



NEXUS
INTERNATIONAL
SCHOOL
MALAYSIA



Candidate Brief
Head of Secondary School,
Nexus International School Malaysia, NISM



Head of Secondary, Nexus International School Malaysia

Commence in August 2018

Dear Applicant

We are currently looking for an experienced and inspirational Head of Secondary with clear, strategic vision and the ability to motivate and inspire students, staff and parents. This is a great opportunity for an existing Head to join and lead a superb staff, who are committed to the continuous improvement of the school.

The vacancy arises following the promotion of the current Head of Secondary School to a new post. The successful candidate will be further develop a highly effective Secondary team in an innovative and well resourced Secondary school.

This post is a Senior Management role is supported by a generous remuneration and benefits package reflecting the importance placed upon securing an individual of the highest calibre.

Details of the package will be discussed with all shortlisted candidates.

The attached brief provides information about the School; and outlines the scope and responsibilities of the post. You are encouraged to visit the school website and social media channels in order to gain a comprehensive overview of the school as a whole and the Senior School in particular.

Should you be considering relocating overseas for the first time, Malaysia is an ideal location. English is widely spoken and the quality of life is excellent.

I do hope having read the Candidate Brief, and satisfied yourself that you have the necessary skills and experience to fulfil the role, that you will wish to pursue the vacancy further. All applications will be handled in the strictest confidence and the information you provide will be used solely for the purposes of recruitment.

Yours sincerely

Alison Hampshire (Principal)

Interested applicants may email your resume (including the contact details for two referees and a passport photograph) and application letter to Maziana.Mohan@taylors.edu.my

Candidate Brief

Head of Secondary School, Nexus International School Malaysia, NISM

Background

Nexus is a privately owned school in Putrajaya, near Kuala Lumpur in Malaysia, established in 2008 by the Taylor's Education Group. The school occupies a purpose built campus and is generously resourced. Nexus provides quality education to 700+ international students from Early Years to Year 13 through the International Primary Curriculum (IPC), IGCSE and IB Diploma Programme. The majority of students (70%) are Malaysian Nationals and the remaining 30% are dependents of expatriates working in Malaysia on short to long term assignments. The school is oversubscribed in some years.

Nexus International School is owned by Taylors Education Group. Other schools in the group are Garden International School, the Australian International School of Malaysia, Taylor's International School (TIS) KL and TIS Puchong, and Nexus International School, Singapore. The diagram shows how the company is structured.

Nexus is administered by a Board of Governors (BOG): made up of the owners, Head of Taylor's Schools and an independent invited Chair of Governor's. The School Leadership Team meet once a month with the President of Taylor's Schools and three times a year with the BOG. The Board delegates responsibility for the leadership, management and operation of the school to the Principal.

The Heads of Primary and Secondary and their teams work closely together with the Principal on the leadership and management of the whole school. Each Head of School has the responsibility for the day to day running of their school.

The Secondary Leadership Team consists of:

Deputy Head Curriculum and Learning

Deputy Head Systems and Processes

Assistant Head, IB Years

Assistant Head, Years 7-11

Nexus has grown to earn an enviable reputation as an Apple Distinguished School and an IPC Mastering School. Nexus is CIS Accredited and has just undergone its 5 Year IB review.

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 Promise

To treat everyone as gifted and talented individuals and to foster those talents and gifts through careful mentorship and guidance that is based on respect for all in an environment that is innovative, progressive and grounded in trust, compassion and respect.

In order to achieve our vision and promise we have adopted a number of best practices (consistent with international trends in education) that we have named The Nexus Way.

THE NEXUS WAY informs our strategic planning.

Mindsets

Growth
Skills and
Competencies
Frameworks
(Primary Nexus
Neuron IB Learner
Profile and and
ATLs)

Learning

Connected
Constructivist
Self regulated
Independent
Personalised

Technology

Transformative
Well structured

Inclusion

Differentiated
Community
Intercultural
competency

Relationships

Learner focused
Collaborative
Restorative

We believe that children can be taught and encouraged to be self regulating learners via a technology rich, enquiry based, constructivist approach.

We have a relatively inclusive admissions policy and expect all academic staff to cater for learners with learning and language needs as well as exceptionally academic and talented children.

We do not subscribe to traditional labelling approaches such as "SEN" or "G&T" – instead we aim to personalise the learning experience with focused differentiation. We provide additional support to children who need it to be able to realise their potential. As an inclusive school all teachers are expected to make the learning accessible for all learners. Specialist Inclusion teachers provide support for subject teachers through collaborative planning and co-teaching to ensure all learners can make progress and are challenged. In addition we have developed the Alternative Pathway (AP) for our Secondary learners with moderate learning needs that cannot be met in the mainstream.

Technology 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. As an Apple Distinguished School all teachers develop their use of technology in a transformative way to enhance learning.

Teacher Professional Learning is a significant aspect of working at Nexus. All teachers participate in a programme designed to promote action based research which ensures best practice is developed and shared.

Achievement at Nexus

IB results are above the world average in 2017 our IB points average was 35.5. At IGCSE students make expected progress in 2017 38% achieved A*/A grades and 82% achieved 5A*-C grades.



Role description

The Head of Secondary is responsible for the strategic leadership and operational management of the School and is accountable to the Principal for delivering the highest standard of education and pastoral care. The Head of Secondary is a member of the whole school leadership team and will be expected to work closely with the Principal and Head of Primary to contribute to the ongoing strategic development of Nexus.

Key Responsibilities

- Lead the Secondary Leadership Team in devising and implementing improvement plans that further embed The Nexus Way
- Ensure an appropriate range of curriculum options exist to meet the needs of NISM learners and our vision for learning
- Ensure that pastoral structures are maximised to support learners emotional wellbeing
- Ensure that the quality of teaching and learning is monitored, evaluated and developed resulting in improvement in learning
- Provide overall leadership for all staff to build capacity and promote a collaborative culture of learning
- Strengthen the NISM brand to ensure NISM retains its market position

The Head of Secondary School is responsible to the Principal for:

- The achievement and well-being of learners in the Secondary School
- Constructive and respectful learner, parent, staff and community relationships
- Effective staff performance
- Judicious use of all resources including staffing
- Proper exercise of financial and other responsibilities and authorities delegated
- Safety and health (including student safeguarding) and the daily operations of the secondary school





Person Specification

Experience

- At least a first degree and teaching qualification
- Demonstrable knowledge of the IPC, IGCSE and IBDP programmes
- Previous leadership experience as a Head of an international school or an established UK school
- Experience of managing change and leading innovation
- Experience of managing a diverse multi-cultural team
- Experience of using technology for learning
- Evidence of leading Continuing Professional Development activities for teaching & non-teaching staff

Applicants should demonstrate

- Evidence of positive personal contributions to the school ethos
- Excellent communication skills - both verbally and written
- Strong influencing, negotiation, persuasive and collaborative skills
- Personal resilience and the ability to engender the best in others
- A global perspective / internationally minded
- Passion and energy when working with others
- Ability to work collaboratively and build strong relationships across the school community.
- Awareness of the challenges facing a private International school in an increasingly competitive market.

School Improvement Plan 2016-2020

Mindsets

Explore the development of holistic learner profile(s) that give teachers a developing picture of learners progress beyond academic data.

Investigate using the leadership rubric to explicitly teach leadership skills

Develop a roadmap for residential trips/ CAS/ CCAs that is driven by authentic application of competencies and mindset

All stakeholders review IM definition to further develop articulation of mission

Inclusion

Explore models for parallel EAL pathway for MP3 onwards (link to Boarding)

Investigate an extension/enrichment program (G&T)

Develop use of differentiation strategies so they are consistently employed across the school.

Learners (with identified needs) are tracked and additional support is systematically reviewed for effectiveness

Relationships

Explore community involvement/case studies in curriculum delivery

Explore the possibility of organising a Nexus Conference for Learning

Investigate becoming an Initial Teacher Training School.

Investigate the most effective way to create a library of video examples of classroom practice of the Nexus Way.

Develop peer support structures for learners and teachers.

Develop curriculum transition between phases.

Develop structures to enable, empower and engage Middle Leaders to ensure the consistent application of the Nexus Way practices.

Embed Child Protection training into the school calendar to ensure sustainability.

Technology

Investigate ways to find out how learners have succeeded in their induction of technology.

Investigate the impact of the 1:1 iPad programme in Year 3. Develop a Maker Space to promote design thinking and robotics.

All teachers consistently plan for and make learning focused decisions on their use of technology to transform learning

Learning

Investigate visible thinking routines (Harvard project zero) and other structures (Kagan) for teachers to use to further develop mindsets and competencies.

Investigate the balance of the current curriculum - time allocations and impact on learning outcomes.

Investigate how to articulate a horizontal and vertical map of all curriculum areas for robust review and analysis.

Implement a process to further embed concept-based teaching and PATS in the Middle School teaching and learning.

Develop consistent use of concept based learning framework in the secondary curriculum. Develop strategies for explicit teaching of ATLs in IB (cascade down into teaching PATS).

Embed link between professional learning goals and PL.

Embed whole school processes that establish protocols for data gathering and its use to identify patterns year on year.

All stakeholders are invested in and are knowledgeable about the Nexus Way.



Living in Malaysia

The country is multi-ethnic and multi-cultural, which plays a large role in politics. Malaysia has three ethnic groups that make up “1 Malaysia” (Malay, Chinese and Indian). The constitution declares Islam the state religion while protecting freedom of religion. As a multi-ethnic country Malaysia is a fascinating place to live with many cultural festivals and a wide choice of food.

The climate in Malaysia is tropical. The north-east monsoon (October to February) deluges Borneo and the east coast in rain and often causes flooding, while the west coast (particularly Langkawi and Penang) escape unscathed. The milder south-west monsoon (April to October) reverses the pattern. The southern parts of peninsular Malaysia, including perennially soggy Kuala Lumpur, are exposed to both but even during the rainy season, the showers tend to be intense but brief.

Living in KL is a very pleasant experience. Housing is reasonable and there are many options in terms of where to live and types of accommodation. New staff are often amazed at how inexpensive supplies and services are especially when compared to Europe – though there are times when it is necessary to remember that Malaysia is a developing country.

For those who like travel, Kuala Lumpur acts as a gateway to destinations all over South East Asia and beyond. Being a base for Air Asia fares to many cities in the region are relatively inexpensive.



enquiry@nexus.edu.my

T: +603 8889 3868

www.nexus.edu.my