

DEPUTY HEAD OF SECONDARY JOB DESCRIPTION

LOCATION	British School of Guangzhou
JOB PURPOSE	To offer leadership, inspiration, and guidance to those members of the senior management team responsible for curriculum and academic performance of secondary students and the quality of the secondary reporting. To play a major role in deciding on future academic direction of the secondary school and to work effectively as a key member of the Secondary Leadership Team.
REPORTING TO	Head of Secondary, Principal, Regional Management Team
OTHER KEY RELATIONSHIP	Senior Leadership Team and Secondary Leadership team

KEY RESULT AREA	MEASURES OF PERFORMANCE
<ol style="list-style-type: none"> 1. To be responsible for the day-to-day running of the secondary school in the absence of the Head of Secondary. 2. To assist in formulating and delivering the academic strategy, in conjunction with the Secondary and Senior Leadership Teams in line with the stated mission and core values; 3. To assist in the academic monitoring and evaluation cycles; ensure the delivery of consistently high academic standards and promote a 'love of learning' throughout the secondary school; 4. To monitor secondary student attainment and progress throughout the school providing feedback to the Head of Secondary. 5. To monitor and evaluate academic standards in line with NAE and school procedures, including benchmarking against other schools and against appropriate international and UK standards 6. To promote an ethos that promotes of 'A Love of Learning' within the secondary school through the development of personalised learning. 7. To encourage Heads of Department to keep up to date with and share information on national and international developments in all curriculum areas, and with advances in teaching practice, pedagogy and methodology; 8. To encourage Heads of Department to monitor and respond to relevant curriculum initiatives at international, UK, NAE and local levels; 	<ul style="list-style-type: none"> ▪ School runs effectively while Principal is away. ▪ Academic performance remains consistently high. ▪ Teachers continue to deliver engaging and enjoyable lessons. ▪ Students continue to demonstrate high levels of engagement, commitment and enthusiasm. ▪ The curriculum is updated to reflect UK/Global changes and to incorporate NAE "Be ambitious" philosophy. ▪ Secondary school to offer relevant, appropriate and challenging curriculum that meets the demands of its students. ▪ ISAMS is fully integrated into school reporting and staff are confident in using ISAMS to report and track progress. ▪ The secondary school has a clear, logical and agreed line management that facilitates staff professional development. ▪ Teachers continue to deliver a well-planned and challenging curriculum tailored to the individual needs of students. ▪ Enrichment programmes provide a wealth of educational opportunities to meet the needs of a growing student body. ▪ Staff continue to promote core values and act as role models to the students.

<ol style="list-style-type: none"> 9. To ensure the development and consistent delivery of secondary school assessment, recording and reporting systems built around ISAMS to provide accurate and useful information to stakeholders; 10. To help devise the line management structure for the secondary school to manage the expected growth; 11. To lead the appraisal, target setting and performance management of the Assistant Heads of secondary; 12. To assist in the development and delivery of an enrichment programme that complements and supports our academic curriculum in line with our core values; 13. To act as a positive role model, by demonstrating our core values in dealing with staff, parents and students; 14. To promote a collaborative approach to teaching and learning and to encourage staff to be reflective, to share high quality teaching strategies and build effective working relations; 15. To develop an effective teaching and learning policy that promotes consistency across the school and is in line with our core values; 16. To support the secondary school in creating and implementing the School Improvement Plan (SIP) 17. To assist in updating the documentation related to the secondary phase of the school. 18. To assist in relevant marketing initiatives and contribute to the continued growth of the school; 19. To promote greater parental involvement in the secondary school in order to create parental advocates. 20. To promote a safe and aesthetically pleasing environment that promotes and celebrates our high expectations. 21. To manage effective professional development as part of the company's commitment to invest in staff as the key resource in the organization; 22. To meet statutory responsibilities and company policies with regard to Health and Safety, Equal Opportunities and other relevant legislation; 23. To monitor spending of academic resource budgets to ensure value for money and effective deployment of resources; 24. To meet prospective parents 	<ul style="list-style-type: none"> ▪ Professional dialogue between the departments is evident and a mutual respect is evident across key stages. ▪ A teaching and learning policy in place that reflects and promotes the high quality of Teaching and learning at BSG. Secondary priorities are identified and strategic steps to achieve these outlined in the school's SIP. ▪ Documentation to support learning and that accurately reflects policy is available for relevant members of the community (Staff, Students and Parents). ▪ A teaching and learning policy in place that reflects and promotes the high quality of Teaching and learning at BSG. Secondary priorities are identified and strategic steps to achieve these outlined in the school's SIP. ▪ Documentation to support learning and that accurately reflects policy is available for relevant members of the community (Staff, Students and Parents) ▪ Student growth continues to be strong ▪ PSG groups active across all phases and involved in enrichment activities ▪ The secondary building is well organised and promotes an image of a high achieving school ▪ Successfully completed senior leaders training. ▪ Tasks on Rivo are completed within a reasonable time, site walks take place termly. ▪ Budgets are well managed ▪ Secondary parents are always able to meet an appropriate member of staff.
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PERSONAL SPECIFICATIONS – Skills Knowledge and Experience

▪ A bachelor's degree (or above), a recognised teaching qualification and at least 2 years' teaching experience in a related subject.	Essential
▪ Experience of the English National Curriculum	Essential
▪ Good communication skills	Essential
▪ Competent ICT user	Desirable
▪ Familiar with ISAMS	Desirable
▪ Overseas experience	Desirable
▪ Strong CPD record	Desirable
▪ Integrate technology into the classroom experience to enhance and extend the learning of students	Essential
▪ Successfully teach students using technology in a virtual/hybrid environment	Essential

Personal Attributes

- High levels of personal integrity
- Conscientious and able to focus on completing work to a consistently high standard
- Flexible and positive approach to work
- Excellent organisational and time-management skills; high attention to detail
- Ability to work to tight deadlines and able to prompt others to ensure deadlines are achieved
- Adaptable to working in a fast paced ever changing environment
- Ability to work under pressure and remain calm
- Proactive and willingness to take on multiple tasks
- Self-motivated and enthusiastic
- Ability to work independently
- Must be a team player, willing to help and be flexible
- Continually strive for improvement

Other

- Hold a current Enhanced Criminal Records Bureau Disclosure or equivalent for countries lived in outside of the UK.
- Compliance with visa requirements for working in China.
- A commitment to safeguarding and promoting the welfare of all pupils. And the willingness to undertake appropriate child protection training when required

PHILOSOPHY AND VALUES

We are ambitious for our students, our people and our family of schools. We believe that:

- There is no limit to what every person can achieve.
- Creativity and challenge help us get better every day.
- Learning should be personalised.
- Unique global opportunities enhance the learning experience.
- Student wellbeing should be valued and nurtured

The NAE Commitment

At Nord Anglia Education, we work every day to inspire our schools, our students and our employees to be the best they can be, and we are ambitious for them all to achieve more than they thought possible in their personal, social and academic endeavours. Within our family of schools, this aspiration is underpinned by a commitment to always act with **respect, integrity, openness, courage and ambition**. These qualities are the foundation of how we approach our work and roles within NAE and are shared by everyone in our global family.

Promote and embodies The *CORE 7 Leadership Capabilities*:

- **Accountable** – Establishes a high performing culture and accepts accountability for organisational performance.
- **Strategic** – Leads opportunity and is committed to continuous improvement aligned with the organisational vision and direction
- **Collaborative** – Works collaboratively with others to achieve organisational outcomes
- **Entrepreneurial** – Creates organisational value for diverse stakeholders and achieves commercial success
- **Enabling** – Drives excellence through valuing and developing others
- **Agile** – Achieves personal and organisational success within a changing, dynamic and complex environment
- **Resilient** – Demonstrates personal resilience within a demanding environment of high expectations