



NEXUS
INTERNATIONAL
SCHOOL
MALAYSIA



Candidate Brief
Principal,
Nexus International School Malaysia, NISM



Principal, Nexus International School Malaysia

Commence in August 2018

Dear Applicant

We are currently looking for a dynamic experienced Principal who can lead the school in delivering high quality education in achieving its purpose, mission and business goals. He/She will have a clear, strategic vision and the ability to motivate and inspire students, staff and parents. This is a great opportunity for an existing school leader to join and lead a team of superb staff, who are committed in the continuous improvement of the school. Nexus is at the forefront of innovative personalized learning embracing The Nexus Way of educational ethos. NISM is one of the two Nexus schools guided by The Nexus Way. The principal of NISM shall work closely and collaboratively with NIS Singapore in building the Nexus school brand worldwide.

This post is a Senior Management role 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.

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

BK Gan (President, Taylor's Schools)

Interested applicants may email your full CV and detailed letter of application, addressing the job description and including names and contact details for three referees (one being your current supervisor) to Mazliana.Mohan@taylors.edu.my

Candidate Brief

Principal, 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 four 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.

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 Principal manages the business and operations of the school and develops programmes for NISM compatible with the mission, ethos and values of the School. He/She is responsible for the academic leadership and operational management of the School and is accountable to the Board of Governor's for delivering the highest standard of education and ensuring financial viability of the school. The Principal will be expected to work closely with the President of Taylor's Schools in leading the ongoing strategic development of Nexus.

Key Responsibilities

- Lead Strategic Planning and Development of the school in alignment with the priorities of Nexus International School Malaysia
- Management of the Heads of Schools and all academic staff, and the support team under him / her.
- Recruitment and staff development
 - Hire, supervise, evaluate, promote employees through systems that ensure fairness of treatment, cultivate positive employer-employee relations, clarity of roles, responsibilities and expected results
- Articulate and enhance NISM' educational aims, through promoting and developing The Nexus Way.
- Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.
- Implement measures and standards that ensure the safety and well-being of all staff and students
- Ensure continuity and progression across all aspects of the educational programmes in the different sub-schools that constitute NISM
- Maintain and develop NISM' reputation for academic excellence, cherishing its special culture while, at the same time, ensuring that it continues to grow and evolve as a holistic, innovative and dynamic learning environment.
- Represent the School and present to all stakeholders, including parents, students, alumni, external community, faculty and staff
- Build effective relationships and excellent communications with the various constituent groups which make up the School community – the students, staff, parents, alumni, and the local community.
- Lead the budget planning with the Head of Operations to ensure appropriate finding and resource allocation.
- Oversee the smooth and efficient operation of the School to ensure the school maintains its strong financial position.
- Manage the School's facilities
- Maintain an open and productive relationship with the Board of Governors





Person Specification

Experience

- Minimum 15 years' of relevant work experience with at least 8 years' experience as a school leader preferably in a medium to large international school at the Principal/ Headteacher level.
- Demonstrable knowledge of the IPC, IGCSE and IBDP programmes
- Strong academic credentials including but not limited to knowledge of curriculum, instructional practice, student learning styles, innovative educational practices and student assessment.

Applicants should demonstrate

- Strong academic leadership skills and a deep commitment to improve the quality of international education.
- Ability to create and communicate a clear and compelling view for the future of the school.
- Strong collaborative management style, and ability to develop and participate effectively on teams.
- Evidence of positive personal contributions to the school ethos
- Excellent communication skills - both verbally and written
- Personal resilience and the ability to engender the best in others
- A global perspective / internationally minded
- Passion and energy when working with others
- 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.

Develop the tracking of learners (with identified needs) and systematically review additional support 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.

Develop consistent planning 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.



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