

SECONDARY HEAD OF CREATIVE ARTS JOB DESCRIPTION

LOCATION	British Vietnamese International School – Ho Chi Minh City
JOB PURPOSE	To provide excellent leadership for the Creative Arts and stimulating lessons that provide opportunities for all students to learn and make good progress across the Creative Arts
REPORTING TO	Secondary Assistant Head, Secondary Head Teacher
DIRECT REPORTS	Subject Leaders of Music, Drama, Art, Teachers in Creative Arts Faculty
OTHER KEY RELATIONSHIPS	Teachers and Teaching Assistants in both Primary and Secondary and Primary Creative Arts Coordinators.

KEY RESULT AREA	MEASUREMENT OF PERFORMANCE
<p>Summary of Key Leadership priorities</p> <ul style="list-style-type: none"> • Lead and be responsible for the quality of teaching and learning in your faculty • Create a culture of professional development and review where all members of the faculty are engaged in a dialogue about good teaching and learning • Support members of staff in the faculty and take on line management responsibility of some staff as outlined in school line management structure • Develop and maintain Faculty policies. • Develop and implement Faculty development plan • Have a clear vision for the faculty that supports the whole school vision • Keep the curriculum in the faculty under review and suggest changes and improvements as appropriate • Plan and manage the budgets in the faculty or ensure the head of department do where applicable • Set up and implement faculty tracking systems and ensure these are used to support students with their progress to enable them to improve their current rate of progress. • Be responsible for and support colleagues maintain high standards of behaviour for learning in your faculty • Support and lead the Subject Leads within the Faculty to meet these priorities where applicable 	<ul style="list-style-type: none"> • Faculty has clear direction and focus and there is a clear Faculty Vision and development plan • The Staff in the faculty feel well supported and challenged • Students enjoy learning in the faculty and are making excellent progress

<p>Student Attainment and achievement</p> <ul style="list-style-type: none"> • To promote high standards of work amongst the students • To manage discipline issues that occur in the classroom • Liaise with Middle and Senior Leaders regarding any students of concern. • To demonstrate good safeguarding practices and to know the reporting procedures to follow in case of a Child Protection issue • Liaise with Learning Support Dept regarding provision mapping of Individual Education Plans for students. • Liaise with EAL Support Dept regarding further support required for students. 	<ul style="list-style-type: none"> • Student attainment and progress meets or exceeds individual targets
<p>Leading Learning</p> <p>The Head of Faculty is primarily responsible for the quality of teaching and learning in the subjects in their area and as well as these HOFs will need to</p> <ul style="list-style-type: none"> • Regularly observe the teaching of colleagues in their faculties • Ensure all colleagues in the faculty are observing each other and sharing teaching and learning techniques • Create a culture of reflection and review where colleagues in the faculty are focused on developing their approach to teaching and learning and striving for excellent lessons • Ensure there is a dialogue in the faculty about what an excellent lesson looks like and all colleagues are either aware of this or are actively seeking to define it. • Work with all staff to be excellent teachers; where members of staff's lessons regularly fall below the satisfactory level the Head of Faculty will need to agree with a support plan with SLT and implement and monitor this. 	<ul style="list-style-type: none"> • A well supported and effective Faculty with students making excellent progress in their learning • The delivery of lessons that are good or outstanding • Be prepared to lead professional learning sessions for staff • Happy and challenged learners in all Creative Arts lessons

<p>Tracking and Intervention</p> <p>Faculty leaders will need to set up and maintain effective tracking systems to ensure that students are making suitable progress in their subjects and that they are delivering key pieces of work. This will involve leading their teams to ensure that they have</p> <ul style="list-style-type: none"> • Set up systems to monitor students' progress towards coursework requirements and intervening in good time to ensure that all students achieve the highest possible grades in externally assessed coursework. • Set up systems to monitor student progress in key assessments and these are used to inform interventions in the faculty and to reflect on the effectiveness of the teaching, learning and assessment in the faculty • Identified students who are underperforming compared to their target grades and develop plan to raise their attainment. • Communicated with Pastoral teams and parents as appropriate 	<ul style="list-style-type: none"> • Clear and robust assessment systems in the faculty • Teachers and Student and parents are clear about the progress that students are making • Students and parents are aware of the next steps in students' learning • Suitable intervention strategies are in place where needed.
<p>Schemes of work</p> <p>Head of Faculty is responsible for leading the faculty in the planning and implementation of schemes of work that support teachers in delivering excellent learning. Schemes of work will be used as mechanism to support collaborative planning and discussion. These schemes of work will</p> <ul style="list-style-type: none"> • Include clear curriculum map that shows a well-thought-out progression of learning objectives across the Year groups in that subject. • Contain Clear learning objectives for each unit • Include key assessment tasks, both formative and summative, that will be used by all classes doing this unit. • Include a set of resources to support the delivery of its unit that enables staff to share the best teaching and learning ideas • Include the standardised assessment tasks that all students will complete in each unit. • Be kept up to date with all exam board specification changes 	<ul style="list-style-type: none"> • There are clear schemes of work in the faculty that contain these elements. • The schemes of work are living documents that the teachers are using and reviewing

<p>Professional Development of Faculty Staff</p> <p>The Head of Faculty is responsible for creating a culture of review and reflection in their faculty and providing a structure that supports all staff in developing their teaching and learning. (see Teaching and Learning above)</p> <p>HOFs will follow the professional development processes of the school for the people they line manage. This will include setting and agreeing specific targets with clear outcomes and must include at least one target related to Teaching and learning.</p> <p>HOFs should work with their teams to identify their training needs and help them develop a training plan to meet these needs, this might be met by internal training or external courses.</p>	<ul style="list-style-type: none"> • All staff in the department are aware of their development needs • All staff in the faculty are actively engaged in developing themselves professionally and have sufficient support to do this well
<p>The Head of Creative Arts will</p> <ul style="list-style-type: none"> • Work closely with a designated member of the Teaching and Learning Team to deliver on the Teaching and Learning Agenda and Implementation Strategy • Attend curriculum group meetings which advise on matters of curriculum development • Organise the induction and mentoring of new members of the faculty • Ensure that IGCSE and A level coursework requirements are fulfilled • Ensure the setting and marking internal examination papers, aptitude tests and entrance examination papers, as required • Provide an annual written report to the SLT on the performance of pupils in IGCSE and A level • Maintain an accurate record of departmental ordering and spending • Attend Heads of Department meetings, when required, to discuss academic policy and curriculum development • Monitor work set by absent colleagues • Oversee the creation and maintenance Faculty handbooks, • Ensure appropriate schemes of work are maintained in all subject areas within the faculty • Submit timetable requests to the school timetable lead • Notify the secondary facilities manager of maintenance needs within the faculty • Advise on and monitor classroom furnishings, appearance and display 	

<ul style="list-style-type: none"> • Liaise with the Learning support and EAL teams as appropriate to oversee IEPs are developed and implemented with the faculty • Recommend new books for the school and departmental libraries, and teaching students how to make full use of library resources • Encourage cross-curricular teaching and learning • Develop appropriate resources and opportunities outside the school (eg. theatre, museum and gallery visits, workshops, lectures, project work, outside speakers, links with other schools, etc) • Encourage students to take part in national and international academic competitions. • Maintain an up-to-date inventory of books and equipment in the faculty • Contribute books and materials for show and attend Open Afternoons and events • Work with the head of the relevant department group over staffing, mentoring, appraisal and professional development of members of the faculty • Carry out any other reasonable tasks or duties that may be required by the school. 	
<p>OTHER</p> <p>Promote and embodies 'The CORE 7' Leadership Capabilities:</p> <ol style="list-style-type: none"> 1. Accountable – Establishes a high performing culture and accepts accountability for organisational performance 2. Strategic – Leads opportunity and is committed to continuous improvement aligned with the organisational vision and direction 3. Collaborative – Works collaboratively with others to achieve organisational outcomes 4. Entrepreneurial – Creates organisational value for diverse stakeholders and achieves commercial success 5. Enabling – Drives excellence through valuing and developing others 6. Agile – Achieves personal and organisational success within a changing, dynamic and complex environment 7. Resilient – Demonstrates personal resilience within a demanding environment of high expectations 	<ul style="list-style-type: none"> • Valued member of the team and organisation

<ul style="list-style-type: none"> 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 A commitment to safeguarding and promoting the welfare of all pupils. Willingness to undertake appropriate child protection training when required 	
PERSONAL SPECIFICATIONS – Skills Knowledge and Experience	
Qualifications/Training	
<ul style="list-style-type: none"> Degree plus teaching qualification 	Essential
<ul style="list-style-type: none"> A minimum of three years recent experience of classroom teaching 	Essential
Experience / Knowledge	
<ul style="list-style-type: none"> Good working knowledge of the English National Curriculum 	Essential
<ul style="list-style-type: none"> Outstanding classroom practice 	Essential
<ul style="list-style-type: none"> Understanding of effective teaching and learning theory and practice of providing effectively for the individual needs of all children through classroom organisation, differentiation and learning strategies 	Essential
<ul style="list-style-type: none"> The ability to teach either Music or Art to A level 	Essential
<ul style="list-style-type: none"> Knowledge of EAL teaching 	Desirable
<ul style="list-style-type: none"> Previous Leaderships experience in a subject area 	Desirable
Skills	
<ul style="list-style-type: none"> Able to teach with a language learning focus as part of a team 	Essential
<ul style="list-style-type: none"> Able to work as part of a team 	Essential
<ul style="list-style-type: none"> High level of IT competence 	Essential
<ul style="list-style-type: none"> Use of ISAMS 	Desirable
Personal Attributes	
<ul style="list-style-type: none"> Passion to work within a bilingual learning environment 	Essential
<ul style="list-style-type: none"> An interest in educational research and a desire to work with other to improve your pedagogy 	Desirable
<ul style="list-style-type: none"> Good sense of humour 	Essential
<ul style="list-style-type: none"> High levels of personal integrity and positivity 	Essential
<ul style="list-style-type: none"> Excellent organisational and time-management skills 	Essential
<ul style="list-style-type: none"> Attention to detail 	Essential
<ul style="list-style-type: none"> Ability to work under pressure and remain calm 	Essential
<ul style="list-style-type: none"> Willingness to take on multiple tasks 	Essential
<ul style="list-style-type: none"> Proactive and able to prompt others to ensure deadlines are achieved 	Essential
<ul style="list-style-type: none"> Self-motivated and enthusiastic 	Essential
<ul style="list-style-type: none"> Ability to work independently 	Essential
<ul style="list-style-type: none"> Continually strive for improvement 	Essential

▪ Adaptability	Essential
<p>OTHER CONDITIONS</p> <p>Compliance with visa requirements for working in Vietnam</p> <p>At Nord Anglia Education we are committed to providing a world class, safe, happy environment in which children and young people are able to thrive and learn. We are committed to safeguarding and promoting the welfare of all our pupils irrespective of race, ability, religion, gender or culture.</p> <p>All post holders in regulated activity (having regular unsupervised contact with children) are subject to appropriate national and international vetting procedures including satisfactory criminal record checks from both Country of residence/birth and any Country of residence within the last 10 years.</p>	

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.

- 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 76 international schools are located in China, Europe, Middle East, Southeast Asia and the Americas. Together, they educate more than 68,000 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 76 schools located in 31 countries around the world supporting our students' learning. Together, we educate over 68,000 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.

We wish you all the very best in your application.