

**DEPUTY HEADTEACHER - INCLUSION
JOB DESCRIPTION**

LOCATION	Dover Court International School - Singapore
JOB PURPOSE	<ul style="list-style-type: none"> To provide leadership in the development and management of teaching and learning for identified students across the school To manage the identified student transition between phases and key stages To lead and champion inclusion across the whole school To actively support the wider life of the school
REPORTING TO	Principal and relevant Head(s) of School
DIRECT REPORTS	Pathway Teachers, Learning Support Teachers, EAL Teachers and Therapists, Director of Admissions and Marketing (DAM)
OTHER KEY RELATIONSHIP	Senior Administration Team

KEY RESULT AREA	MEASUREMENT OF PERFORMANCE
Engagement and Interaction	
<ul style="list-style-type: none"> Fully support the school's Safeguarding policy and know the reporting procedures to follow in case of a Child Protection issue To promote and develop inclusive learning and teaching throughout the school. To ensure that the identified learning needs of all students are provided for. To provide leadership in the development and management of the teaching and learning of the Key Group Students. To plan strategically for SEND and inclusion in accordance with the priorities and objectives of the Strategic Plans To play a major role in: <ul style="list-style-type: none"> Formulating the aims and objectives of the school Establishing policies through which they will be achieved Managing staff and resources Monitoring progress towards whole school achievement To develop and coordinate targeted programmes of support for students at risk. To raise standards of student attainment and achievement. To monitor and support student progress across Inclusion. To be accountable for student progress and development 	<ul style="list-style-type: none"> Students are safe and ready to learn. Student attainment meets or exceeds targets. Students are tracked throughout primary school with effective transition between key stages, year groups and into the secondary school.

<p>across Inclusion.</p> <ul style="list-style-type: none"> ▪ To be a key part of the appraisal, target setting and performance management of staff within the phase. The line management and performance management of the Primary and Secondary SENCO and oversight of the coordination and training of the Pathway Teachers, Learning Support Teachers and Teaching Assistants and any other staff working in the SEN and Learning Support function. <p>To oversee and monitor the SEN and Learning Support function budget.</p>	
Leading in Learning and Teaching	
<ul style="list-style-type: none"> ▪ To devise and deliver the annual inclusion plan, in agreement with the HoS/Principal. ▪ To support the development of and implementation of the School Development Plan. ▪ To support admissions and triage processes for new students within the area of responsibility. Managing the team of pathways leaders to deliver effective placement of students. ▪ To ensure effective integration across year groups leading inclusion team staff to ensure effective transition between year groups and pathways where appropriate. ▪ To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students, in accordance with the aims of the school and the curricular policies developed by the School Leadership Teams (SLT). ▪ To lead the development of differentiated and personalised learning across the school. ▪ To be accountable for leading, managing and developing Inclusion together with the staff and students therein. ▪ To coordinate services and where appropriate external partners/agencies to provide seamless support for students developing the 'Team around the Child' approach. ▪ To advise Heads of Schools on student progress to ensure identification of all students requiring differentiation. ▪ In liaison with the Secondary Deputy Heads, lead the SEN and Learning Support function in Secondary to ensure that all students are making progress. ▪ The monitoring of all review and other meetings called to discuss the individual needs of individual students. 	<ul style="list-style-type: none"> ▪ Staff have a clear understanding of their roles and responsibilities and understand their personal impact on the department and the whole school plan. ▪ There is a clear development plan that aligns to school priorities and matches with staff development needs ▪ Teachers and Year Group Leaders have the data required to know how well a cohort are doing and take appropriate action to extend for support students. ▪ Interventions are devised for the students with the greatest level of need. ▪ Interventions and services that lead to the greatest impact.

Operational Expertise & Resource Management	
<ul style="list-style-type: none"> To strategically plan for, manage and deploy effectively teaching and support staff, financial and physical resources in order to support teaching and learning. 	<ul style="list-style-type: none"> Resources to enable service delivery are in place. Capacity is managed to ensure continuity of service throughout the academic year.
Developing Talent and Personal Development	
<ul style="list-style-type: none"> To manage effective personal development as part of the company's commitment to invest in staff as the key resource in the organization All staff are required to manage effective personal development as part of the school's commitment to invest in staff as the key resource in the organisation. Each individual must ensure that they meet their statutory responsibilities and Company policies with regard to Health and Safety, Equal Opportunities and other relevant legislation Any other appropriate duties as allocated by the Principal 	<ul style="list-style-type: none"> Valued member of the team and organisation
Front of House: Sales & Marketing	
<ul style="list-style-type: none"> To assist the Principal, HoS and DAM in whole school marketing initiatives and contribute to the continued growth of the school. To support the Principal and DAM in meeting prospective parents where required. Together with the Principal and DAM identify ways to promote greater parental involvement in the school in order to create parental advocates. Together with the Principal, HoS and DAM promote a well organized, clutter, free and aesthetically pleasing environment that promotes and celebrates our high expectations. 	<ul style="list-style-type: none"> The Inclusive nature of the school is an integral part of the school's USP The programmes are in demand
PERSONAL SPECIFICATIONS – Skills Knowledge and Experience	
<ul style="list-style-type: none"> Degree plus a teaching qualification SEN qualification OR experience Good working knowledge of the English National Curriculum (including National Curriculum assessment) Excellent classroom practice Understanding of effective teaching and learning theory and practice of providing effectively for the individual needs of all children through classroom organization, differentiation and learning strategies Proven ability to develop good personal relationships within a 	Essential

<ul style="list-style-type: none"> team ▪ High level of IT competence ▪ Experience in a Leadership position ▪ Leadership training 	
<ul style="list-style-type: none"> ▪ Leadership qualification ▪ CELTA/DELTA or Equivalent ▪ International Experience ▪ Understanding of IPC Structure and Philosophy ▪ Understanding of the IBDP Structure and Philosophy ▪ Knowledge of EAL in the mainstream ▪ Subject Leadership experience ▪ Proven ability to develop opportunities for parental involvement ▪ Use of ISAMS 	Desirable
Personal Attributes	
<ul style="list-style-type: none"> ▪ High levels of personal integrity ▪ Conscientious and able to focus on completing work to a consistently high standard ▪ Flexible and positive approach to work ▪ Excellent organisational and time-management skills; high attention to detail ▪ Ability to work to tight deadlines and able to prompt others to ensure deadlines are achieved ▪ Adaptable to working in a fast paced ever changing environment ▪ Ability to work under pressure and remain calm ▪ Proactive and willingness to take on multiple tasks ▪ Self-motivated and enthusiastic ▪ Ability to work independently ▪ Must be a team player, willing to help and be flexible ▪ Continually strive for improvement 	
Other	
<ul style="list-style-type: none"> ▪ Hold a current Enhanced Criminal Records Bureau Disclosure or equivalent for countries lived in outside of the UK. ▪ Compliance with visa requirements for working in Singapore ▪ A commitment to safeguarding and promoting the welfare of all pupils. And the willingness to undertake appropriate child protection training when required 	

PHILOSOPHY AND VALUES

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

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

The NAE Commitment

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

Promote and embodies *The CORE 7 Leadership Capabilities:*

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

- Role-model the 'Be Ambitious' philosophy each day
- Feedback as a valued member of the team and the wider organisation

Dear Applicant,

Nord Anglia Education is the world's leading premium international schools organisation. Our 56 international schools are located in China, Europe, Middle East, Southeast Asia and the Americas. Together, they educate more than 51,000 students from kindergarten through to the end of secondary education. We are driven by one unifying philosophy: we are ambitious for our students, our people and our family of schools.

Each Nord Anglia Education school is unique in character and tailored to meet the needs of their specific location. However, our schools are also united by the quality education they offer, the excellence of the student experience and the dedicated staff and management in our schools.

Most of the Nord Anglia schools benefit from our performing arts collaboration with The Juilliard School as well as our Global Campus, which offers unique global experiences for students at every age. Many of our schools will also benefit from our new approach to teaching STEAM subjects (science, technology, engineering, arts and maths) through our collaboration with the Massachusetts Institute of Technology (MIT). Our goal as the leading international schools organisation is to provide an education so that students can succeed academically, socially and personally.

Our schools educate students from pre-school to the end of secondary education. Curricula taught in our schools include the English National Curriculum, International Baccalaureate, American Curriculum, Swiss Curriculum, French Curriculum and Shanghai National Curriculum.

We have a global community of over 10,000 teachers and staff, working in 56 schools located in 27 countries around the world supporting our students' learning. Together, we educate over 51,000 students globally from the ages of 2 to 18 years old.

Our students come from a wide mix of backgrounds and cultures and a typical school may have up to 60 different nationalities. A Nord Anglia Education student benefits not only from the richness and expertise within their own school environment, but also from other schools across the Nord Anglia Education family through our Global Campus. Similarly, our teachers can interact with fellow teachers around the world through Nord Anglia University, our bespoke online platform designed by teachers for teachers to provide unrivalled professional development opportunities.

Although our schools are non-selective, year on year our students' academic achievement exceeds global averages across every key stage. On average, our students' score almost four points above the global average in their IB Diploma, and one in three students goes on to study at one of the world's top 100 universities.

Our schools are amongst the most respected premium schools in their markets and are a very popular choice for parents.