

**British Council School**  
El Colegio Británico

---

# **Section Senior Leadership Team Member (SLT)**

---

## Role Information

Role Type	Pay Band	Location	Duration	Reports to:
Senior Leader	37.5 teacher + C allowance	British Council School	3 years	Head of Section/Deputy Head of Section

## Role Purpose

To work as a member of the Section Senior Leadership Team (SLT) achieving targets as specified in the School Self-Evaluation Forms (SEFs) and Section Responsive Action Plans (RAPs) ensuring the school drives for improved academic results and student wellbeing in our bilingual environment.

To work on the wider School SLT collaborating with the other Section Senior Leadership Teams (SLT) to ensure whole school approaches to issues and successful British Schools Overseas (BSO) and at the same time offering the students maximum opportunities in all areas.

To contribute to achieving Spain Country Plan and Corporate Plan objectives. Roles on the SLT evolve and change over the three-year period taking into consideration the skills and competencies of each member but also the areas for development.

## Leadership Responsibility

- To be ambitious and to have high expectations for the experience and achievements of all pupils
- To be strategic and driven, leading and empowering staff to raise academic and pastoral standards of provision for all pupils
- To be flexible in your leadership responsibilities and embrace the multi-faceted nature of the School across Early Years, Primary and Secondary
- To actively develop positive working relationships with all stakeholders, including parents/carers/guardians

---

## Teaching Responsibility

- **Early Years** - To be passionate about educating children from Pre-nursery to Year 1 with a willingness and enthusiasm for teaching any of the mentioned age groups
- **Primary** - To be passionate about educating children from Year 1 to Year 6 with a willingness and enthusiasm for teaching any of the mentioned age groups
- **Secondary** - To be flexible in your teaching responsibilities relative to the needs of the Section where subject specialisms will be taken into consideration

## Role Purpose

The School is uniquely well positioned to meet British Council core purpose “We build connections, understanding and trust between people in the UK and other countries through arts and culture, education and the English language”.

The British Council works with over 100 countries across the world in the fields of arts and culture, English language, education and civil society. Each year we reach over 20 million people face-to-face and more than 500 million people online, via broadcasts and publications. Founded in 1934, we are a UK charity governed by Royal Charter and a UK public body.

### **School: 2015 & 2018- British Schools Overseas Inspection Report – Outstanding in all areas**

We are a British 2-18 private coeducational school with approximately 2000 students on roll. Annual cohorts of over 130 students achieve outstanding success at IGCSE and International GCSE level in year 11. Students then go on to achieve similarly outstanding successes at sixth form, through the Spanish Baccalaureate (Bilingual – BiBac®). Students take up studies at the leading Universities in Spain, UK or USA.

The Early Years Section of the School has approximately 400 pupils from Pre-Nursery to Reception, (age 2 to 5) who follow the Early Years Foundation Stage Curriculum.

The Primary Section has approximately 700 pupils. Academic results are outstanding throughout Primary. The English National Curriculum is delivered in English for approximately 80% of the week and the Spanish National Curriculum is taught for the other 20%. The Primary Section uses the UK Standardised Assessment Tests (SATs) and GL tests for internal analysis and as tools for measuring progress.

There are over 900 students in the Secondary Section of the School. Students follow the English National Curriculum until 16 and then do the IGCSE and International GCSE examinations. The majority of students achieve 9 IGCSEs at grade 9 to 1. Students also do Spanish Language and Literature and Spanish Culture following the Spanish Ministry of Education guidelines.

---

In the Sixth form, students follow the BiBac® - (Bilingual Baccalaureate). The programme of studies is the Spanish National Baccalaureate curriculum which is delivered bilingually either in Spanish or in English. Students can choose from 3 types of Baccalaureate: Social Sciences, Technological Sciences and Health Sciences and there are a wide range of subjects on offer. All students take the Spanish University Entrance Examination at the end of their 2-year programme (EvAU).

Students achieve the highest levels of English as Second Language achieving C2 of the Common European Framework of Reference. (Students already hold very high grades in the IGCSE English as a First Language qualification). All students leave school speaking 3 languages fluently: English, Spanish and French and some study German as a fourth language or Chinese as a fifth language.

We work hard to develop the student as a whole person and for this reason offer them many opportunities to develop their creative skills in art, dance, drama, music and sport and challenge them to perform in front of live audiences.

The values of caring for others, rising to challenges, loyalty, flexibility and resilience are developed through our pastoral care Family system, where all students not only belong to a tutor group and a year group but work within a Family group, which will give them the chance to work with other students from different year groups and of different ages. Students can be unique if they have had the opportunity to live through unique experiences, and students are offered opportunities to experience these through a range of projects.

British Council policies, standards and regulations apply to all aspects of this job. Particularly relevant are: Code of Conduct, Corporate IT standards, Safeguarding Policy, Equality, Diversity & Inclusion Policy and Health and Safety policies.

## **Geopolitical/SBU/Function overview:**

The British Council School is in the English & Exams Strategic Business Unit

## **Main opportunities/challenges for this role:**

A leader in the British Council engages the passion of others to create teams that deliver extraordinary performance for business benefit, and:

- Builds relationships that promote trust and partnership, both within and outside the British Council
- Encourages a culture of feedback and learning through developing self and others for business benefit
- Role models accountability, determination and commitment to the British Council
- Delivers outstanding results through others

- 
- Navigates successfully within a complex strategic, intercultural and commercial context
  - Significantly improves the way we do things with innovation and clarity Main Opportunities and Challenges
  - To sustain the Outstanding in all areas grading in the BSO Inspection Report in future inspections
  - To keep up to date and be able to communicate to colleagues and families and implement changes in English National Curriculum requirements, including relevant examination board changes
  - To support and implement the school's digital strategy
  - To keep up to date and be able to communicate and implement changes in Spanish Education legislation at all levels
  - To support and implement the school's Well-Being strategy in the changing context of society
  - To offer flexibility in the teaching role

## **Main Accountabilities:**

The Senior Leader works on a team of Senior Leaders and reports to the Deputy Head of Section or Head of Section.

This team manages all areas of school life in the Section. Senior Leaders will line manage staff with Posts of Responsibility (PORs) and may also line manage teaching and Business Services staff.

Senior Leaders may represent the Section in cross-school working groups, e.g. facilities committee, IT strategy committees, EDI, etc.

The Senior Leader will not have approval limits but will make budgeting recommendations to the Head of Section.

## **Responsive Action Plan:**

To work on aspects of the Responsive Action Plan in the areas outlined below:

- Quality of Education
- Quality of Experience

The details will be included in deliverables through the Performance Management System (PMPD).

---

## **Strategic Strands:**

To work on one of the Strategic Strand Leadership Teams through school and to support other Strategic Strands through work in the Section.

1. The Strategic Strands are:
2. Child focused education
3. People optimisation
4. Stakeholder engagement
5. Business performance

## **Key Relationships:**

### **Internal**

Pupils

School and Section Leadership Teams

Post of responsibility holders

Teaching Staff

Parents/ Tutors

Customer Service and Administrative Teams

School Board

Somosaguas Teaching Centre Management and Sports Club

British Council specialist teams

### **External**

Suppliers such as bus company, catering and cleaning company and security company. External contacts, such as local educational organisations and authorities, local sporting facilities, voluntary organisations, companies offering workshadowing facilities, theatres and musical facilities.

## Role Requirements:

Threshold Requirements		Assessment Stage
<b>Passport requirements/ Right to work in country</b>	Applicants must be legally entitled to work in Spain, or hold a passport that allows the British Council to sponsor visas under local immigration policy	Shortlisting
<b>Direct contact or managing staff working with children?</b>	Yes	Interview and other documents specified in Child Protection Policy
<b>Safeguarding Requirements</b>	The successful candidate will be required to undergo a DBS check or equivalent, AND the Spanish national Certificado de Delitos Sexuales unless this is up to date.	
<b>Other</b>	You will be required to work outside normal school hours before and after school, attend events, training and occasionally participate in activities at weekends.	
Person Specification		
Language requirements		
Essential	Desirable	Assessment stage
<p><b>English and Spanish language ability:</b> Proficient spoken and written level (C2 in CEFR minimum) in one language and at least B2 of CEFR in spoken language in other language (English and Spanish).</p> <p>Those candidates who do not have a working knowledge of other language will be required to achieve B2 level by end of first year.</p>		<p>Shortlisting</p> <p>Relevant language certifications/experience to be indicated in Application Form and CV. Language Tests may be required.</p>

<b>Qualifications</b>		
<b>Essential</b>	<b>Desirable</b>	<b>Assessment Stage</b>
Qualified Teacher Status or equivalent	Relevant Management level qualification	Shortlisting and
<b>Role Specific Knowledge &amp; Experience</b>		
<b>Essential</b>	<b>Desirable</b>	<b>Assessment Stage</b>
A minimum of 5 years recent and relevant teaching (as teacher role profile) - UK, International or Bilingual School following the English National Curriculum	Managerial experience in 2 or more Key Stages	Shortlisting and/or interview
Relevant and recent leadership experience including data monitoring, analysis and implementation of action plans to raise the quality of education		Shortlisting and/or interview
Relevant and recent leadership experience including improving student personal development, behaviour and wellbeing		Shortlisting and/or interview
<b>Role Specific Knowledge &amp; Experience</b>		
		<b>Assessment Stage</b>
Planning, organising and ensuring implementation of the section curriculum		Shortlisting and/or interview
Presentation skills		Interview. Recruitment process may include presentation exercises

**British Council Core Skills**

	<b>Assessment Stage</b>
<p><b>Managing People Level 3 - Manages a team:</b> Provides full line management to a team where all members are working in a similar area of expertise or business. Scope includes planning, setting objectives, role modeling an inclusive culture, recruitment, development and performance management.</p>	Shortlisting and interview
<p><b>Communicating and Influencing Level 3 - Is creative and adaptable in communications:</b> Able to use a range of non-standard and creative approaches to inform, and persuade others, extending beyond logical argument to influence decisions and actions in a way which is inclusive and engaging.</p>	Shortlisting
<p><b>Analysing data and problems Level 3 - Analyses patterns:</b> Seeks out and examines a range of information to identify patterns, trends and options, to solve multifaceted and complex problems.</p>	Not used in recruitment and selection
<p><b>Managing accounts and partnerships Level 2 - Works with stakeholders and partners:</b> Communicates regularly with diverse stakeholders, customers and/or partners to build mutual understanding and trust.</p>	Not used in recruitment and selection
<p><b>Planning and Organising Level 3 - Develops annual plans:</b> Develops and reviews the implementation of annual plans for a work group or function, taking account of business and customer requirements and reconciling competing demands.</p>	

British Council Behaviours	
	Assessment Stage
<b>Making it happen (More Demanding):</b> Challenging myself and others to deliver and measure better results	Interview
<b>Being accountable (More Demanding):</b> Putting the needs of the team or British Council ahead of my own	Interview
<b>Creating shared purpose (More Demanding):</b> Creating energy and clarity so that people want to work purposefully together	Interview
<b>Other behaviours (Not used in Recruitment &amp; Selection):</b>	Not used in recruitment and selection
<b>Working together (More Demanding):</b> Ensuring that others benefit as well as me	
<b>Connecting with others (More Demanding):</b> Actively appreciating the needs and concerns of myself and others	
<b>Shaping the future (More Demanding):</b> Exploring ways in which we can add more value	

<b>Prepared by:</b> Borja Roca	<b>Date:</b> 24/03/2021
--------------------------------	-------------------------