

JOB DESCRIPTION

Deputy Head – Systems and Processes (Primary)

Responsibility Allowance Level 6

NEXUS INTERNATIONAL SCHOOL MALAYSIA

NISM is a privately owned international school in Putrajaya, Malaysia. The student body consists of expats from a large number of countries, members of government departments such as the Ministry of Foreign Affairs, and private fee paying Malaysians; the school roll is expected to grow to more than 900 over the next few years. NISP follows a British flavoured international curriculum, which includes IPC, IGCSE and IB Diploma. A recently established Boarding House is adding to the diversity of our student population. The school is an inclusive environment and has a focus on personalisation of learning. ICT is fully integrated at all levels in the school; younger children are using iPads, the primary school has access to laptops in trolleys and learners from Year 5 - 13 have their own MacBook Pro laptops which are used across the curriculum.

OUR PURPOSE

To educate the youth of the world to take their productive place as leaders in the global community.

OUR MISSION

To be acclaimed by the worldwide international education community as a provider of the highest quality international education which is specifically matched to the needs of our expatriate and local students.

OUR VISION

Nexus International School will be an internationally minded learning community that nurtures and supports every child's emotional, physical, creative and intellectual needs in order that they can achieve academic success and become globally responsible citizens. We will accomplish this by celebrating diversity and challenging minds.

OUR CORE VALUES

Respecting and caring for each other

Being dedicated to a culture of **Excellence**

Openness in **Communication**

Acting with **Integrity**

Being **Passionate** in what we do

Creating **Enjoyable** environments

AT NEXUS INTERNATIONAL SCHOOL, WE PROMISE TO:

- Treat everyone as gifted and talented individuals and foster those talents and gifts through careful mentorship and guidance that is based on respect for all.
- Provide an environment that allows these talents to flourish; one that is innovative, progressive and grounded in trust, compassion and respect.

KEY OBJECTIVES OF THE POSITION

Consistent with Nexus International School policies, a Deputy Head will be responsible for overseeing and working with staff on:

- Establishing goals and expectations: includes the setting, communication and monitoring of learning goals, standards and expectations, and the involvement of staff and others in the process so that there is clarity and consensus about goals.
- Strategic resourcing: involves aligning resource selection and allocation to priority teaching goals. Includes provision of appropriate expertise through involvement in staff appointments.
- Planning, coordinating and evaluating teaching and the curriculum: direct involvement in the support and evaluation of teaching through regular classroom visits and provision of formative and summative feedback to teachers. Direct oversight of curriculum in the learning area through school wide coordination across classes and year levels and alignment to school goals.
- Promoting and participating in teacher learning and development: leadership that not only promotes but directly participates with teachers in formal or informal professional learning.
- Ensuring an orderly and supportive environment: protecting time for teaching and learning by reducing external pressures and interruptions and establishing an orderly and supportive environment both inside and outside classrooms.

ROLE

Establishing goals and expectations

Key tasks

- Ensure coverage of all learning goals (Personal, International and Subject) in the Primary School and overseeing the route planning throughout all Primary.
- Ensure a language and ethos of learning in the school (The Nexus Way).
- Set up systems to help with the tracking and analysis of learner progress through close monitoring in the Primary School and into the Secondary school.
- Ensure the quality of reporting to parents reflects the expectations of the school.
- Assist with the transition between Mileposts and / or between Primary and Secondary.

Strategic resourcing

Key tasks

- Contribute to the setting of the school calendar year.
- Contribute to the recruiting process.
- Work with the HOP on timetabling.
- Take a lead role together with HOP to distribute and monitor the Primary budgets.
- Monitor the use of resources within the Primary School and their contribution to learning.
- Ensure that classes and duties are covered in cases where staff are absent.
- Strategically manage the development of the Engage student management system to meet the needs of the school.

Planning, coordinating and evaluating teaching and the curriculum

Key tasks

- Be responsible for the performance assurance and management of Primary TAs and other staff as directed by HOP.
- Ensure there are systems and processes in place for tracking learner progress and review these regularly.
- Ensure the systems and processes are effective for teachers to access high quality interventions (Inclusion integrators / ICT / Counselling etc).
- Ensure there are regular curriculum reviews in place in the Primary School.
- With the DOLT, review and evaluate curriculum (IPC) appropriate to the needs of all the learners in the school.
- Ensure there are regular reviews of the school's guiding statements, working closely with the DH Secondary.
- Coordinate the summative assessment and reporting processes.

Promoting and participating in teacher learning and development

Key tasks

- Develop and maintain systems to ensure pedagogy is inclusive and meets the needs of all learners.
- First line manager for staff as agreed with HOP
- To facilitate the learning induction programme for new teachers.
- Liaise with the Primary DOLT to identify areas of need for teachers learning and development.

Ensuring an orderly and supportive environment

Key tasks

- Support, through systems and processes, communication between all stakeholders of the school and between the Primary and Secondary school.
- Contribute and at times lead Milepost meetings as required by the Head of Primary.
- Ensure Health and Safety systems and processes are adhered to, report regularly to the School LT and manage necessary improvements.
- Model and promote restorative practices in all interactions.

Other projects, duties and responsibilities

Key tasks

- Oversight of the systems and processes relating to feedback and reporting to parents and other relevant stakeholders.
- Report regularly to Senior leaders on learning issues.
- Develop processes for the systematic review of Primary School events and report these to PLT.

KEY RELATIONSHIPS

Is a member of both the School Leadership Team (Exec) and Primary Leadership Team (PLT).

A Deputy Head - systems and processes will develop and maintain effective working relationships with:

- Head of Primary
- Deputy Head - Director of Learning
- Deputy Head - Systems and Processes (Secondary)
- School Leadership Team including Secondary Deputy Heads
- Primary Leadership Team
- Milepost leaders
- All teachers
- Where appropriate PLAs and TAs

PERSONAL SPECIFICATION

Qualifications and Training

A degree plus teaching qualification (or equivalent)

Higher degree or recognised professional qualification (preferred)

Evidence of continued relevant professional development

Experience Desirable

Previous Middle or Senior Leadership Role

Teaching learners with diverse language and learning needs

A range of settings ideally also in an international school environment

Using technology in learning

A sound knowledge of the IPC and the pedagogy behind it

Person Qualities

The successful candidate will:

- Be able to be an effective part of several school management teams
- Take a lead role in planning, developing and delivering rigorous learning experiences that address learners with a variety of language and learning needs (including autism, global delay, English and an additional language, Dyslexia etc. as well as highly academic learners).
- Be well organised and able to develop and monitor key systems and processes that enable an orderly environment both inside and outside of the classroom.
- Develop and foster the learners' confidence and skills to enable them to become autonomous self-regulated learners.
- Build learning focused relationships and foster trust amongst the whole school community.
- Have excellent collaboration and teamwork skills that foster effective co-planning and co-teaching.
- Be a confident user of technology to transform learning.
- Be a reflective practitioner and a life long learner. Deal effectively and non-confrontationally with learners, staff and parents to positively influence others.
- Be community and internationally minded and want to participate beyond their classroom.