



## JERUDONG INTERNATIONAL SCHOOL

### DEPUTY HEAD OF JUNIOR SCHOOL - EARLY YEARS & KEY STAGE 1

Jerudong International School (JIS) is seeking a well-qualified and inspirational leader who embodies the academic and holistic ethos of top British International Schools. We are looking for someone with a passion for making learning magical, providing individualised pastoral care for every student, and leading a varied and genuinely rewarding enrichment curriculum. Previous overseas experience is not essential, but the desire to work in a genuinely international community is.

Our students' motto is **"Togetherness and Community"**. We offer outstanding, well-resourced indoor and outdoor environments, including our own Forest School, set within a tropical jungle. Our children are enthusiastic, curious, and eager to commit fully to the learning adventures you will create together.

JIS is on a journey towards becoming a truly sustainable school community. The [Green Flag Eco-School](#) initiative is integral to this work, and we are committed to embedding sustainable practices across all areas of school life. We encourage our students to consider not only their immediate community but also the wider global impact of their actions. Inspired by the [UN Sustainable Development Goals](#), we aim to equip our students to be socially responsible, globally minded citizens, ready to meet the challenges of the 21<sup>st</sup> century.

To apply, please complete the application form via the TES website, where you will also find further details of the post. You will need a fully complete profile as well as an up-to-date CV loaded to your profile. This must include a recent photo and the full contact details (including email addresses) of three (3) professional referees, **one of whom should be your current or most recent headteacher**. You must also include a covering letter. **Please note: incomplete profiles, no covering letter, or failure to submit your CVs via TES will result in your application being rejected.** JIS is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. **References will be required prior to any final interviews.** All post holders are subject to appropriate vetting procedures and satisfactory Criminal Background Checks or equivalent covering the previous 10 years' employment history.

The closing date for applications is **Friday, 27<sup>th</sup> February 2026**; however, early applications are encouraged. Initial and final interviews will be conducted via Google Meet.

Applicants who have not been contacted by **Thursday, 19<sup>th</sup> March 2026**, should assume that they have not been shortlisted. The School sincerely thanks them for their interest.

The successful applicant must be available to commence employment in **August 2026**.

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## Jerudong International School (Brunei)

- One of the leading International Schools in Asia; situated in Brunei, on the tropical island of Borneo.
- Independent Boarding/Day School, with over 1600 students on roll, aged 2-18 (6th Form of c350).
- Exceptional facilities and resources, with a beautiful 120-acre campus.
- Member of HMC, BSA, FOBISIA and COBIS.
- British Curriculum, leading to (I)GCSEs, A-Levels and IB Diploma.
- Highly competitive tax-free Salary (+ package including Gratuity, Accommodation, Relocation Allowance, Medical Insurance, Annual Flight home, and discounted school fees for children).
- c175 Expatriate teachers, mainly from the UK, Australia and New Zealand. Initial two-year contracts, but the vast majority stay much longer than that. Currently, over 100 staff children attend JIS.

## Safer Recruitment

The safe recruitment of all colleagues (including consultants/ contractors/ supply teachers, activity providers and volunteers) in schools is the first step to safeguarding and promoting the welfare of children in education.

At Jerudong International School, we ensure the practice of safe recruitment in checking and recording the suitability of staff and volunteers to work with children.

As part of the safe recruitment procedure, we will require the following information prior to starting work at JIS:

- Up-to-date police records from a teacher's country of origin and previous country of employment.
- Three references, one of which must be from the current employer. If a teacher has worked in two or more schools, within 5 years, telephone contact will be made with those schools to ask why the teacher is leaving and if there were any concerns of a safety nature with children.
- Please be aware that applicants may be subject to a social media and online search.

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# JERUDONG INTERNATIONAL SCHOOL

## JOB DESCRIPTION

**Position:** Deputy Head of Junior School - Early Years & Key Stage 1  
**Accountable to:** Head of Junior School

### GENERAL STATEMENT OF RESPONSIBILITIES

#### Mission

At Jerudong International School (JIS), we challenge ourselves, respect others and inspire positive change. We develop our school through holistic school improvement in four interlinked key areas – Curriculum, Community, Capacity and Campus. Our student profile empowers students to think critically whilst actively engaging in lessons. We build capacity by ensuring students develop resilience by giving them opportunities to lead. We ensure students recognise their roles as global citizens alongside the many communities that exist within the school.

We have three core values that epitomise our approach to holistic, international education. Each of these values leads to two areas that form our six school aims.

**CHALLENGE** : We challenge ourselves to step outside our comfort zones, developing our resilience now to prepare for whatever the future may bring.

**RESPECT** : Our strength is built on relationships that embrace diversity. This means listening with empathy and communicating kindly.

**INSPIRE** : We reflect, innovate and create to tackle meaningful issues. Every one of us has a responsibility to inspire positive change.

It is the responsibility of all teachers to demonstrate these values themselves, with colleagues and with the students.

#### Curriculum Planning, Delivery and Classroom Leadership

Provision of learning opportunities for every student relative to their needs, abilities and stage of development by teaching a programme that gives each student the opportunity to experience success and which challenges each student to achieve their full potential.

Provision of a safe, effective, challenging learning environment while establishing effective and positive relationships with students based on mutual respect, recognising the individuality of each student and affirming their cultural identity.

Preparation of teaching plans in accordance with school policy, updating plans regularly, storing updated versions in the appropriate place on the school's electronic system; plans should show evidence of differentiation or adaptive teaching for the different abilities of the children.

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Teaching, assessment and reporting are in line with Jerudong International School Junior School vision of transformative education, and adhere to the school's policy.

### **Professional Development**

Showing initiative and being proactive in keeping abreast of teaching and educational developments and sharing enthusiasm and resources with other teachers, attending teacher development programmes, participating in in-service courses (as funding permits) and attending professional meetings; participating in the Professional Growth Process.

### **Contributions to School Life**

Supporting the wider educational and cultural life of the school; leading by example in supporting standards expected of students; performing the pastoral duties of a teacher and tutor; participating in a minimum of 2 extra-curricular activities per week; taking responsibility for the safety of students through supervision duties; supporting school and community programmes, volunteering to support whole school community events. Being a good role model for students; showing respect for peers and commitment to teaching. Being fully involved in and supportive of all aspects of school life both inside and outside the classroom.

### **Community Responsibilities**

Reporting to parents through written reports and parents' evenings on the progress and development of students in the teacher's care. Being available to meet parents on a more informal basis and providing information for them indirectly through the administration and/or counselling staff.

### **Accountability through Professional Growth**

All colleagues will participate in Professional Growth, which involves setting self-directed professional development targets discussed with a trusted colleague and your line manager through a coaching process. You will be expected to record your progress in a Professional Growth Portfolio and Self-Evaluation, which is reviewed each year. Time is given to colleagues to support this process. Our community strives to be self-evaluating and self-improving. We run an exceptionally innovative programme of ongoing Professional Growth. We rely on team members to be problem-solving self-starters who make us all better learners. The potential to help colleagues improve and a willingness to improve one's own practice is an essential attribute of JIS Staff.

## WIDER RESPONSIBILITIES

Colleagues at JIS are expected to contribute wholeheartedly to the wider life of the school. JIS provides holistic education to the students, so this requires a commitment from staff to contribute both in and out of the classroom and to the wide range of community events that take place across the school year.

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## Enrichment

Co-curricular activities (CCA) form an integral part of the Enrichment Program at JIS from Reception. It is expected that staff fully support the programme by offering to run or support one of the wide-ranging activities on offer to the students across the Junior and Secondary Schools. The four activity groups are: Sports and Exercise, Service Learning, Creativity and Arts, and Enriched learning.

The school is very busy, and many enrichment and community activities occur throughout the year. These wonderful opportunities rely on the support of our staff to make them run.

## Working Hours

Monday - Thursday                      7.15am - 3.15pm

Friday                                        7.10am - 3.30pm (break 12noon - 2.00pm)

The hours above do not include CCAs.

If you need to leave the School before the end of the day, for the purposes of an emergency evacuation or lockdown procedure, you must notify the Head of Junior School and sign out of school at the relevant school office.

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## JERUDONG INTERNATIONAL SCHOOL

### DEPUTY HEAD OF JUNIOR SCHOOL - EARLY YEARS & KEY STAGE 1

#### Purpose of Role

The Deputy Head of Junior School provides strategic, operational and pedagogical leadership within EY and KS1. The postholder will model outstanding teaching, lead professional learning, and ensure high-quality, consistent provision across classes through visible leadership and strong line management.

A key responsibility is to ensure consistency of high quality by maintaining a strong presence in classrooms, coaching teachers and ensuring high expectations for learning, behaviour and wellbeing.

The postholder will also play a central role in sustaining the Junior School's positive culture and ethos, fostering a strong sense of community, belonging and shared purpose among pupils, staff and families. An essential strength is the promotion of a nurturing, child-centred culture with a focus on inclusion and safeguarding.

#### Key Responsibilities

##### Teaching, Learning and Pedagogy

- Teach up to 30% of timetable, modelling high-quality, reflective practice.
- Maintain a strong and visible presence in classrooms through learning walks, informal visits, coaching and professional dialogue.
- Lead improvements in curriculum design, pedagogy and assessment across EYFS and Key Stage 1.
- Continue the development of high-quality, play-based and inquiry-led learning.
- Ensure provision reflects best practice in early childhood development.
- Promote creativity and STEAM within the curriculum.
- Ensure continuity, progression and coherence across year groups.
- Champion consistent, high-quality learning experiences for all pupils.

##### Staff Leadership, Line Management and Professional Development

- Line manages EYFS and KS1 teachers, leading performance management and appraisal processes.
- Support the induction, mentoring and ongoing development of staff.
- Coordinate professional learning aligned with whole-school priorities.
- Facilitate staff participation in workshops, coaching and collaborative learning.
- Work closely with Wellbeing and DEIB Coordinators to promote belonging, inclusion and staff welfare.
- Foster a culture of professional trust, collaboration and continuous improvement.

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## Strategic, Pastoral and Organisational Leadership

- Deputise for the Head of School when required, supporting effective decision-making in consultation with senior leaders.
- Contribute actively to Senior Management Team meetings and strategic planning.
- Lead and contribute to policy development, implementation and review.
- Support the day-to-day leadership, organisation and smooth running of the Junior School.
- Play a key role in safeguarding within EYFS and KS1.
- Support the consistent implementation of the positive behaviour policy.
- Promote inclusive practice, positive relationships and a nurturing learning environment.
- Manage cover arrangements collaboratively to ensure continuity of learning.
- Support recruitment processes and leadership transitions.

## Community, Communication and Engagement

- Lead and support major school events, celebrations and community initiatives.
- Coordinate and strengthen communication with parents and carers.
- Contribute to the enrolment and induction of prospective students and families.
- Collaborate with teachers and leaders to ensure smooth transitions.
- Build strong partnerships that enhance pupil experience and community engagement.

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## PERSON SPECIFICATION FOR THE ROLE

CRITERIA	
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>● QTS/Valid Teaching Qualification</li> <li>● Degree</li> <li>● Other professional qualifications e.g.               <ul style="list-style-type: none"> <li>○ Master's degree in Education</li> <li>○ A UK-recognised leadership qualification, e.g NPQH</li> </ul> </li> </ul>
<b>Knowledge and Experience</b>	<ul style="list-style-type: none"> <li>● Excellent understanding of relevant curriculum</li> <li>● Excellent understanding of use of a range of data to improve outcomes</li> <li>● Excellent understanding of Safeguarding and Child Protection policies and practices</li> <li>● Experience of leading others</li> <li>● Proficient ICT user</li> <li>● Up to date knowledge of current education issues</li> <li>● Awareness of innovative thinking and practice in education</li> <li>● Experience of developing the practice of others</li> <li>● Experience in line managing others</li> </ul>
<b>Professional Skills</b>	<ul style="list-style-type: none"> <li>● Form and maintain excellent effective relationships with all in school</li> <li>● Communicate effectively with all in school</li> <li>● Be well organised and work within deadlines</li> <li>● Be a good team player and work cooperatively in different capacities</li> <li>● Able to delegate effectively and hold others to account</li> <li>● Inspirational role model to others in school</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>● Ability to use initiative</li> <li>● Ambitious and willing to learn</li> <li>● Flexible, creative and inspiring</li> <li>● Caring, positive, open and honest</li> <li>● Dedicated and hard working</li> <li>● Champion for children</li> <li>● Proactive in self-development</li> <li>● Evident passion to go above and beyond</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>● Experience in longitudinal tracking of student progress</li> <li>● Thorough understanding and experience of whole school leadership of assessment and reporting across multiple ages and stages</li> <li>● Experience of implementing a change in assessment model across a school setting</li> </ul>

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Leading Independent Schools

