



The British School Kathmandu

Excellence and kindness at the top of the world

Candidate Brochure: Appointment of Principal For August 2027

An invitation to lead a community where high expectations and deep care belong together.

The British School Kathmandu is seeking an inspirational, ethical and student-centred Principal to lead the next stage of its development as a not-for-profit, inclusive British international school serving Nepal and the wider international community.

480+

Students

30+

nationalities

150

extra-curricular activities

**An outstanding British
international school in
the heart of Nepal.**



The British School Kathmandu is proud to celebrate 60 years of excellence and kindness at the top of the world.

WELCOME

A distinctive leadership opportunity



03	The School
04	Mission, Vision and Values
05	Educational Standards
06	Outcomes and Inspection
07	Community and Partnership
08	Inclusion, Belonging and Safeguarding
09	The Role
10	The Person
11	Life and Leadership in Kathmandu
12	How to Apply



This appointment comes at an important moment for The British School Kathmandu. The School is academically strong and deeply rooted in working with care and ambition. We are proud of our British educational identity in a close community where relationships matter, where children are known as individuals, and where leadership must be both warm and courageous.

The next Principal will maintain the highest standards of British education and model the School's values visibly, keeping decisions centred on students: their learning, wellbeing, safety, character and future pathways.



AN OASIS WITHIN A UNIQUE CITY

The School



Founded in 1966, The British School Kathmandu is an established British international school in Jhamsikhel, Lalitpur. It has grown from its origins as a British-style school for Commonwealth expatriate families into a diverse, inclusive and vibrant rooted international community.

TBS is a not-for-profit and non-selective school, overseen by a Board of Governors with strong parent representation. It serves children aged 3 to 18 from local and expatriate families, delivering a British education in a setting deeply connected to Nepal.

The School's current profile combines academic ambition, strong pastoral care, a generous co-curricular programme and substantial community service. It is intentionally personal: children are known as individuals, families are welcomed, and staff are expected to combine warmth with professional excellence.

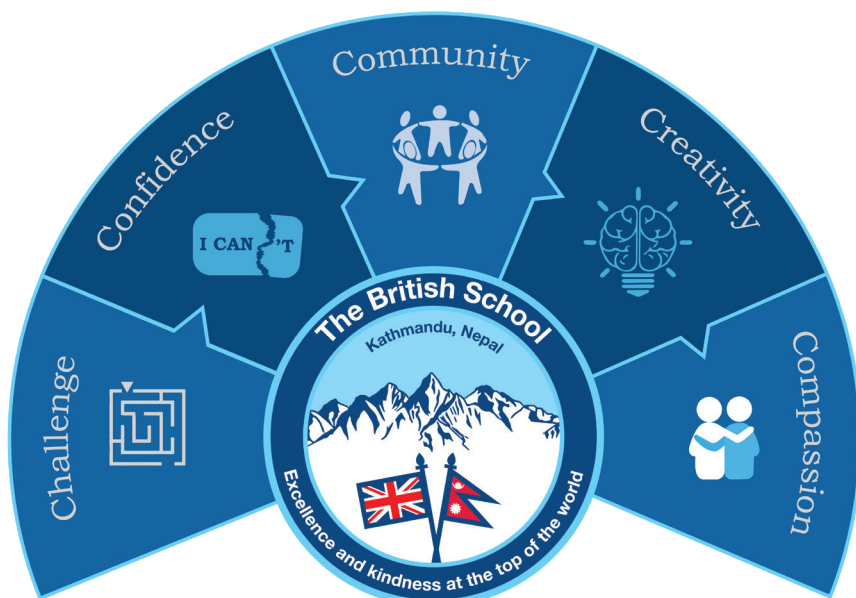
Not-for-profit	Non-selective	British curriculum
Resources are directed towards education, facilities, staff quality and long-term school development.	The School is inclusive by philosophy and seeks to support students from varied starting points.	Students follow a British pathway from Early Years through IGCSE and A Level.



Mission, Vision and Values



The School's mission is grounded in the belief that young people flourish when high expectations are joined with kindness, belonging and clear support. Candidates should understand that values at TBS are not decorative: they are expected to shape decisions, relationships, standards and the daily experience of students.



Mission

To provide an outstanding education in an inclusive and international school where staff, students and parents work together in a safe, caring and respectful community.

Vision

To help develop young people who strive for excellence and are kind, through the School's emphasis on Challenge, Creativity, Confidence, Compassion and Community.

The British School Kathmandu's 5Cs in leadership practice

Challenge

Set high expectations and ensure students are stretched appropriately.

Creativity

Encourage imagination, inventiveness and confident problem-solving.

Confidence

Build articulate, thoughtful communicators who act with integrity.

Compassion

Model empathy, kindness and warm professional relationships.

Community

Ensure the School has a positive impact locally and globally.

EDUCATION FOR ALL:

English National Curriculum, GCSE and A Level excellence

Educational Standards



2026 University offers

TBS follows the English National Curriculum, alongside the International Primary Curriculum and Cambridge and Edexcel syllabi for IGCSE and A Level. This provides a coherent and internationally recognised pathway while allowing the School to respond meaningfully to its local and international context. The school also offers ASDAN qualifications for students requiring an alternative pathway.



2026 offers

What this means for the Principal

- Maintain an uncompromising focus on the quality of teaching, learning, curriculum and assessment.
- Ensure standards are embedded through everyday practice and reinforced through staff training and consistent expectations.
- Use evidence intelligently to identify strengths, inequalities, gaps and improvement priorities.
- Ensure that the conditions required for high achievement are understood alongside the need for individual progress, wellbeing and inclusion.

The successful Principal will be expected to maintain high academic ambition without narrowing the purpose of education. Examination success matters, but it must sit within a broader commitment to character, wellbeing, inclusion and service.

Outcomes and Inspection



The most recent British Schools Overseas inspection confirmed that TBS meets and surpasses the required BSO standards and it identified the many outstanding features of the school across education, care and leadership. This provides a strong platform, but it also raises the bar: the next Principal must ensure that quality assurance, self-evaluation and improvement planning are continuous, disciplined and focused on what students experience every day. Our most recent report can be read [here](#).

The Principal will be responsible for sustaining robust self-evaluation, ensuring that inspection and accreditation standards are understood by leaders and staff, and making sure recommendations lead to meaningful school improvement. This requires clear systems, evidenced accountability and a culture of professional learning.



What the School values

- Consistently strong teaching and learning
- Excellent academic outcomes and VA
- Ambitious personal development
- Respectful, kind and supportive relationships
- Safeguarding and welfare as cultural priorities

What this requires from the Principal

- Visible leadership across the campus
- A rigorous improvement culture without losing warmth
- Clear accountability for leaders and staff
- Strategic use of evidence, data and professional judgement
- A relentless focus on students' learning, safety and wellbeing

LOCAL RESPONSIBILITY, GLOBAL OUTLOOK

Community and Partnership

The British School Kathmandu provides a distinctive responsibility and opportunity: it is an international school with a deep local conscience. This is a core part of who we are as a school. Our community work is not an occasional add-on; it reflects a belief that privilege brings responsibility and that students learn powerfully when they act with empathy, humility and practical purpose.



Examples of community impact



- Collaborating regularly with sustainable community partner schools and organisations to make a positive contribution to children's learning.
- Supporting local schools through training, development planning, safeguarding, first aid and teaching strategies.
- Inviting partner schools, teachers and children into TBS for community events, sports days and shared learning.
- Supporting practical needs in partner schools such as school lunches, learning resources, classroom facilities, water systems and dignity initiatives.
- Ensuring students engage with service in ways that develop humility, awareness and responsibility.

Partner schools

Sustained partnerships with local schools, including teacher training, community events and student collaboration.

Community agencies

Support for organisations working with children, disability, health, safety and welfare.

Student service

Fundraising, visits, practical support and service learning that build compassion and responsibility.

A SHARED COMMUNITY

Inclusion, Belonging and Safeguarding



TBS is an inclusive school where staff, students and parents work together in a safe, caring and focused community. The School's non-selective ethos, diverse intake and international context require leadership that is both principled and attentive to individual needs.



Children at TBS must be known as individuals: their strengths recognised, their barriers understood, their wellbeing safeguarded, and their potential actively developed.

The culture we protect

- Belonging across nationalities and backgrounds
- Students thriving in strong academic, pastoral and safeguarding systems
- Stewardship of the school's future through shared responsibility and clear accountability
- Learning support and inclusive practice
- Partnership success through student voice and parental support.

The expectations our Principal must uphold

- High standards of conduct and responsibility
- Academic challenge for every learner
- Professional accountability for staff and leaders
- Strategic planning for stewardship of the school
- Clear, timely and respectful communication
- Safeguarding as a daily culture, not a policy folder

The Role



The Principal is accountable to the Board of Governors and is responsible for the professional and operational leadership of the School. This is a role for an educational leader who can set clear direction, build trust, uphold standards, and can lead through complexity.

The post requires an educational leader who can bring together culture, curriculum, safeguarding, operations, governance, community and future strategy.



Educational leadership

- Sustain high standards of British education
- Lead curriculum, teaching, assessment and quality assurance
- Ensure ambitious progress for all students

Culture and values

- Model excellence and kindness
- Build trust and belonging
- Hold staff and leaders accountable for values in practice

Safeguarding and inclusion

- Keep children's welfare central
- Ensure robust systems and trained staff
- Promote equality, belonging and accessibility

Governance and strategy

- Work constructively with the Board
- Translate strategic priorities into everyday practice
- Use evidence to plan, evaluate and improve

Staffing and accountability

- Recruit, develop and retain high-quality staff
- Build leadership capacity
- Address underperformance fairly and consistently

External representation

- Promote the School locally and internationally
- Work with government, diplomatic and community partners
- Protect reputation and public trust

The Person



The successful candidate will be a student-centred and values-led Principal who combines educational expertise with integrity, resilience and strong relational leadership. They will be ambitious for students and staff, but also reflective and culturally sensitive.

This is a role for a leader who can protect the School's warmth while continuing to strengthen its systems, accountability and ambition.

Educational credibility

- Deep understanding of high-quality teaching, curriculum, assessment and improvement
- Ability to establish high academic and pastoral standards
- Experience leading inspection or accreditation

Ethical leadership

- Strong commitment to mission and values
- Principled judgement and discretion
- Courage to address practices inconsistent with values

Community builder

- Visible, approachable and trustworthy
- Strong relationships with parents, staff and governors
- Culturally sensitive and internationally minded

High expectations

- Ambitious for students and staff
- Accountability with fairness
- Clear professional standards

Safeguarding commitment

- Strong understanding of safeguarding culture
- Commitment to inclusion and wellbeing
- Best interests of children at the centre of decisions

Resilience and judgement

- Able to lead under pressure
- Organised and attentive to detail
- Able to analyse complexity and make balanced decisions

AN EXTRAORDINARY PLACE TO SERVE

Life and Leadership in Kathmandu



What makes The British School Kathmandu distinctive

- TBS serves both local and expatriate families, and must honour both British standards and our Nepalese context.
- The School's community partnerships require practical service and long-term relationship building.
- The Principal will need to manage complexity calmly while protecting the education, wellbeing and safety of children.
- The role requires excellent judgement, resilience, diplomacy and an unwavering commitment to integrity.

Nepal is a culturally rich and exciting country. From the heights of the Himalayas to the jungles of the Terai, there is always something for those who are looking for an enriching experience. Kathmandu offers an exceptional setting for school leadership: culturally rich and deeply shaped by community relationships. The Principal represents TBS locally, nationally and internationally, working with families, staff, governors, government agencies, diplomatic missions, accreditation bodies, professional organisations and partner institutions.

The successful candidate will be confident in governance: transparent, evidence-led, respectful of the Board's strategic role, and clear about the Principal's strategic influence and operational authority.



How to Apply

Application	Please complete an application form and send along with your CV and covering letter setting out your interest in the role and the evidence of your experience against the candidate criteria.	
Closing date	12 Noon Nepal time Thursday 29th October 2026	
Initial interviews online	Week beginning November 2nd 2026	
Final interviews in Kathmandu	Week beginning November 16th 2026	
Contact	principalrecruitment2027@tbs.edu.np	

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.

The British School Kathmandu is dedicated to creating a safe, respectful and inclusive school environment where all students and staff can be happy, confident and resilient, irrespective of any protected characteristics, including those identified in the Equality Act 2010.

The Principal will ensure that the School's values and safeguarding approaches are not simply expressed in policy or communication but are visible in the everyday experiences, relationships, decisions and conduct of the school community.