

THE BRITISH SCHOOL CARACAS

Candidate Brief for the position of **Head**

Required for August 2027

Ages 3 - 18, Co-educational
COBIS - BSO - LAHC - CIS

a3c Anthony Millard CONSULTING

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School Profile

The British School Caracas (TBSC)

Founded: 1950 (on current Altamira site since 1954)

Location: Altamira, Caracas, Venezuela

Status: Not-for-profit, independent

Age range: Preschool to Year 13 (approx. ages 3–18)

Enrolment: 300+ students

Curriculum: British National Curriculum, IPC, Cambridge Lower Secondary, Cambridge IGCSE, IB Diploma Programme

Accreditations: BSO, CIS, COBIS, IB World School, LAHC, IPC

Website: https://tbscaracas.com

THE BRITISH SCHOOL CARACAS



Overview

The British School Caracas is a not-for-profit educational establishment and one of the foremost British and international schools in Latin America, providing a high-quality international education to both the national and international community. Founded in 1950 and located on its current site in Altamira since 1954, the school has grown steadily into a well-established, all-through institution serving over 300 children from Preschool through to Year 13.

Welcome from the President of the Board

Thank you for your interest in the headship of The British School Caracas. On behalf of the Board of Directors, I am delighted that you are considering us, and I would like to share a little of what kind of school you would be joining and what we hope to find in our next Head.

TBSC was founded in 1950 and has occupied its present site in Altamira since 1954. Over more than seven decades it has grown into one of the most established British schools in Latin America, and today it is the only British international school in Venezuela. That gives the school a rather special character. For families who want a British education here, we are not one choice among many — very often we are the choice. It is a privilege, and it also asks something of us: to be thoughtful custodians of British education in the country, and to keep offering the very best of it, year in and year out.

We are fully accredited by the Council of British International Schools (COBIS) and recognised as a British School Overseas, and we offer an integrated programme from Preschool through IGCSE to the International Baccalaureate Diploma. Our students' IB results have consistently sat above the global average, and our leavers go on to universities in the United Kingdom, North America and Europe. The Board holds COBIS accreditation and IB authorisation as things to be carefully protected and strengthened rather than revisited, and we would warmly welcome a Head who brings fresh curriculum thinking within those frameworks.

What we are perhaps proudest of is our community. We are a deliberately small school, and a very loyal one. Being small is one of our great strengths: our Head can know every child by name, parents are genuinely known to staff, and visitors tend to notice the atmosphere within an hour of arriving. Holding that warmth together with high academic expectations is the real craft of this role, and it is why we hope to find a Head who sees the pastoral and the academic as one task rather than two.

Leading a school in Venezuela asks a good deal of a Head, and it calls for a particular kind of resilience — not endurance for its own sake, but the practical, good-humoured resourcefulness that keeps a school calm and steady when things around it are less predictable. It calls for judgement about what to carry quietly and what to share, and for the composure to be a reassuring presence for staff, students and parents. We mention this frankly because we would rather you knew, and equally because these things are very much manageable: we have navigated them for years, with a stable leadership structure, sound systems, and a community that trusts the school. We are simply looking for someone who takes them in their stride.

Looking ahead, the Board is at an early but serious stage of thinking about a possible expansion of the school. We are exploring how best to grow in a way that strengthens the school and adds to what families value about it. We are looking for a leader who will care for what already exists, someone who would enjoy helping shape this next chapter: working with the Board, architects and advisers, thinking carefully about the practical and financial questions, and bringing a thoughtful, loyal community along with a change it may not have anticipated.

The Board is deliberately light-touch in operational matters and genuinely engaged in strategy and stewardship. The Head will have clear delegated authority, a defined decision-making framework, direct access to me, and a Board that would much rather hear news early than late, and that will stand behind its Head once a decision is made.

If you are an experienced leader with a genuine affection for the British and IB traditions, the steadiness to hold high standards in a demanding environment, and the interest to help build something as well as sustain it, we would be very glad to hear from you.

With warm regards,

Verónica Guruceaga
President of the Board of Directors
The British School Caracas



History

The British School Caracas was established in 1950 as an early-year centre for British Ex-pats that were arriving in Caracas, at a small house in the southern part of the city. In 1954, it moved to Altamira, where it has grown for the last 20 years. In 1954, it started adding a year of primary until obtaining a full early year and primary section. As part of the strategic plan in 2000, the board started thinking that the school could grow to a full school program, and it was in 2014 when the TBSC graduated its first-ever cohort.

What started in a small house in Altamira has now grown to have an infrastructure of 4 houses with a marrow sports field in the middle that acts as the school's heart.

Vision & Mission

Vision:
Preparing young minds to impact and improve the world.

Mission:
To provide a world-class British and international education that nurtures students, embeds TBSC values, and maximises each individual's potential.



Curriculum & Academic Programme

TBSC offers the British National Curriculum from preschool to Year 11, followed by the International Baccalaureate Diploma Programme for Y12 and Y13.

- **Preschool & Kinder** — Early Years provision building foundational skills.
- **Years 1–6 (Primary)** — Based on the International Primary Curriculum (IPC), delivered across three mileposts (Years 1–2, 3–4, 5–6).
- **Years 7–9 (Key Stage 3)** — Broad secondary programme preparing students for externally examined courses through Cambridge Lower Secondary Programme.
- **Years 10–11** — The University of Cambridge IGCSE programme.
- **Years 12–13** — The IB Diploma Programme, in preparation for university.

The school also provides a Learning Support Unit and English as a Second Language Unit, a dedicated technology programme, an extensive after-school clubs provision, and a strong performing and visual arts offering including music, drama and sport.

Pastoral Care & Wellbeing

TBSC places significant emphasis on pastoral care to ensure students are happy, safe and well looked after.

- Primary class teachers and Secondary tutors (meeting daily) build positive working relationships with students.
- A **Whole School Pastoral Coordinator** oversees student wellbeing across the school.
- An **on-site school counsellor** (qualified psychologist) and a **full-time qualified nurse** support students and the wider community.
- A Safeguarding Lead which is usually the Whole School Pastoral Coordinator.
- A Board Safeguarding Lead which has an open communication with the Designated Safeguarding Lead.



Community & Service

- **TBSC Empowerment** — Student-led initiatives supporting the school and the outside community. Primary Student Council, Secondary Student Council, MUN Club, Debate Club, Football Inter-school League, Basketball League, Athletics League, Annual Drama Performance in an outside venue.
- **TBSC Charities** — School-led initiatives supporting the wider community, led by a diverse group of teachers, parents and our school nurse. We lead several programmes and help several charities, all dedicated to the education sector.
- A highly active **Parent-Teacher Association (PTA),** elected every two years, runs community events such as the Teacher Appreciation Dinner, Spring Fayre, and Halloween.

Governance & Leadership

- **Head of School** — Responsible for all day-to-day operations and for delivering the school's strategic goals. Open communication with the board and his team SLT (Senior Leadership Team).
- **The Board** — The governing body, comprising **9 volunteer TBSC parents**, elected every two years, which sets the strategic direction of the school. This body later elects its own President, Vice President, Secretary and Treasurer. This group of parents should cover several expertise for which they will form work committees.
- **Parent-Teacher Association** — A volunteer parent body focused on building community which rotates every 2 years. They have their own legal figure and governance within our structure.
- **Heads of Section (SLT)** – Head of Primary and Secondary responsible for all day-to-day operations in their sections.
- **Pastoral (SLT) –** Responsible for the well-being of our students, open communication with the parents and students.
- **Academic Director (SLT) –** Responsible for maintaining and bettering our academic numbers through Secondary.
- **Coordinators of each Key Stage** – These are responsible for each for their keystage programme, academic and pastoral. (Early Years up to IB).
- **General Manager** – Responsible for all day-to day administrative and financial operations.

Faculty & Staff

All staff members hold significant English National Curriculum, IPC, IGCSE and IB experience, and are recruited internationally from the Commonwealth countries and Venezuela.

Leadership Organisation

Within the leadership structure is an Academic team and a Business team.

The Academic Team includes the Senior Leadership Team (SLT): Head of School, Head of Primary, Head of Secondary, Head of Pastoral, Academic Director, IB Coordination.

The Business Team includes the General Manager, Comptroller, Human Resources Coordinator, Admissions, Operations Manager, Housing Manager.

Accreditations & Memberships

TBSC is accredited by and affiliated with a range of respected educational bodies:

BSO - British Schools Overseas (UK Government inspection scheme for British international schools)

CIS - Council of International Schools

COBIS - Council of British International Schools

IB World School - International Baccalaureate Organization

LAHC - Latin American Heads' Conference

IPC - International Primary Curriculum





BOS INSPECTION OUTCOME (February 2024)

The outcome reported: 'The British School of Caracas (TBSC) provides a high quality of education and care in a safe, beautiful and peaceful environment. From a strong foundation at the time of the last inspection, the school has made excellent progress, being now on a stronger financial footing and well placed to develop even more. The school is highly ambitious and the capacity for further improvement is excellent. There is a strong board of governors and highly competent school leaders in place who focus on ensuring the success of all students.'

What the School does well

TBSC has many strengths:

- The atmosphere of the school is one of respect, kindness and calm, where behaviour is a strength and students look forward to learning;
- The drive and wisdom offered by the headteacher and his team are excellent;
- The school campus 'wraps around' the students providing them with a safe, productive and unique environment in which to learn;
- The student council continues its journey into becoming a real force within the school. Their drive, passion, thoughtfulness and recognition of their privileged place in society drives them forward in enhancing the school experience of their fellow students, and also supporting local communities and beyond;
- The support provided for students with special education needs is excellent;
- Students who speak English as an additional language (EAL) are immersed in the English language through small class sizes, 1 to 1 support and the respect and support of their peers. The EAL team is pivotal in ensuring that students quickly become fluent English speakers;
- The expertise and commitment of the teachers and the teaching assistants is invaluable. They strongly support and enhance the education of the students throughout the school;
- The parents are passionate about the school and the PTA facilitates many activities that support the school and the wider communities;
- The social, moral, cultural and spiritual development of the students is impressive, evident through their relationships with each other, the staff, and the development of their cultural capital;
- The impressively extensive choice of IGCSE and IB subjects offered to secondary students regardless of small class sizes.



Role Opportunity

Head

(Early Years to Y13) with IGCSEs and IB

The Board of TBSC are seeking to appoint a Head who:

- Is an Educational Leader who follows the British Curriculum & International Baccalaureate and is also proactive and resilient to changes in the school environment.
- Has a Masters degree in Education, Educational Leadership, or a similar field; valid professional teaching qualification /certification.
- Has knowledge of the Spanish Language (desirable).
- Is a leader who is a team player, firm but fair, open to other cultures and points of view, an excellent communicator, hard-working, and who leads by example.

Experience:

- Minimum of 8 years of successful teaching, senior, or international school environments as Head of School, Head of Primary/Secondary or IB Coordinator.
- Demonstrate hands-on experience implementing or managing the IB and British curriculum programme and British Curriculum Frameworks (English National Curriculum, Cambridge Lower Secondary, IGCSE).
- Proven Strategic leadership: the ability to set direction, align a school's programme and drive improvement across all stages.
- Substantial people management experience-leading, developing and appraising senior and teaching staff - with a track record of building cohesive, high performing teams.
- Experience in Governance at board level working, including preparing and presenting strategic and financial information to a governing body.
- Budget and resource-management experience, including forecasting capital planning and cost control.
- A demonstrated commitment to safeguarding, pastoral care and inclusive education (EAL and SEN).
- Excellent interpersonal and communication skills with the confidence to act as the school's main ambassador to parents, Embassies and fellow heads of international schools.
- To provide visionary, strategic, and operational leadership across the entire school, ensuring student learning, pastoral care, and personal development from early years to year 13.

Key Responsibilities

Strategic:

- Design, execute and review a unified vision and mission for the school from Early Years to Y13 and help structure a Strategic Plan every 5 years in partnership with the Board and in line with COBIS expectations.
- Promote a culture of high academic expectations based in British traditional values according to the TBSC's vision and mission.
- Lead Staff through ongoing curriculum development, accreditation and strategic school improvements.



Curriculum:

- The role requires successfully aligning the school's programme with British Educational Standards and the accreditation requirements of COBIS and CIS, delivering the IPC in Early years and Primary, Cambridge Lower Secondary for Years 7-9 leading to IGCSE, and the IB Diploma Programme in the Sixth Form, while embedding the IB Philosophy and pedagogy across the school.
- Oversee and continuously monitor the British Curriculum and the IB programme at school, as well as IPC, Cambridge Lower Secondary, IGCSE, Duke of Edinburgh Award Program.
- Pedagogical Leadership: leading standards through regular assessments, learning observations and reviews of student attainment in all year groups.
- Full compliance with COBIS, IPC, Cambridge Lower Secondary, IGCSE, and IB Standards.
- Maintaining and further developing the school's EAL and inclusive-education programmes, ensuring provision for students with English as an additional language and for those with special educational needs continues to strengthen across all stages.

Staff Management & Professional Development:

- Recruitment and retention: appoint, manage and mentor high-calibre international and local teaching staff.
- Design Comprehensive Professional Development (CPD) framework for staff development based on pedagogical practices, safeguarding and inquiry-based learning.
- Performance Appraisal: Implement robust systems to maintain outcome targets.

Pastoral Care & Safeguarding:

The role requires implementing and reporting on the whole-school safeguarding framework — policies, procedures and their day-to-day application — to ensure every student is protected and every member of staff understands their responsibilities. This includes leading the school's mental health and wellbeing initiatives, embedding a culture in which bullying is addressed promptly and consistently, and placing the wellbeing of the whole community — students, staff and families — at the centre of school life.

The postholder reports on safeguarding and pastoral provision to the Board, and must keep the school's practice aligned with current international standards and evolving guidance, including recommendations from COBIS, so that provision reflects best practice rather than standing still.

Foster an environment of mutual respect with staff, parents and pupils, transparency, support the student voice & parental engagement within the school.

Resource Allocation:

The role requires managing and forecasting the annual school budget in partnership with the finance and administration team, ensuring resources are allocated strategically against the school's priorities. This includes forward planning for major capital and infrastructure projects — particularly those delivered across the summer break — and anticipating the financial implications of any proposed change to the school's programme or operations.

Governance: Provide transparent, regular reports to the Board concerning academic metrics, financial health and operating risks.

External Relations & Admissions:

Community Engagement: The role requires acting as the school's principal ambassador, building and sustaining strong relationships with parents, local and international organisations, and the wider community. This includes maintaining close professional ties with fellow heads of IB and international schools, and representing the school in its dealings with the British Embassy and the British Chamber of Commerce (BritCham).

Development and Growth: The role requires leading the school's student recruitment and growth strategy, directing the admissions and marketing teams in the execution of that strategy throughout the year. The postholder owns the school's marketing strategy in full — including the school website, social media presence and public-facing communications — and sets the direction the marketing and admissions functions follow. Operationally, the role requires keeping recruitment timelines on track, overseeing admissions policies and thorough background checks with the admissions team, and reporting to the Board where a politically exposed person (PEP) is applying or associated with an application.

Board–Head Relationship: The Head is the Board's sole appointment, and this relationship sits at the heart of the role. It requires building and sustaining a relationship of mutual trust and open communication — the Board must be able to place its full confidence in the Head, and the Head must equally be able to rely on the Board's support, clarity of direction and good governance. In practice this means keeping the Board fully and transparently informed, presenting decisions and challenges honestly, respecting the boundaries between governance and management, and giving the Board the assurance it needs to fulfil its own responsibilities confidently.

Candidate Profile

Desired Competencies and Experiences:

- An excellent classroom practitioner, with previous British National Curriculum experience, previous IGCSE and IB DP experience, and previous IPC experience.
- Experience of Curriculum Development is essential.
- Experience of mixed-ability classrooms, students with English as an Additional Language needs and students with Special Educational Needs is essential.
- Capable of 'Bigger picture' thinking.
- Knowledgeable and have the mindset of a life-long learner.
- Excellent strategic planner, creative thinker and problem solver.
- Ability to plan strategically for future school improvement.
- Proficient in the use of ICT.
- Excellent organisational and time management skills.
- Excellent communicator, committed to open, continuous and constructive dialogue with staff and parents.

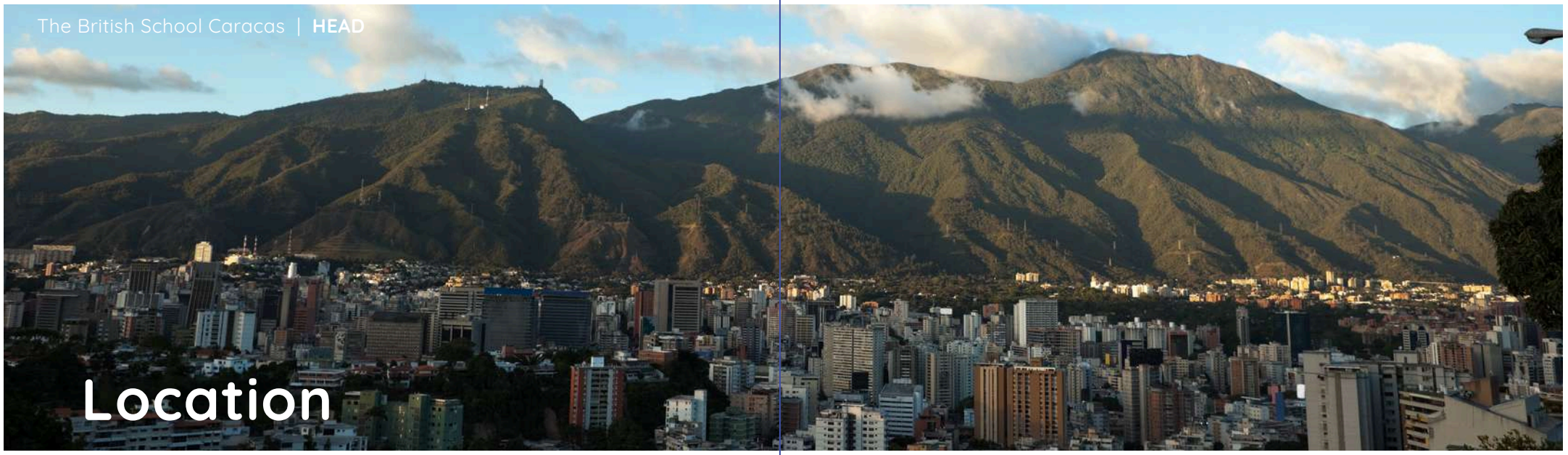
Desired Qualities & Attributes:

- Is enthusiastic and hard-working (willing to go the extra mile when required).
- Models good practice in line with school philosophy and in line with IB philosophy.
- Maintains the highest levels of confidentiality and demonstrates integrity.
- Able to be resilient and flexible.
- Open and approachable, with strong interpersonal skills.
- Strong team-player, and capable of being firm but fair.
- Internationally minded and interested in local cultures and traditions.
- Willingness to take a long-term view regarding employment tenure at the school, as this is a developmental role.





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Location

The city - CARACAS

Caracas sits in a narrow valley, separated from the Caribbean by the Avila range that forms its northern wall. At around 900 metres, the altitude gives it a climate that many describe as perpetual spring — warm days, cool evenings.

It is a city of contrasts and considerable cultural depth. The Museo de Arte Contemporáneo and Museo de Bellas Artes anchor a serious visual arts tradition; the Teresa Carreño Theatre and the Simón Bolívar Symphony Orchestra — the flagship of El Sistema — give the city a musical life out of proportion to its size. Gastronomy has flourished in recent years, particularly in the eastern districts, and the restaurant and café culture around Altamira, Los Palos Grandes and Las Mercedes is one of the city's genuine pleasures.

The Venezuelan character is warm, informal and sociable. Newcomers consistently report that the welcome they receive is the easiest part of the move.

Where the school sits

The school occupies a quinta — a converted residential building — in the heart of Altamira. This is one of the most established and walkable parts of eastern Caracas: tree-lined, largely residential in feel, with small businesses, cafés, bakeries and services close at hand.

Two practical points follow from the site:
First, the campus is small and embedded in a residential and commercial district rather than set on an open green-field plot. Our scale is part of what families value, and part of what we are asking the next Head to protect. It also means that any expansion will require judgement — whether through acquiring adjoining property, reconfiguring existing space, or considering a second site. The incoming Head will be expected to help think this through rather than inherit a settled plan.

Second, the location is a genuine asset for families. Most of our community lives within a fifteen-to-twenty-minute drive, and the school sits within easy reach of the residential districts where teachers and families typically settle.

Where people live

Candidates often ask where to live. The answer, in almost every case, is Chacao District — the same arc that surrounds the school. Altamira itself, Los Palos Grandes, La Castellana, Sebucán, all suit families, and most offer apartments or houses at a range of sizes.

Day-to-day practicalities

- **Utilities.** Electricity and water supply in Venezuela can be intermittent, and the school — like most institutions here — plans around this with backup generator and water storage. This is a managed feature of operating in the country rather than a daily crisis, but it does require a certain temperament: someone who notices a problem, finds a workaround, and moves on.
- **Healthcare.** Caracas has private hospitals and clinics of good standard, and most international families use private medical facilities and carry international health insurance. Specialist care is available in the city.
- **Security.** As in many large Latin American cities, residents take sensible precautions: gated buildings and compounds, private transport for children, awareness of routes and timing. International schools in Caracas, including ours, operate well-established security protocols. Newcomers generally find the adjustments become second nature within a few weeks.
- **Connectivity.** Fibre and mobile data are widely available and the school is well connected. Remote communication with the UK and Europe is straightforward.
- **Cost of living.** Day-to-day costs in Caracas are moderate by European standards, particularly for domestic help, transport and eating out. Housing in the most sought-after eastern districts is the main variable.

Getting here, and getting away

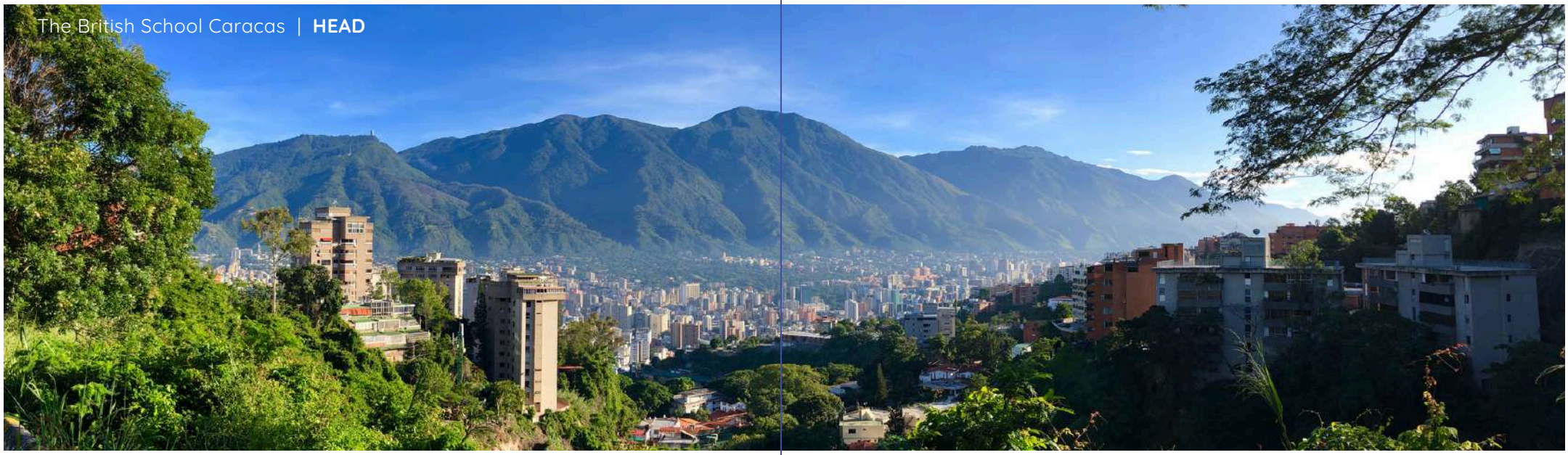
By air. Simón Bolívar International Airport at Maiquetía handles the city's international traffic, reached by the coastal motorway through the Ávila tunnel. Direct services have in recent years connected Caracas with Madrid, Lisbon, Istanbul, Panama City, Bogotá, Miami and a number of Caribbean and Latin American destinations.

Schedules in the region do change, so candidates should confirm current routings with the airline or a travel agent at the point of planning — but the practical upshot is that Caracas is one connection from most of the world. Madrid and Lisbon make Europe reachable overnight; Panama City and Bogotá are the main hubs for the Americas.

Domestically, Venezuela is a country of extraordinary range, and much of it is a short flight or a drive from the capital:

- **Los Roques** — an archipelago of white sand and turquoise water, a short flight from Maiquetía, and widely regarded as among the finest in the Caribbean.
- **Margarita Island** — beaches, windsurfing and a slower pace, an hour by air.
- **Mérida and the Andes** — colonial mountain towns, the world's highest cable car, and walking country.
- **Canaima and Angel Falls** — the world's tallest waterfall, reached by light aircraft.
- **Choroní, Cata and the Henri Pittier National Park** — colonial coast and rainforest, two to three hours by road.
- **Colonia Tovar** — a German-founded settlement in the mountains above Caracas, an easy day out.
- **Morrocoy** — the cayes and shallow water of the western coast.

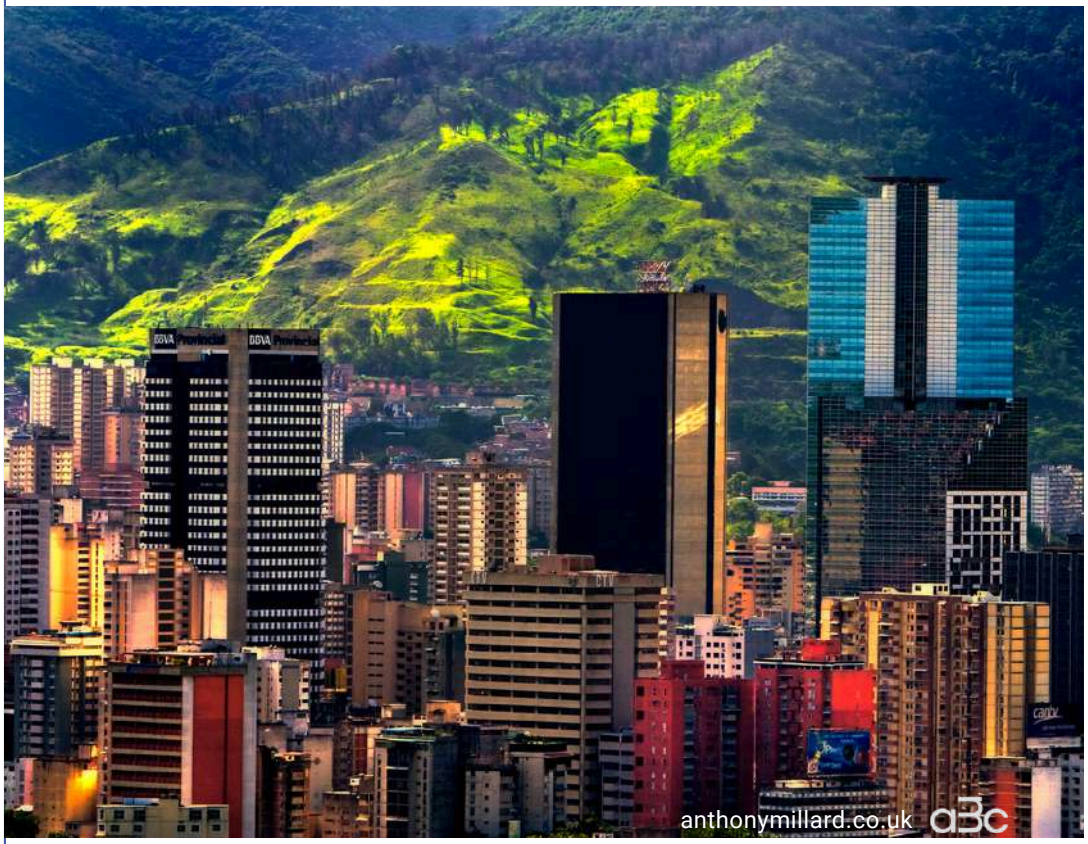
On the doorstep, the Avila itself is a national park with walking trails from several points in the city and a cable car. Being able to hike above the clouds before lunch on a Saturday is one of the things residents miss most when they leave.



What this means for the person we are looking for

Leading a school in Venezuela asks for resilience, good humour, and a willingness to solve problems that would not arise in some other parts of the globe. Alongside these traits we are seeking a person of professional substance capable of running an academically ambitious, internationally minded school.

What we would say in return is that the environment is manageable, the community is exceptionally loyal, and the role offers a degree of genuine influence over a school's future that few headships of comparable size can match. The expansion ahead, the protection of our COBIS and IB standards, and the stewardship of a community that has supported this school across generations: these are substantial things to be entrusted with.



Terms of Appointment

The Head of The British School Caracas is expected to join in August 2027.

A competitive remuneration package which includes a comprehensive benefits package with accommodation, medical insurance, annual flights, personal transportation.

The British School Caracas is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS check is required for all successful applications.



Application Process

Anthony Millard Consulting are assisting The British School Caracas with the recruitment of this post.

Applications should include:

- A curriculum vitae outlining the candidate's professional experience and qualifications.
- A cover letter (maximum two pages) describing the candidate's interest in the role and how their experience and leadership philosophy align with The British School Caracas.

Names, addresses, email addresses and telephone numbers of three referees (including current and past direct line managers) are required, but will only be taken up with each candidate's consent.

For an initial discussion about this opportunity, please contact Anthony Millard Consulting:
Wendy Ellis: wendy@anthonymillard.co.uk

KEY DATES:
Applications should be submitted at www.anthonymillard.co.uk by **Wednesday 11 November 2026.**

Monday 16 and Tuesday 17 November 2026 - Selected candidates will be invited to participate in the first round of interviews online with the representatives of the Board of The British School Caracas.

Early December 2026 - Candidates who are short-listed will be invited to interviews, which will take place at the school.