

CHARTERHOUSE
ALMATY

RECRUITMENT PACK · 2027-28

Appointment of the

Assistant Head (Data and Reporting)

Four centuries of distinction. An extraordinary beginning. A remarkable future.

01

Welcome from the Head



Dear Applicant,

I am delighted to welcome your interest in Charterhouse Almaty, an academically selective British independent school established in proud partnership with Charterhouse, UK, one of the Great Nine English public schools and among the most distinguished names in world education.

Founded in 1611, Charterhouse has educated Prime Ministers, Nobel laureates, pioneering thinkers, celebrated writers and internationally renowned musicians. For more than four centuries, its name has been synonymous with scholarship, character, leadership and exceptional achievement. In September 2026, this extraordinary heritage came to Central Asia for the first time with the opening of Charterhouse Almaty.

Charterhouse Almaty now represents the most prestigious British school name in Central Asia. Our responsibility is to ensure that the education we provide is every bit as exceptional as the heritage we represent.

Our opening in September 2026 marked the successful delivery of an ambitious project to establish an outstanding British independent school in Kazakhstan. The response has been extraordinary. More than 2,000 applications were received during our founding international recruitment campaign, whilst our inaugural 20 academic scholars were selected from more than 300 applicants across Central Asia, with over 600 applications received this year for our next round of scholarship awards. In June 2026, a pre-opening inspection by the Council of British International Schools (COBIS) described our preparations as "absolutely exemplary".

And we have wasted no time in bringing our ambitions to life.

Within weeks of opening, we had established our distinctive daily Floreat enrichment programme, launched an ambitious curriculum, introduced our House system and student leadership roles, welcomed a senior British diplomat to inaugurate our Charterhouse in Conversation lecture series, and celebrated our first major House competitions.

We also secured an exclusive school partnership with FC Kairat, Kazakhstan's most celebrated football club, which faced Real Madrid in the Champions League last season, and became the first international Charterhouse school to compete in our parent school's House Singing competition, securing the second-highest share of the parents' vote.

The success of our opening has given us considerable confidence in the school's future growth. We are now recruiting additional exceptional teachers in anticipation of a substantial expansion in pupil numbers for September 2027.

Our enrolment plans anticipate more than doubling the pupil population during our second academic year, alongside the opening of Years 11 and 12 and our inaugural Sixth Form. This growth will create new teaching opportunities, strengthen our academic and co-curricular provision and allow us to build upon the excellent foundations established during our first year.

For colleagues joining Charterhouse Almaty in 2027, this is an opportunity of unusual distinction. You will become part of a school that has already opened successfully and begun establishing its academic culture and traditions, whilst retaining the rare privilege of helping to shape its future.

Our expectations are exceptionally high. We seek excellent educators and leaders who combine outstanding professional expertise, sound judgement and integrity with the ability to inspire young people, develop colleagues and contribute meaningfully to the leadership and wider life of the school.

In return, we offer the opportunity to work alongside talented colleagues, work with ambitious pupils and talented colleagues and contribute meaningfully to the development of a school with an extraordinary heritage and an equally exciting future.

Charterhouse Almaty has made a remarkable beginning. Our determination is to make what follows even more impressive.

I hope you will consider joining us.



Michael Seaton
The Head
Charterhouse Almaty

02

Charterhouse: An Extraordinary Heritage

Established in 1611

Few schools in the world can claim a heritage as distinguished as that of Charterhouse.

Founded by Thomas Sutton in 1611, Charterhouse is one of the historic Great Nine English public schools, institutions that have shaped Britain's intellectual, political and cultural life for centuries.

Its former pupils, known as Old Carthusians, include Robert Baden-Powell, founder of the Scout Movement; William Makepeace Thackeray, one of the great Victorian novelists; and John Wesley, whose influence extended across the world.

The school's musical heritage is equally remarkable. Old Carthusians include Ralph Vaughan Williams, one of Britain's greatest composers, and Peter Gabriel, the internationally celebrated musician and founding member of Genesis, whose origins lie at Charterhouse.

Today, Charterhouse remains one of Britain's most distinguished independent boarding and day schools, educating young people on its magnificent 250-acre campus in Godalming, Surrey.

Its reputation rests upon academic ambition, intellectual independence, exceptional co-curricular opportunities and a conviction that education should develop young people of character, judgement and purpose.



Charterhouse, UK · Godalming, Surrey



The Hall at Charterhouse, UK



British heritage, proudly rooted in Kazakhstan

Charterhouse Almaty has brought the distinguished heritage, educational traditions and philosophy of Charterhouse to Central Asia for the first time.

Our school works in close and active partnership with Charterhouse, UK, united by a shared educational philosophy and a commitment to excellence, with collaboration extending across teaching and learning, school leadership, governance, professional development and quality assurance.

Yet our ambition is not simply to recreate a British institution overseas.

We seek to combine the finest traditions of Charterhouse with the intellectual energy, cultural richness and aspirations of modern Kazakhstan, creating a school that is authentically Carthusian and proudly rooted in Central Asia.

> **Our heritage is our foundation.**
> **The education we provide must be worthy of it.**

03

Our First Term: An Exceptional Beginning

From vision to reality

On 1 September 2026, Charterhouse Almaty opened its doors for the first time, welcoming pupils from Reception through Year 10.

The opening marked the arrival of one of the world's most prestigious educational names in Kazakhstan and the beginning of a new chapter in British independent education across Central Asia.

Our first term has already produced achievements that would be notable for a much more established institution.

Our first term in numbers

415 years
Charterhouse's educational heritage, dating back to 1611

2,000+
Applications received for our founding international teaching appointments

300+
Applications for our inaugural Founding Scholarships

20
Founding Scholars recognised through our inaugural programme

11
Year groups welcomed at opening, from Reception to Year 10

400
Capacity of our iconic Globe Theatre

4
Houses already establishing traditions of competition, loyalty and belonging

6
Student-led Academic Societies established within the first eight weeks of term

500+
Our planned enrolment for September 2027

2028 / 2029
Our first GCSE and A-level examination years

External recognition: an "exemplary" opening

In May 2026, Charterhouse Almaty underwent a COBIS Provisional Inspection ahead of opening.

The inspectors described the school's preparations as "absolutely exemplary", providing an outstanding endorsement of the leadership, planning and educational foundations established before our first pupils arrived.

This was an important milestone for the school and reinforced our determination to establish exceptional standards from the outset.

Academic ambition: our Founding Scholars

Our inaugural academic scholarship competition attracted more than 300 applicants from across Central Asia. This year, interest has doubled, with over 600 pupils competing for 30 scholarship places in Years 10 and 12.

Each year, pupils awarded scholarships at Charterhouse Almaty are formally recognised at a special ceremony, during which they receive their scholars' ties and have their names engraved on a commemorative plaque in Scholars' Court.

The scholarship programme reflects our commitment to identifying and nurturing outstanding academic potential, intellectual curiosity, determination and strength of character.

Innovation: from concept to classroom

In May 2026, Charterhouse Almaty was invited to present its pioneering Innovative Technologies curriculum at the 80th anniversary event of the National Academy of Sciences of Kazakhstan.

Since opening, pupils in Years 5-10 have explored artificial intelligence, bioengineering, genetics and space technologies through this distinctive programme, which was developed to bring emerging scientific and technological disciplines into the school curriculum.

Our approach combines academic rigour with imaginative problem-solving, ensuring that innovation is something that pupils experience and practise, rather than simply study in theory.

International engagement: Charterhouse in Conversation

In October 2026, we launched Charterhouse in Conversation, a programme connecting pupils with influential figures from diplomacy, business, academia and public life.

Our inaugural guest was Charlotte Morris, Deputy Ambassador at the British Embassy in Kazakhstan. Her discussion with pupils explored leadership, resilience, cultural understanding and the importance of connecting communities.

The series forms part of our commitment to intellectual enrichment and ensuring that pupils learn directly from individuals whose work is shaping the world beyond school.

Sporting excellence: our partnership with FC Kairat

Charterhouse Almaty has established a landmark partnership with FC Kairat, Kazakhstan's most celebrated football club, which competed in the Champions League last season.

As FC Kairat's exclusive school partner, we are developing opportunities for our pupils to benefit from professional coaching, sporting expertise, specialist experiences and pathways for further development.

The partnership reflects our belief that exceptional sporting opportunities should combine international ambition with authentic connections to Kazakhstan's leading institutions.

Music and the arts: traditions already taking shape

Music has already become an important part of our developing school identity.

In October 2026, Charterhouse Almaty became the first international Charterhouse school to participate in the UK school's House Singing competition, securing the second-highest share of the parents' vote.

This remarkable achievement brought pupils in Kazakhstan into one of the established traditions of the original school and provided an early demonstration of the musical enthusiasm and commitment within our community.

Our own inaugural House Singing competition brought all four Houses together in a spirited celebration of music, collaboration and performance, with Thackeray House taking the first title.

The Globe Theatre is also becoming a vibrant centre for performance and creativity. In October, pupils from Years 5 and 6 presented an imaginative Ghost Stories Showcase, using storytelling, sound and audience participation to bring their work to life.

These experiences demonstrate the creative ambition already emerging within the school and provide an exciting foundation for the further development of music and the performing arts.



A growing school community

From Founders' Day on 1 September to a wider range of House events, pupil leadership opportunities, family activities and the establishment of the Friends of Charterhouse parent-teacher association, our first term has seen the development of a school community with a strong sense of shared purpose. Our ambition is to build not simply an academically successful school, but an institution characterised by belonging, kindness, contribution and traditions that will endure for generations.

04

Our Next Chapter: Growth and Opportunity

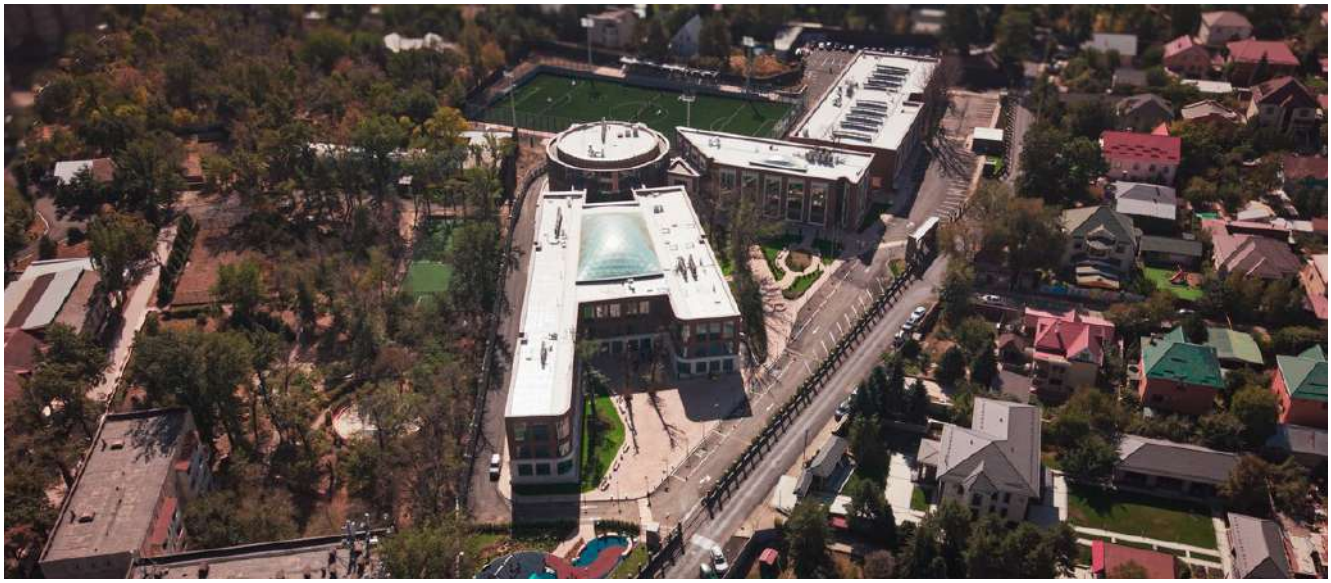
An ambitious expansion for September 2027

The opening of Charterhouse Almaty has been followed by overwhelming admissions interest, providing the foundation for ambitious growth plans.

As an academically selective school, we began our first year with over 230 pupils, and now anticipate a school population of more than 500 pupils in September 2027.

This expansion will include the continued growth of existing year groups and the introduction of Years 11 and 12, including our inaugural Sixth Form.

Our first pupils will sit GCSE examinations in 2028, followed by A-level examinations in 2029. Boarding provision is planned for September 2028, extending access to a Charterhouse education to talented young people from across Kazakhstan and the wider region.



Why we are recruiting

Our 2027 international recruitment campaign reflects the scale of our planned expansion.

Alongside appointments arising through normal staffing changes, we are recruiting additional teaching and leadership capacity to support the anticipated considerable increase in pupil numbers, broaden our academic and co-curricular provision and prepare the school for its next stage of development.

This is an important distinction. We are not simply seeking colleagues to maintain what has already been established. We are investing in the people who will help us deliver the next phase of our ambitions.

For incoming colleagues, this creates exceptional opportunities to contribute to school development, strengthen academic and pastoral provision, and exercise meaningful influence over the future direction of the school.

Our ambition is to grow rapidly but responsibly, ensuring that academic selectivity, excellent teaching and high-quality pastoral care remain central to every stage of development.

> **We are recruiting because we are building something bigger, and because the success of our opening has strengthened our confidence in what Charterhouse Almaty can become.**



05

Our Vision, Aims and Values

Our vision

> **To set the benchmark for British schooling in Central Asia, defined by outstanding academic outcomes, graduates who thrive at the world's leading universities, and young people who possess the character, confidence and ambition to shape society.**

We seek to provide an education combining intellectual rigour, inspirational teaching, exceptional pastoral care and an extraordinary breadth of opportunity.

Our aims

Charterhouse Almaty seeks to impart:

- an academically ambitious education that cultivates curiosity, independence and rigour;
- teaching that combines intellectual depth with the power to inspire;
- a community shaped by kindness, where every student is known and encouraged to flourish;
- a culture that welcomes challenge, building perseverance, confidence and grace under pressure;
- a global outlook that embraces open-mindedness, responsibility and courage in the service of others.

The Charterhouse Values

Five enduring values shape our community:

Responsibility	Moral Courage	Perseverance	Open-mindedness	Kindness

These are reflected in our expectations of pupils and colleagues, our relationships with families and our approach to school life.

The Charterhouse motto, *Deo Dante Dedi*, connects us to the distinguished traditions of our parent school and reminds us of the importance of contribution, service and responsibility.

06

Data, Assessment and Reporting at Charterhouse Almaty

A defining part of a Charterhouse education

At Charterhouse, academic ambition, intellectual rigour and the pursuit of excellence have been central to the school's educational philosophy for more than four centuries.

The finest traditions of British independent education combine exceptional teaching with a profound understanding of individual pupils: their abilities, potential, progress and aspirations. Outstanding schools do not simply set high expectations; they understand how effectively those expectations are being met and use that knowledge to secure continual improvement.

At Charterhouse Almaty, we are determined to establish an academic culture worthy of this extraordinary heritage, combining the highest standards of teaching and learning with sophisticated approaches to assessment, academic tracking, performance analysis and reporting.

We believe that the intelligent use of educational data is fundamental to academic excellence. When assessment is rigorous, information is accurate and analysis is insightful, teachers and school leaders are better equipped to identify potential, recognise achievement, address underperformance and ensure that every pupil makes exceptional progress.

Our international context presents both a distinctive challenge and an extraordinary opportunity. Our pupils enter the school with varied educational experiences and linguistic backgrounds. Many are learning through English as an additional language, making it particularly important that assessment information is interpreted with professional sophistication and a clear understanding of each pupil's individual circumstances.

We are therefore committed to developing systems that combine reliable quantitative evidence with informed professional judgement, ensuring that data serves the needs of pupils and teachers rather than becoming an administrative end in itself.

As our school grows, our ambition is to establish an approach to assessment, academic monitoring and reporting that sets the benchmark for British independent education in Central Asia: one characterised by intellectual ambition, analytical rigour, transparent communication and an unwavering commitment to exceptional pupil outcomes.



Building a culture of informed academic ambition

Our developing academic systems provide the foundation for a coherent, evidence-informed approach to teaching, learning and school improvement throughout the Senior School.

We seek to establish a culture in which academic performance is understood in depth, expectations are consistently high, and teachers and leaders have access to the information and insights necessary to secure outstanding educational outcomes.

As the school grows, our priorities include:

- A coherent and rigorous assessment framework across the Senior School, ensuring that assessment is purposeful, appropriately standardised and closely aligned with curriculum expectations and academic progression.
- Sophisticated systems for tracking pupil attainment and progress, enabling teachers and leaders to identify individual strengths, emerging concerns, patterns of performance and opportunities for further academic challenge.
- The intelligent use of baseline and standardised assessment data, including CAT4 and NGRT, alongside internal assessments and professional judgement, to establish ambitious but realistic expectations for individual pupils.
- A consistent and ambitious approach to academic target-setting, ensuring that pupils understand their current performance, recognise their potential and are supported in making exceptional progress from their individual starting points.
- High-quality academic reporting to parents, providing clear, accurate, informative and professionally presented insights into pupils' attainment, progress, engagement and next steps for improvement.
- Effective academic performance analysis at pupil, class, subject and cohort level, enabling Heads of Department and senior leaders to evaluate outcomes, identify trends and make well-informed decisions about teaching, curriculum and intervention.

- Rigorous preparation for public examinations, including the development of systems for monitoring examination readiness, analysing predicted and actual results, evaluating subject performance and supporting the school's ambitious GCSE and A-level aspirations.
- A collaborative approach to academic intervention and enrichment, ensuring that assessment information is used to identify pupils requiring additional support, those capable of greater academic challenge and those whose potential may not yet be fully reflected in their attainment.
- Reliable, efficient and professionally managed academic information systems, ensuring the accuracy, accessibility, confidentiality and appropriate use of pupil information, whilst minimising unnecessary administrative demands upon teachers.
- A culture of evidence-informed school improvement, in which academic data is used constructively to support professional dialogue, evaluate the impact of teaching and interventions, celebrate achievement and strengthen accountability throughout the Senior School.

Central to this approach is the belief that data must inform, rather than replace, professional judgement. The most effective academic leaders understand not only what performance information reveals, but also its limitations, its context and the questions it should prompt.

For an ambitious academic leader, the opportunity to establish these systems, shape professional practice and influence academic outcomes during the formative years of a new school is particularly compelling.

The opportunity to shape what comes next

The successful candidate will join Charterhouse Almaty at a pivotal moment in its development, as the Senior School expands significantly, welcomes its inaugural Sixth Form in September 2027 and prepares for its first GCSE examinations in 2028 and A-level examinations in 2029.

Working closely with the Head of Senior School, Heads of Department and the wider Senior Leadership Team, the Assistant Head (Data and Reporting) will play a central role in developing the school's academic assessment, tracking, analysis and reporting systems.

They will provide strategic and operational leadership in the use of academic data, establishing robust and efficient processes that enable colleagues to monitor performance, evaluate progress and make informed decisions. They will also oversee the development and quality assurance of academic reporting, ensuring that communication with parents reflects the school's commitment to clarity, professionalism and academic excellence.

The successful candidate will make an important contribution to the professional culture of the Senior School, supporting colleagues in developing their assessment literacy, encouraging meaningful engagement with evidence and establishing a shared understanding of academic expectations and accountability.

As the school prepares for its first public examination cohorts, the post-holder will have a particularly significant opportunity to shape approaches to academic forecasting, performance monitoring, intervention and examination analysis, helping to establish the systems and standards upon which the school's long-term academic reputation will depend.

Above all, we are seeking an exceptional leader who combines analytical sophistication, meticulous attention to detail and technological confidence with outstanding educational judgement, intellectual curiosity and the ability to inspire and influence colleagues.

> **This is an opportunity for someone who sees educational data not merely as a means of measuring performance, but as a powerful instrument for understanding pupils, strengthening teaching, raising aspirations and securing exceptional academic outcomes.**
> **The successful candidate will help establish an enduring culture in which every pupil's progress is understood, every achievement is recognised, and every decision is informed by a shared determination to deliver an education worthy of the Charterhouse name.**



07

The Appointment: Assistant Head (Data and Reporting)

The role

Reporting to the Head of Senior School, the Assistant Head (Data and Reporting) will provide strategic and operational leadership of academic assessment, student progress monitoring and reporting within the Senior School, ensuring that information about student attainment, progress and learning is accurate, meaningful and used effectively to improve educational outcomes.

The postholder will establish and maintain rigorous, coherent and efficient systems for collecting, analysing and communicating academic information, enabling teachers, students, parents and school leaders to make well-informed decisions.

Working closely with Head of Senior School, Deputy Head (Senior School), Heads of Department, Heads of Houses and the Examinations and Data Manager, the Assistant Head (Data and Reporting) will ensure that assessment and reporting arrangements reflect the highest standards of British independent education, support the school's academic ambitions and provide clear evidence of individual and institutional progress.

The role will also contribute to the development of coherent whole-school assessment principles, ensuring that the transition from Junior School to Senior School is supported by reliable information and a shared understanding of academic expectations.

Above all, the Assistant Head (Data and Reporting) will ensure that assessment data is not simply collected and reported, but understood, acted upon and used to improve the experience and achievement of every student.

Key responsibilities

STRATEGIC LEADERSHIP OF ASSESSMENT AND ACADEMIC DATA

- Lead the development, implementation and review of assessment, tracking and reporting procedures within the Senior School.
- Establish a coherent assessment framework that supports academic ambition, accurate teacher judgement and measurable student progress.
- Ensure consistency in the interpretation and application of assessment grades, academic targets and progress measures across departments.
- Work with Heads of Department to establish robust assessment expectations, including appropriate moderation and quality assurance.
- Promote the effective use of assessment information to identify strengths, diagnose gaps in learning and inform teaching.
- Support the development of consistent approaches to baseline assessment, target-setting and

the evaluation of value-added progress.

- Work collaboratively with the Deputy Head (Junior School) to strengthen continuity of assessment information and academic expectations across the Years 6–7 transition.
- Contribute to the review and development of relevant school policies and procedures.

STUDENT PROGRESS MONITORING AND ACADEMIC TRACKING

- Oversee the systematic monitoring of individual student attainment, academic progress and attitudes to learning.
- Ensure that assessment information is collected accurately and consistently at agreed points throughout the academic year.
- Establish effective systems for identifying students who are underperforming against expectations, making exceptional progress or requiring additional academic challenge.
- Produce and interpret progress analyses for individual students, teaching groups, year groups, subjects and relevant student cohorts.
- Support Heads of Department and Heads of Houses in identifying academic concerns and agreeing appropriate interventions.
- Work closely with the Head of EAL and the Head of Inclusion to ensure that assessment information is interpreted sensitively and appropriately in the context of individual learning needs and language acquisition.
- Support the development and maintenance of individual academic profiles, incorporating baseline assessments, attainment information, progress measures and agreed targets.
- Contribute to half-termly student progress reviews, ensuring that discussions are informed by reliable evidence and lead to clear actions.
- Monitor the effectiveness of academic interventions and support leaders in evaluating their impact on subsequent student progress.

STANDARDISED ASSESSMENT AND ACADEMIC BENCHMARKING

- Coordinate the effective use and interpretation of standardised assessment information, including CAT4 and other approved assessments.
- Ensure that baseline assessments are used appropriately to inform academic expectations, identify potential and support target-setting.
- Promote a sound understanding among colleagues of standardised scores, predicted performance, assessment reliability and the limitations of different data measures.
- Work with Heads of Department to establish credible progress expectations for students and teaching groups.
- Support the development of a rigorous value-added framework that enables the school to evaluate student progress against appropriate starting points.
- Analyse trends in attainment and progress, identifying areas of strength and priorities for improvement.
- Contribute to the evaluation of performance against relevant external benchmarks and the academic ambitions of leading British independent schools.
- Ensure that academic data is interpreted in context, with appropriate consideration given to cohort size, prior attainment, individual circumstances and professional judgement.

STUDENT REPORTING AND COMMUNICATION WITH PARENTS

- Lead the coordination and quality assurance of the Senior School's academic reporting programme.
- Maintain a clearly communicated annual reporting calendar, incorporating assessment deadlines, half-termly Data Reports, termly Long Reports and Parent Consultation Meetings.
- Ensure that academic reports provide parents with accurate, meaningful and accessible information about their child's attainment, progress, attitude to learning and priorities for improvement.
- Establish clear expectations for the quality, consistency and professional presentation of written reports.
- Work with Heads of Department to ensure that grades and written comments are appropriately moderated and accurately reflect students' performance.
- Oversee reporting deadlines, ensuring that colleagues understand their responsibilities and that reports are issued punctually.
- Coordinate the checking and quality assurance of reports before publication to parents.
- Promote effective reporting that balances recognition of achievement with precise, constructive guidance for further improvement.
- Respond appropriately to questions about assessment procedures, report content and the interpretation of academic information, referring matters requiring academic judgement to the relevant leaders.
- Review reporting arrangements regularly, drawing upon feedback from students, parents and colleagues to improve clarity, usefulness and efficiency.

ACADEMIC DATA SYSTEMS

- Provide educational leadership and oversight of the school's academic data systems, particularly the effective use of iSAMS for assessment, tracking and reporting.
- Work closely with the Examinations and Data Manager to ensure that assessment information is accurately entered, maintained, checked and published.
- Establish consistent expectations for data entry, grading conventions, deadlines and the correction of errors.
- Ensure that iSAMS remains the authoritative source of academic assessment and reporting information, reducing unnecessary duplication across departmental systems.
- Support colleagues in using relevant iSAMS functions confidently and efficiently.
- Identify opportunities to improve the accessibility, consistency and usefulness of academic information.
- Work with IT and administrative colleagues to resolve technical or operational difficulties affecting assessment and reporting.
- Develop appropriate reporting templates, progress summaries and analytical tools that allow academic leaders to interpret information efficiently.
- Ensure that systems are practical, proportionate and designed to support teaching rather than generate unnecessary administrative workload.
- Promote responsible data management, appropriate confidentiality and compliance with applicable school policies.

ACADEMIC ANALYSIS, EVALUATION AND SCHOOL IMPROVEMENT

- Provide the Head of Senior School and Deputy Head (Senior School) with regular, concise and meaningful analyses of academic performance.
- Identify significant trends, areas of concern and examples of particularly strong student progress.
- Support Heads of Department in evaluating the effectiveness of teaching, curriculum provision, assessment and academic interventions.
- Support Heads of Houses in evaluating the effectiveness of pastoral interventions.
- Contribute relevant academic evidence to departmental reviews, school self-evaluation and quality assurance processes.
- Support the development of evidence-informed improvement priorities, with clear measures of success.
- Produce academic progress summaries for senior leadership meetings and other authorised review processes, upon request.
- Contribute to the preparation of academic performance information for the Head, Advisory Board, inspection teams and other appropriate stakeholders.
- Support preparations for Charterhouse International and COBIS reviews through the accurate collation and presentation of academic evidence.
- Evaluate the effectiveness of assessment and reporting procedures, identifying opportunities for improvement.
- Ensure that academic analysis leads to appropriate professional discussion and informed action, rather than simply the production of statistics.

EXAMINATION PERFORMANCE AND ACADEMIC OUTCOMES

- Work closely with the Examinations and Data Manager, Heads of Department, Head of Senior School and Deputy Head (Senior School) to support the effective analysis of internal and external examination performance.
- Coordinate the collation and interpretation of internal examination results, including comparisons with baseline information, prior attainment and agreed targets.
- Support the development and monitoring of credible GCSE and A-level performance expectations.
- Produce appropriate analyses of examination outcomes by subject, teaching group and student cohort.
- Identify patterns of performance requiring further investigation, intervention or academic support.
- Contribute to post-examination reviews, helping departments evaluate outcomes and refine their teaching and assessment strategies.
- Support the development of reliable historical performance records as the school's first examination cohorts progress through the Senior School.
- Contribute to the school's ambition to establish an externally credible record of academic distinction and measurable value-added progress.

PROFESSIONAL DEVELOPMENT AND STAFF SUPPORT

- Support colleagues in developing confidence and competence in assessment, academic tracking and the interpretation of data.
- Provide practical guidance on grading, target-setting, reporting procedures and the effective use of assessment systems.
- Work with Heads of Department to strengthen moderation and consistency of teacher judgement.
- Encourage professional conversations that connect academic evidence with effective classroom practice.
- Identify staff training needs relating to assessment, data literacy, iSAMS and reporting.
- Contribute to appropriate professional development sessions, departmental meetings and induction activities.
- Promote a culture in which assessment is viewed as a means of improving learning, rather than an exercise in compliance.
- Model high standards of organisation, accuracy, professional judgement and constructive collaboration.

WIDER SCHOOL LEADERSHIP AND DEVELOPMENT

- Contribute actively to the implementation of the Charterhouse Almaty Strategic Development Plan 2026–29.
- Support the Head of Senior School and Deputy Head (Senior School) in establishing and maintaining consistently high academic standards.
- Contribute to the development of a coherent academic culture founded upon intellectual ambition, evidence-informed teaching and individual student progress.
- Work collaboratively with the Junior School to support whole-school assessment coherence, while recognising age-appropriate approaches to assessment and reporting.
- Participate in relevant academic leadership meetings, quality assurance activities and school improvement initiatives.
- Contribute to the development and monitoring of annual School Improvement Plan priorities.
- Support the school's preparation for external scrutiny, inspection and accreditation.
- Model excellent professional conduct, collegiality, discretion and commitment to the wider life of Charterhouse Almaty.
- Undertake other appropriate leadership responsibilities delegated by the Head of Senior School or The Head.

SAFEGUARDING AND CONFIDENTIALITY

The Assistant Head (Data and Reporting) will have access to sensitive information concerning students and their academic development.

The postholder must:

- Always uphold the school's safeguarding and child protection policies.
- Handle student assessment records and personal information with appropriate care, discretion

and confidentiality.

- Ensure that academic information is accessed, shared and retained only for legitimate educational purposes and in accordance with authorised procedures.
- Recognise that academic information may reveal concerns relating to individual students' wellbeing, attendance or wider circumstances, and refer such concerns appropriately.
- Follow established safeguarding reporting and escalation procedures, including the use of CPOMS where required.
- Work collaboratively with the Designated Safeguarding Lead, Head of EAL, Head of Inclusion and Heads of Houses where academic and welfare considerations overlap.
- Complete all mandatory safeguarding and relevant data protection training.
- Promote the ethical and responsible use of student information, recognising the importance of professional judgement and individual context.

This role profile outlines the core responsibilities and requirements for the role. It is not an exhaustive list, and the Assistant Head (Data and Reporting) should be prepared to take on additional duties, or adjust to the evolving needs of the school, in consultation with the Head of Senior School and the Head. The precise allocation of responsibilities may develop as the school continues to grow. As a senior leader, the postholder will be expected to make a significant contribution to the strategic direction, professional culture and wider life of Charterhouse Almaty, upholding its commitment to academic ambition, outstanding pastoral care, character development and community engagement.

08

The Person We Are Seeking

Education, Training and Qualifications

- A good honours degree.
- A UK PGCE or other recognised teaching qualification, together with Qualified Teacher Status (QTS) or an internationally recognised equivalent.
- Evidence of relevant leadership development or postgraduate professional study, preferably in educational leadership, pastoral care or school management.
- Strong working knowledge of the National Curriculum of England, GCSE and A-level frameworks, and effective approaches to academic assessment, pupil progress tracking, performance analysis and reporting across the secondary age range.
- Evidence of sustained commitment to professional development and educational improvement.

Knowledge and Experience

- A minimum of three years' successful teaching experience, including substantial experience in a secondary or senior school environment.
- Experience of using assessment information effectively to monitor and improve student progress, preferably as an Assistant Head, Head of Department, Assessment Coordinator, Data Manager or comparable academic leadership.
- Strong understanding of assessment principles, academic tracking and the interpretation of attainment and progress data.
- Experience of contributing to academic reporting, moderation and quality assurance.
- Demonstrable organisational ability, accuracy and attention to detail.
- Commitment to the ethos, values and educational ambitions of British independent education.
- Excellent analytical skills, with the ability to interpret complex information accurately and communicate findings clearly.
- High levels of numerical literacy and confidence in working with academic datasets.
- Strong digital competence, including advanced use of spreadsheets and school management information systems.
- Advanced working knowledge of iSAMS, particularly its assessment, reporting and analysis functions.
- Experience of interpreting CAT4 and other standardised assessment information.
- Experience of analysing GCSE, IGCSE and/or A-level examination performance.
- Excellent organisational skills, with the ability to coordinate reporting cycles, manage deadlines and maintain high standards of accuracy.
- Sound professional judgement, particularly when interpreting assessment information and making recommendations based on evidence.
- Ability to present academic information clearly to colleagues, students, parents and senior leaders.

- Ability to balance detailed analysis with an understanding of the wider educational and pastoral context.
- Commitment to efficient systems that support teaching and learning without creating unnecessary administrative burdens.
- Experience of leading, supporting and developing colleagues, with the ability to establish high expectations, build effective teams and secure consistent professional practice.
- Familiarity with the specific needs of pupils learning through English as an additional language, and with the opportunities and challenges of working within a culturally diverse school community.
- Experience of contributing to school improvement planning, policy development, staff training or accreditation and inspection processes.
- Up-to-date knowledge of safeguarding requirements, professional standards and relevant educational developments.

Personal Qualities

- Warm, approachable and empathetic, with the ability to build trusting, respectful, positive and kind relationships with pupils, parents and colleagues.
- Excellent interpersonal and communication skills, including the ability to support and positively influence colleagues.
- A commitment to academic rigour, fairness, transparency and consistency in assessment.
- A person of unquestionable integrity, sound judgement and moral courage, capable of making difficult decisions with fairness, sensitivity and confidence.
- A confident and credible leader who commands respect through professional expertise, consistency, personal example and the quality of their relationships.
- Discretion, professionalism and a thorough understanding of the importance of confidentiality.
- Highly organised, resilient and decisive, with the ability to manage competing priorities and remain calm and effective under pressure.
- A collaborative and loyal colleague who understands the importance of supporting the Head of Senior School, contributing positively to collective leadership and presenting a united and professional approach.
- Reflective, adaptable and solutions-focused, with the energy, initiative and determination to contribute to the development of a rapidly growing school.
- Enthusiasm for professional learning, innovation and continuous school improvement, particularly in relation to the assessment, reporting and the effective use of academic data.
- Culturally sensitive and internationally minded, with a genuine respect for Kazakhstan's culture, traditions and aspirations, and an enthusiasm for working within a diverse international community.
- Committed to maintaining the highest professional standards while bringing warmth, enthusiasm, positivity and a sense of humour to school life.
- A role model of the Charterhouse Values, demonstrating Kindness, Responsibility, Moral Courage, Perseverance and Open-mindedness in every aspect of their leadership.

09

Professional Life at Charterhouse Almaty

An ambitious Common Room

Exceptional teachers and inspirational school leaders are central to everything we hope to achieve.

We have assembled a Common Room of internationally experienced professionals, bringing expertise from distinguished British independent schools and leading international schools around the world.

We expect our colleagues to demonstrate outstanding professional practice, intellectual curiosity and a strong commitment to the wider life of the school. Our senior leaders are expected to exemplify these qualities, inspire confidence, develop colleagues and contribute actively to a culture of excellence.

In return, we seek to create a working environment in which expertise is recognised, collaboration is encouraged and colleagues have meaningful opportunities to contribute to school development.

Professional growth and career opportunities

Our anticipated expansion in September 2027 will create further opportunities for professional development, curriculum innovation and leadership.

For the successful candidate, this period of expansion presents a unique opportunity to exercise genuine strategic influence. Working closely with the Head of Senior School, they will play a central role in developing our academic assessment, tracking and reporting systems, embedding a culture of evidence-informed decision-making, strengthening academic accountability and contributing to the continued development of the Senior Leadership Team.

We support professional growth through:

- Whole-school and subject-specific professional development.
- Collaborative planning and professional dialogue.
- Developmental lesson observation, coaching and constructive feedback.
- Opportunities to contribute to school improvement working parties.

- External training and professional qualifications, subject to approval and applicable conditions.
- Professional engagement with colleagues across the wider Charterhouse family.

A meaningful contribution

Joining a school in its first years brings both opportunity and responsibility.

Systems and traditions will continue to develop, academic provision will expand and our community will grow considerably.

We seek colleagues who bring positive energy, professional ambition and a constructive spirit to our community; people who embrace challenges, contribute solutions, welcome professional dialogue and bring out the best in those around them. Building an exceptional school requires not only outstanding individual expertise, but also generosity, optimism, resilience and a genuine commitment to collective success.

> **For the right candidate, Charterhouse Almaty offers a rare combination of distinguished educational heritage, exceptional resources and genuine strategic influence over a school's future. This is an opportunity to help shape the character, culture and direction of an ambitious new institution, whilst making a lasting contribution to the lives of its pupils and the professional development of its staff.**



10

Our world-class campus



An exceptional environment for teaching and learning

Situated in Almaty's prestigious Bostandyk District, against the spectacular backdrop of the Tien Shan mountains, Charterhouse Almaty occupies a magnificent purpose-built campus.

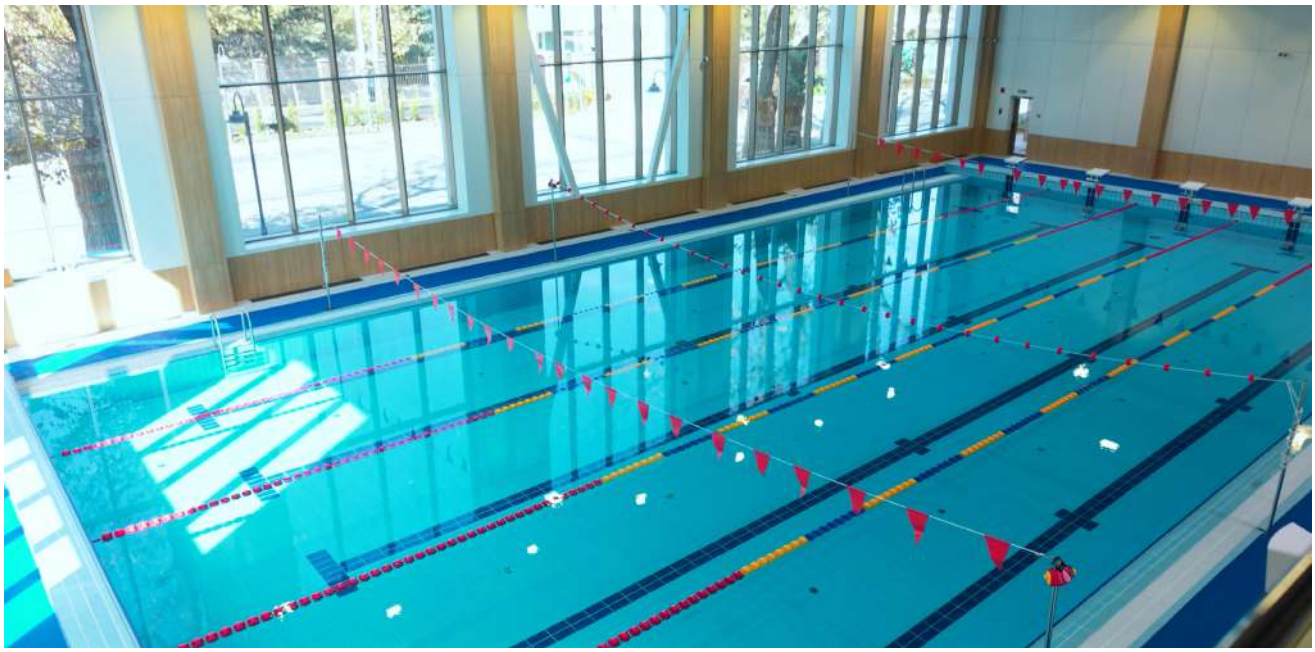
Designed by a leading Kazakh architect at Foster + Partners, it combines contemporary educational facilities with elegant architecture, landscaped grounds and an environment intended to inspire scholarship, creativity and achievement.

Our facilities include:

- The magnificent 400-seat Globe Theatre, equipped for concerts, performances and major school events.
- A purpose-built Performing Arts Centre
- Six specialist science laboratories.
- Innovations and Futures Labs
- Two art studios.
- Specialist computing and digital learning facilities.
- The Addison Library.
- A competition-standard 25-metre, eight-lane swimming pool.
- A substantial sports hall and gymnasium.
- The Big Ground and additional sporting facilities.
- The Oak and Acorn Dining Halls.

The Charterhouse Almaty campus provides the physical resources to support a school of exceptional ambition. These outstanding facilities are also available to our colleagues for personal leisure and recreation, with staff enjoying access to the swimming pool, gymnasium and sports hall outside teaching hours, subject to scheduled availability. This is one of the many benefits of working at Charterhouse Almaty, supporting an active lifestyle and a healthy work–life balance.





11

Life in Almaty

A remarkable international destination

Almaty is Central Asia's most attractive and cosmopolitan city, combining modern urban living with immediate access to extraordinary natural landscapes.

Situated at the foot of the Tien Shan mountains, Kazakhstan's former capital is widely regarded as the country's cultural and commercial heart. Its tree-lined streets, parks, restaurants, cafés, theatres and galleries provide a vibrant setting for international professionals.

Almaty also offers exceptional opportunities for outdoor pursuits. The ski slopes of Shymbulak, the dramatic scenery of Medeu and the hiking trails of the Ile-Alatau National Park are all within easy reach.

Further afield, Charyn Canyon, the Kolsai Lakes and Kaindy Lake offer remarkable opportunities for exploration.

The city combines the amenities of a major international centre with a cost of living that compares very favourably with most established expatriate destinations.

For school leaders seeking an exciting professional challenge, a rewarding international experience and a great quality of life, Almaty is an exciting place to live, work and make a lasting contribution.








12

Remuneration and Benefits

An attractive international package

Charterhouse Almaty recognises that attracting and retaining outstanding educators requires a remuneration package reflecting the professional expectations of the role and the significance of international relocation.

For eligible internationally recruited colleagues, our comprehensive remuneration and benefits package includes:

- A highly competitive, tax-paid salary, commensurate with qualifications and experience.
- An end-of-contract gratuity of US$10,000 upon completion of the initial two-year contract, followed by US$5,000 per academic year upon renewal.
- A substantial monthly housing allowance towards furnished accommodation.
- Annual return flights for eligible employees and dependants.
- Full tuition fee remission for up to two eligible children enrolled at Charterhouse Almaty.
- Breakfast and lunch provided on campus during the school day.
- Access to funded professional development, including approved National Professional Qualifications.
- An excess baggage allowance of up to US$1,000.
- Comprehensive global medical insurance for eligible employees and dependants.

The precise remuneration package, eligibility criteria and applicable conditions will be specified in the successful candidate's formal offer and employment contract.





13

Appointment Process and How to Apply

Applications

We welcome applications from exceptional school leaders who share our commitment to academic excellence, outstanding pastoral care, high standards of conduct and the personal development of young people.

Candidates should submit:

1 **The Charterhouse Almaty Application Form**, as attached to this TES advertisement, detailing academic qualifications, relevant experience, professional responsibilities and significant achievements, and including the names and contact details of three professional referees, one of whom must be the applicant's current Head of School.

2 **A covering letter of no more than two pages**, explaining their suitability for the appointment, experience of assessment, data and academic reporting, and reasons for wishing to join Charterhouse Almaty.

References will be requested in accordance with the school's safer recruitment procedures.

How to apply

Applications should be emailed to:

recruitment@charterhousealmaty.com

EMAIL SUBJECT	**Application – Assistant Head (Data and Reporting)**
CLOSING DATE	**Monday 4 January 2027.**

Please note: Earlier applications are encouraged, as the school reserves the right to make an appointment before the closing date should an exceptional candidate be identified.

Safeguarding and child protection

Charterhouse Almaty is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The appointment will be subject to satisfactory police clearance from the candidate's home country (issued within the last three months), three professional references, and full verification of qualifications.

The successful candidate will be required to provide attested copies of degree certificates, academic transcripts, and proof of full-time student status. These documents must be notarised, authenticated by the Ministry of Foreign Affairs in the candidate's home country, and legalised by the Kazakh Embassy. A valid medical certificate is also required. The school's HR Department will

support overseas applicants through this process to ensure timely completion and compliance with Kazakhstan's immigration regulations.

Relocation and immigration

Successful overseas candidates will be supported by our HR Department through relevant documentation and relocation arrangements.

These may include qualification authentication, immigration formalities, medical documentation and other requirements associated with employment in Kazakhstan.

14

Further Information

Discover more about life at Charterhouse Almaty

We warmly encourage prospective applicants to discover more about Charterhouse Almaty, our educational vision, professional culture, exceptional facilities and the opportunities associated with living and working in Kazakhstan:

> **https://charterhousealmaty.com/our-team/work-with-us**

This webpage also features a series of personal welcome videos from our Head, Senior Leadership Team and outstanding Common Room, offering an authentic insight into the people, values and professional community that make Charterhouse Almaty such a distinctive place to work, and Almaty such a great place to live.

> **We invite you to hear directly from the people who are helping to build Charterhouse Almaty - and to discover why joining us as Assistant Head (Data and Reporting) could represent one of the most exciting and rewarding opportunities of your leadership career.**



CHARTERHOUSE
ALMATY

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