition Order Check and the successful application of an ICPC (International Child Protection Certificate). Our safeguarding and safer recruitment policies are shared with all prospective candidates. TBS does not discriminate with regard to race, colour, gender, religion, sexual orientation, age, political opinion, or disability. The Principal will ensure that the school's values are not simply expressed in policy or communication but are visible in the everyday experiences, relationships, decisions and conduct of the school community.