



British Embassy School

Ankara

Head

CANDIDATE INFORMATION

## Introduction

The British Embassy School Ankara (BESA) offers a unique opportunity for the right candidate to lead a thriving, happy, and well-established not-for-profit school located within the diplomatic grounds of the British Embassy in Ankara.

Originally founded in 1959 as the British Embassy Study Group, the school began as a small kindergarten operating out of two rooms within the British Council. Over the years, BESA has relocated twice, each time expanding and upgrading its facilities to accommodate its growing community. Since 1964, it has been situated on its current site within the British Embassy grounds.

Today, BESA educates more than 200 children from Nursery to Year 11, representing over 30 nationalities. While rooted in British educational values, BESA is proudly international, as recognised by the 2020 International Schools Award for its commitment to developing ethical values. Fostering international-mindedness is a core principle of the school's ethos.

This is a truly exciting opportunity to lead a school that blends British educational excellence with a strong international perspective, shaping young learners into globally aware, ethically responsible individuals.

The rigour of the British Curriculum followed by the Cambridge iGCSE program, ensures that children make excellent academic progress at BESA, taking creative risks whilst supported by outstanding teaching and high-quality learning environments. Extra-curricular activities are extensive, including a wide array of sports, Junior Model United Nations, Cookery, Forest School, debating and much more. BESA commits to enabling children to leave the school not only having made outstanding progress but as global citizens who have the confidence to lead with creativity, integrity and a passion for their chosen pursuits.

BESA is an outward-looking school. Strong relationships have been forged with other schools in Ankara and through membership of COBIS, BSME, IAPs and the Black Sea Schools Group. These collaborations provide exciting learning opportunities and challenges for the students and a network for the professional development of teachers.

The school is located, with its own woodland area, in a very smart part of the capital. Teachers recruited overseas are given comfortable apartments within easy walking distance of the school, and public transport by bus to the central parts of Ankara is efficient and easy to use.



# British Embassy School, Ankara

Friendly, caring, holistic and creative, BESA is the oversubscribed school of choice for many international and local families living in Ankara. It is a not-for-profit, values-driven institution that sets great store by its pastoral care, especially as regards nurturing the individual child. The student voice is heard formally through the School Council (on which all years from Year 2 upwards have two representatives).

## MISSION AND AIMS

**Valuing Individuals:** We help children become independent, responsible, confident, life-long learners in a secure and welcoming environment; where cultures meet and diversity is celebrated.

Attendant upon this Mission Statement is the school's aim to be a happy school in which everyone is safe, treated with respect and encouraged to learn. So, in the school's words:

- We provide a stable, sensitive and welcoming atmosphere in which we feel happy and secure
- We promote a healthy lifestyle

- We commit to safeguarding and promoting the welfare of all children, staff and volunteers
- We encourage independence, responsibility and consideration for others
- We utilise Turkey's distinctive geography and rich history as a resource for learning
- We value everyone for what they can achieve academically, physically, socially and emotionally so that they are able to fulfil their potential
- We offer a quality education based on the English National Curriculum
- We provide a broad and stimulating educational environment which encourages each child to fulfil their potential and become life-long learners

Also, no one religious belief is allowed to impose itself or be imposed when the school is acting in loco parentis, and – through International Mindedness – the school believes we can develop harmonious relationships with one another.



## GOVERNANCE

The Head will report to the Chair of a board of volunteers known as the Board of Governors, whose primary responsibility is to oversee the operation of the school in terms of such matters as finance, staffing, discipline, the admission and exclusion of pupils, the development and upkeep of the premises, and in broad terms, the curriculum. HM Ambassador appoints one Embassy governor; the Chair (who has a two-year tenure) appoints seven community governors; parents select two governors; staff select a school representative; and the Chair can invite two co-opted governors. The Head is an ex-officio board member.

The Board is primarily a policy-making and strategic planning body with individual members taking on supervisory roles within various areas of the school. Currently, BESA has governors responsible for finance, HSE, SEND, premises, pupil progress and safeguarding.

The Board of Governors meets every half term throughout the school year. Sub-Committees responsible for staffing, academics and finance also meet regularly.

## ADMISSION CRITERIA

BESA is oversubscribed. There is an established list of priority criteria, and preferential consideration is given to applicants who can fill all or most of these (providing the applicants meet the normal admission requirements). In order of priority, the criteria are:

- Children of the staff of the British Embassy and other British Government employees. British Diplomats of other institutions;
- Siblings of pupils;
- Those identified as more able;
- Fluency in English (having attended an English-speaking school for at least the last year could be an indication of this);
- International families posted to Ankara;

Other. The waiting list is defined as the group of pupils who were at the agreed standard but for whom there were no spaces, listed according to the priorities above.



## FRIENDS, PARENTS AND TEACHERS ASSOCIATION

The Parent Teacher Association (FPTA) serves as an auxiliary and voluntary organisation of BESA. All parents and guardians of students attending the school, as well as teachers and staff, are automatically members of the FPTA. The primary aim of the association is to enhance the quality of education for the benefit of the students. FPTA activities include but are not limited to raising funds to purchase goods and services that enhance BESA's learning environment, encouraging parental involvement in BESA, serving as a link between BESA and parents, welcoming and supporting new parents and families, involving families in social activities at BESA, and supporting BESA during special events.

## SAFEGUARDING

BESA is committed to the safekeeping, protection and nurturing of children, with respect for their wishes and feelings. BESA will therefore:

- Establish and maintain an environment where children feel safe and secure, are encouraged to talk, and are listened to

- Ensure adults are appropriately trained in good practice and follow clear guidelines of conduct with children and other adults
- Develop our safer recruitment practice in checking the suitability of adults and volunteers to work with children in line with the BESA Safer Recruitment Policy 2025
- Include opportunities in the PSHE/SRE curriculum for children to develop the skills they need to recognise and stay safe from abuse and to understand the appropriate behaviour that relatives, friends, and strangers may demonstrate towards children
- Ensure children receive guidance on how they can deal with the behaviour of others that gives them cause for concern and know that there are adults in the school whom they can approach if they are worried
- Clarify the procedures for identifying and reporting cases or suspected cases of abuse or neglect
- Support pupils who have been abused/neglected in accordance with an agreed child protection plan
- Enable parents to recognise that the school is a caring establishment where they too can seek support and advice in matters relating to safeguarding children



## The Opportunity

The position of Head at BESA will be an outstanding opportunity for the right candidate. The school is already enjoying great success and popularity under Charlotte Molloy, but there is still much to do. This is not a role for someone looking just to consolidate on the excellence achieved under Charlotte but rather to use it as a catalyst to maximise BESA's opportunities to excel.

It will be vital for the Head to lead a school that is absolutely a part of its host community, culture and country while still being identifiably and existentially the British Embassy School. It is no exaggeration to say the new Head will need diplomatic skills to a greater extent than in comparably sized schools. The parental body is diverse and has high expectations of an Embassy school.

Discerning BESA parents see authenticity as a strength. The caring, holistic and warm environment that exists in BESA should not come at the expense of excellence – academic or otherwise – and the new Head must continue to nurture the very special ethos that has served the community so well.

The Head will need to promote a clear sense of vision, direction and intended outcomes in leading and managing the process of both strategic and school development

planning. They will foster a culture encouraging the involvement of all staff in the promotion and marketing of the school and lead in the recruitment, selection, admission and retention of pupils, seeking to maintain and develop the standing of the school and to sustain a strong pupil base.

Working with and being responsive to BESA's parents and other stakeholders will require patience and the ability to adapt quickly to the norms and nuances of the community. Heightened social skills will co-exist alongside the gravitas and strong clear thinking expected of a leader of substance. As well as working with a strong teaching leadership team, the Head will line manage the School Business Manager (SBM) and oversee their responsibilities for building management, security, financial, administrative and business development duties.

The successful candidate must, of course, have the happiness, safety and success of BESA's young people front and centre of their thinking. The Head will operate within an environment where resilience, grit and persuasiveness will all be important attributes. Emotional intelligence and an instinctive ability to build and maintain relations will all be essential.



- To line manage the School Business Manager (SBM) and oversee their responsibilities for building management, security, financial, administrative and business development duties
- To initiate staff training and encourage the continuing professional development of staff
- To ensure all classes on the timetable are taught by suitably qualified staff, including cover for absent teachers
- To ensure that all reasonable precautions are in place to ensure the health and safety of staff, pupils and visitors while on the school premises, both during normal school hours and at other times
- To communicate information to staff, parents and other stakeholders about the academic life of the school, its policies and procedures and any changes that are agreed with the Board
- To represent the school to local authorities and to other local schools, as well as at out-of-school functions such as receptions, events and meetings that might reasonably enhance the broad interests of the school
- To provide references for staff and pupils who leave the school
- To report to the Board on a regular basis on all matters connected with the execution of the functions of the Board, as well as periodically on specific matters at the Board's request
- To participate in in-service training as agreed between the Board and incumbent

- To deal with complaints, suggestions, criticisms, communications and comments made by parents, staff and third parties regarding the school, its policies and procedures, and consulting with the Board as necessary
- To communicate and consult with parents of pupils and participate in any meetings arranged for this purpose
- To actively participate in activities designed to raise funds for the school or social activities, such as those organised by the Friends, Parent and Teacher Association

### *Standards*

- To promote the ethos of the school by demonstrating a caring, positive and tolerant attitude
- To set a high and professional standard in the organisation of the school
- To maintain cooperative, professional relationships with all members of the school and the local community
- To set a good example in terms of dress, punctuality and attendance

### *Other*

The Board may periodically assign additional duties and responsibilities to the Head Teacher provided that they are consistent with those normally associated with the position of Head Teacher.

The Board requires the Head Teacher to remain familiar with current educational thinking and practice.

The Head Teacher will report directly to the Chair of the Board of Governors.



# Job Description

As the Head Teacher at the British Embassy School Ankara (BESA), the incumbent will exhibit a professional commitment to the school, pupils and their learning, expertise in teaching and responsibility for managing and monitoring each child's progress through the following duties and responsibilities:

## GENERAL RESPONSIBILITIES

### *Strategic direction and development of the school*

- To work with the Governing Board (Board) and the School Business Manager (SBM) in developing a strategic plan for the future needs and development of the school, taking account of the local, national and international context within which the school operates

### *Teaching and Learning*

- To work with the Board in providing and sustaining effective teaching and learning methods throughout the school, to include the monitoring and evaluation of the quality of teaching and standards of pupils' achievement, and to use benchmarks and set targets for improving and adding value to the school

### *Leading and Managing Staff*

- To lead, manage, motivate, support, challenge and develop staff to maintain and improve the quality of teaching at the school
- Efficiency and effective deployment of staff and resources
- To deploy staff and resources efficiently to meet specific objectives in line with the school's strategy and financial budgets

### *Accountability*

- To be accountable for the effectiveness and efficiency of the school to the Board and to third parties, to include pupils, parents, staff and the local community
- To engage in performance management as agreed with the Board, including a regular cycle of external appraisal

### *Representation*

- To represent the school in the community, including amongst current and prospective stakeholder groups and international organisations

### *Administrative Responsibilities*

- To coordinate and, in conjunction with the Board and third parties, develop a rolling annual school development plan. To monitor and report to the Board on progress against agreed targets in this plan
- To determine, organise and implement an appropriate curriculum for the school
- To determine and ensure the implementation of statutory policies securing the safeguarding and pastoral care of the pupils
- To agree methods and procedures and monitor targets for the assessment of teaching effectiveness and individual pupils' achievements and development
- To be responsible for staff selection and appointment and the coordination of staff induction



# Person Specification

This person specification is an indication of the strengths and qualities that BESA will be seeking in the Head; the recruitment process will consider candidates against this list of experience, qualifications, values and attributes.

## EXPERIENCE AND QUALIFICATIONS

The successful candidate will be educated to university level, with either a Bachelor's degree in education or a PGCE or equivalent. He or she is likely to have graduate/postgraduate qualifications and an education leadership qualification, as well as a strong record of having participated in continuing professional development.

The successful candidate is also likely to have:

- Senior leadership experience either as Principal, Deputy or Head of School or another senior leadership position, demonstrating a successful track record of:
  - ◊ developing and implementing vision and strategy
  - ◊ managing both direct and indirect staff reports
  - ◊ financial literacy
  - ◊ working with and reporting to a governing board
  - ◊ autonomy and accountability for the delivery of organisation-wide initiatives and projects
  - ◊ monitoring and evaluating the performance of a school
  - ◊ responsibility for safeguarding and safer recruitment

## VALUES, ATTRIBUTES, SKILLS AND PERSONALITY

Above all, the Head will be committed to BESA's approach to education and its continued development. Beyond this, the successful candidate is likely to be:

- Resilient and adaptable and comfortable with uncertainty/ambiguity while working in a dynamic environment
- Comfortable working in a high-performance environment
- Visionary, able to lead and interpret BESA's approach in the Turkish context
- Energetic and determined to set out, achieve and personify the aspirations and priorities of the school, yet pragmatic enough to adjust priorities when necessary
- Thoroughly cognisant of a Head's responsibilities in relation to safeguarding and child protection issues and with a clear commitment to delivering best practice in safeguarding

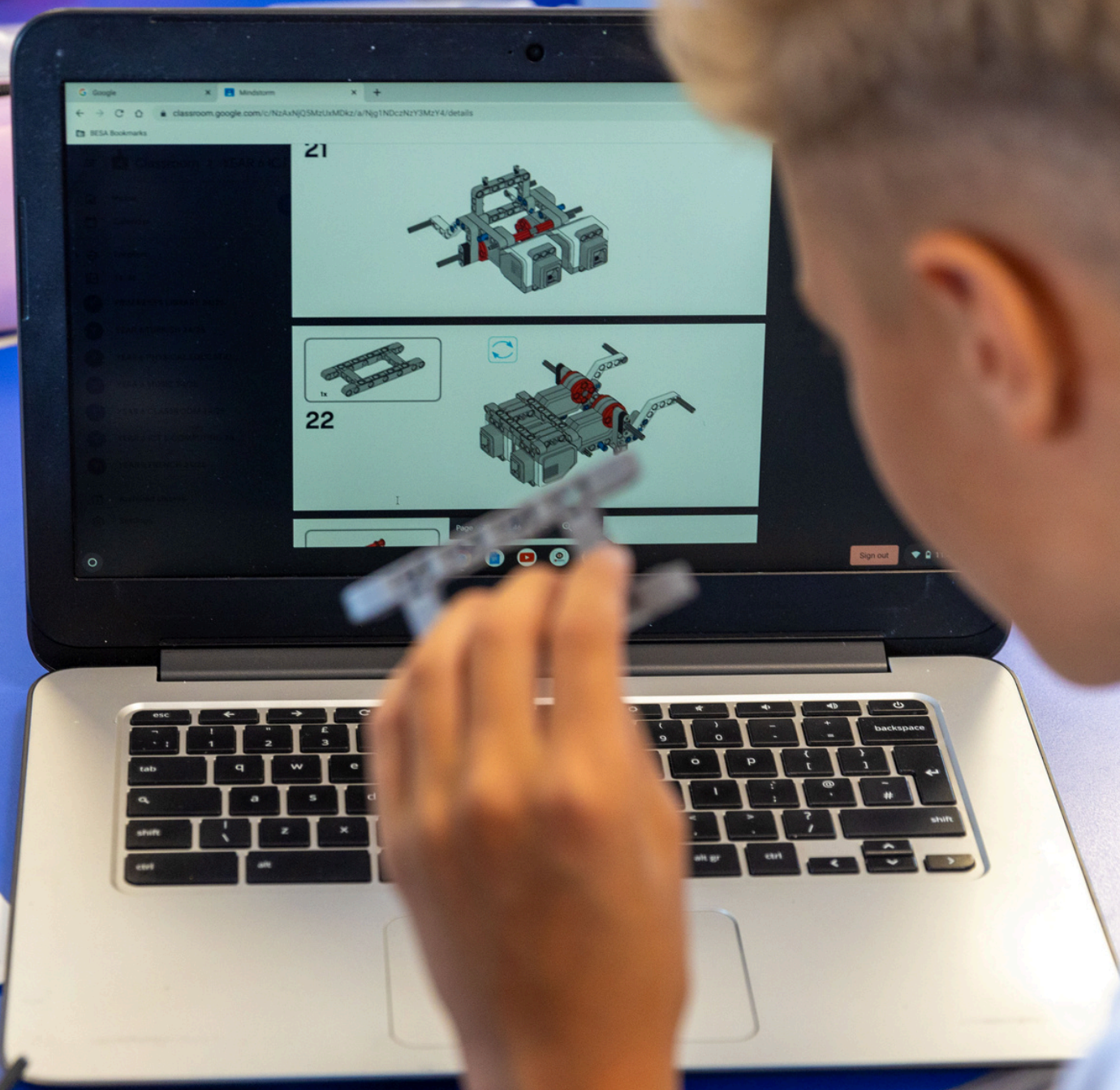
- A passionate believer in a holistic approach to education
- Open-minded, a good listener, slow to judge and keen to understand the perspectives of others before coming to a clear decision
- Culturally curious in general and specifically about living and working in Turkey
- A problem solver, able to work under pressure, prioritising tasks and finding creative solutions
- Diplomatic, politically astute and able to maintain good external relationships with a wide range of people
- Committed to high standards and continual improvement while also recognising the importance of support and compassion in achieving such standards
- Thoughtful, considerate, intelligent and articulate
- Keenly interested in new educational thinking and innovation and able to identify, articulate and implement the next levels of differentiation and new ideas to advance excellence in education – though not someone who always reacts to the latest trend
- Comfortable and excited to be working within the specific dynamic of an Embassy school
- Convincing and reassuring for a wide array of international parents: someone to inspire confidence in British education and BESA's approach, even when it may be different to the expectations of parents
- An excellent communicator in English, able to share the BESA vision with staff, pupils and parents, with a good understanding of marketing and PR

## Remuneration

BESA is committed to employing and rewarding teachers and leaders who share its ambition, aims and values. A highly competitive and attractive package will be available.

## Safeguarding

BESA is committed to safeguarding and promoting the welfare of children and young people. Safeguarding and child protection issues will be discussed throughout the appointment process, and candidates must be willing to undergo child protection screening, including reference checks with previous employers and criminal records and social media checks.



## Living in Ankara

Turkey's capital is a smart, modern city of over 5 million people. It is a safe and easy place to live, with excellent metro and bus services, a multitude of taxis and a cost of living considerably lower than tourist centres such as Istanbul.

The city is, of course, home to embassies from around the world, and the wealth of restaurants, cafes and bars reflects the cosmopolitan nature of the community. There are attractive parks that change with the seasons, and – at the other end of the spectrum – nightlife which can, in the words of a BESA teacher, “be as low-key or frantic as you like.” The very lively arts scene includes opera, ballet, theatre and fine museums, and new shopping malls with

well-known high street names are adding to the city's celebrated “liveability”. All attractions are very reasonably priced.

Children are very well catered for: playgrounds, ice skating, hockey, museums (including the Toy Museum), a zoo, an aquapark and numerous other attractions prove very popular.

And of course, Ankara is perfectly placed as a base for exploration of the natural wonders and ancient cultures of Turkey. From ancient Hittite Empire sites to the extraordinary rock formations of Cappadocia, the opportunities afforded by the region are remarkable.



# Application Process

The recruitment process will proceed as follows:

- All applications to be made via the TES website before the deadline of noon on Friday the 7th of March 2025.
- Preliminary interviews will take place by video call W/C 17th March 2025.
- Final-stage interviews are likely to take place in Ankara in the week commencing the 31st of March 2025.

*BESA is committed to safeguarding and promoting the welfare of children and young people and expects all its employees and volunteers to share this commitment. Safeguarding and child protection issues will be discussed throughout the appointment process and candidates must be willing to undergo child protection screening, including reference checks with previous employers and criminal records and social media checks.*

*BESA is committed to safeguarding and promoting the welfare of children and young people and to promoting diversity and inclusion in schools.*

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