



DOVER COURT
INTERNATIONAL SCHOOL
A NORD ANGLIA EDUCATION SCHOOL

JOB DESCRIPTION AND PERSON SPECIFICATION

JOB TITLE	Primary Assistant Head Teacher (Assessment and Digital Technology)
JOB PURPOSE	<p>Work in liaison with the Head of Primary and Deputy Head of Primary (Teaching and Learning) to enhance and develop systems that support in monitoring, evaluating, and developing standards of learning, teaching and the curriculum.</p> <p>To lead the planning and development of Educational Technology for learning, leading the Primary Computing Team and working in collaboration with the IT manager.</p> <p>To work as part of the DCIS Senior Leadership Team to ensure unity of purpose, promoting the school's mission and values to ensure exceptional care and 'success for all' for students and staff.</p> <p>Work with the DCIS Senior Leadership Team (whole school) to develop and promote the school's vision and mission and to ensure exceptional care for students and professional development for all teaching staff.</p> <p>To lead and navigate change, advance systems, and promote a mindset of continuous improvement for how assessment approaches, data and technology can be utilised to support and improve learning, considering emerging technologies and innovations in pedagogy.</p>
REPORTING TO	Head of Primary
KEY RELATIONSHIPS	Primary Senior Leadership Team, Whole School Senior Leadership and Executive Leadership teams, IT and Data admin teams. Year Group Leaders and Subject Leaders.
SAFER PRACTICES	Dover Court International School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including references from previous employers in accordance with our safer recruitment practice. Interviews will be conducted in person, and they will explore candidates' suitability to work with children.

Role**Promote our school's mission and that of Nord Anglia Education by:**

Aspiring to excellence through demonstrating the very highest levels of pedagogical practice.

Promoting positive relationships through acting as a model of integrity and respect for the community.

Acting ambitiously through setting high standards and expectations for achievement and conduct.

Demonstrating and cultivating a responsibility to secure the best possible learning experience for our students.

Areas of Responsibility and Key Tasks**Primary Assessment and Reporting**

- a. Work with PSLT and Primary Middle Leaders on the assessment and reporting cycle, liaising with the data manager and overseeing relevant technology systems and learning platforms, such as, Seesaw.
- b. Liaise with data manager, PSLT and Year Group Leaders to set up and facilitate the completion of external assessments across the school year, including PASS, CAT4, PTE & PTM, NMM.
- c. Complete high-level data analysis for internal data and external assessment data, presenting findings to Senior and Middle leaders.
- d. Work with Primary Teams on the triangulation, tracking and utilisation of data to support evidence informed decision making.
- e. To support staff in facilitating the implementation of the Primary school's assessment policy and guidelines.
- f. To confidently coach teachers in effective assessment practices that support and inform learning.
- g. To co-ordinate each ARR (Assessment, Recording & Reporting) cycle, and support staff implementation and awareness of each cycle.

To lead the planning and development of the use of educational technology for learning and well-being,

- a. To have oversight and support school-wide approaches to digital citizenship, online safety and digital well-being.
- b. To liaise with the Designated Safeguarding Teams on strategies, approaches and responses to best support digital well-being.
- c. To work with senior and middle leaders to share the vision for learning technology, informing departmental action plans for ongoing development.
- d. To oversee and regularly review software used to support learning including online educational subscriptions.
- e. To contribute to a cohesive professional learning programme for academic staff focused on 'success for all' providing differentiated routes to increase confidence and competence in the use of technology.
- f. To contribute to the new teacher induction programme and professional learning programme as appropriate.
- g. To Line manage the Primary Digital Learning Specialist team.
- h. To model and promote best practice in the use of learning technology which incorporates changes and development in the world of technology, to enhance student learning and well-being in all pathways.
- i. To develop student technology champions to develop a peer support network and provide opportunities for students to contribute to the vision for Learning Technology, developing leadership skills, voice and agency.
- j. To establish strong community ties and support our parent community's awareness of the school's approach to digital learning and device setup.

To further develop DCIS Primary's digital strategy

- a. To liaise with the Executive Leadership Team (ELT), Senior Leadership Team (SLT), NAE Regional IT Team, and the DCIS IT Team to ensure the digital strategy informs decision making, regarding infrastructure, deployment of technology and ongoing strategic development. Informed by refresh cycles, emerging technologies, and budget management to support current and prepare for future needs. Ensuring all staff have access to the technology needed to deliver High-Quality Teaching and Learning.

Support the development of the school community by:

- a. *Community*
 - Communicate the Technology Programme across primary including the Family-provided iPad programme in Years 4-6.
 - Present to parents and lead workshops.
 - Effectively communicate, promote, and inform parents and stakeholders on developments in learning technology, online safety, and digital citizenship.
 - Support the Marketing and Admissions teams to ensure the approach and vision for technology is understood and shared to current and prospective families.
- b. *Co-Curricular Activities*
 - To support the life of the school beyond the classroom.
 - To participate in trips as appropriate.
- c. *Partnerships beyond DCIS*
 - To take an active role in supporting external partnerships and accreditation processes such as NAE initiatives and CIS self-study and evaluation visits.

<p>Professional Conduct</p> <ol style="list-style-type: none"> To promote a collaborative, supportive and connected professional network across faculties and departments built on positive relationships, respectful professional challenge, and a desire for improving practice and outcomes. To set high standards and expectations for professional conduct. To lead productive and effective meetings with various stakeholders as a model for others.
<p>Professional Reflection and Growth</p> <ol style="list-style-type: none"> To engage in continuous learning related to the role and leadership development, setting annual targets with the Primary Head of School.
<p>Other Requirements</p> <ul style="list-style-type: none"> ▪ To contribute positively to the morale and community spirit in the school. ▪ To work effectively in and across teams. ▪ To assist in whole school marketing initiatives and contribute to the growth of the school. ▪ To operate at all times within the stated policies and practices of the school and NAE. ▪ To maintain an up-to-date knowledge of excellent pedagogy, curriculum, and assessment. ▪ To meet responsibilities to safeguarding, health and safety, equal opportunities and conform to professional and ethical requirements. ▪ Any other appropriate duties as allocated by the Principal. <p>Promote and adhere to the Nord Anglia Education vision and values:</p> <ul style="list-style-type: none"> ● Opportunity - for us, opportunities need to be meaningful, about achieving potential and making progress. ● Impact - for us, impact is about making a difference. It needs to be immediate, positive, and lasting. ● Leadership - for us, leadership is about considering the team’s needs as well as your own, setting inspiring examples, being supportive and showing real accountability and responsibility. ● Respect - for us, respect is about listening, being inclusive, showing tolerance and getting the little things right. <p>All staff are required to manage effective personal development as part of NAE’s commitment to invest in staff as the key resource.</p> <p>Each individual must ensure that they meet their statutory responsibilities and adhere to NAE and school policies with regard to Health and Safety, Equal Opportunities and other relevant legislation.</p>

PERSON SPECIFICATION	
Qualifications	
Qualified to degree level.	Essential
Qualified Teacher Status.	Essential
Qualified to Master’s level or NPQH	Desirable
Experience and knowledge	
Proven track record with at least five years’ teaching experience.	Essential
Successful track record of Senior and/or Middle leadership in a high performing school.	Essential
Demonstrated excellence in teaching and learning.	Essential
Wide-ranging up to date knowledge of curriculum, assessment and pedagogy.	Essential

Experienced in all Office 365 apps, with professional learning credentials, e.g. Microsoft Education/Apple	Essential
Knowledge of and agility in utilising, reviewing and improving school platforms.	Essential
Experience of working in partnership with parents.	Essential
Skills	
Excellent oral and written communication skills.	Essential
Resilient and Resourceful.	Essential
Highly ICT literate, with strong organisational and analytical skills.	Essential
Personal Attributes	
Passionate about inclusive education and young people with the ability to inspire others.	Essential
Resilience in challenging situations, calm under pressure.	Essential
Impeccable personal integrity.	Essential
Evidence of commitment to continuous professional learning.	Essential
Strong EQ, cultural agility and adaptability.	Essential
An understanding of the complex and demanding environment of an international school community.	Essential