



POSITION DETAILS:

Position Title:	Head of Studies International School
Group:	St Paul's International School (SPIS)
Supervisors:	Headmaster Director of Realms of Thinking
Direct Reports:	SPIS Teachers (including Study Tour Teachers)
Date of Last Review:	June 2019

PRIMARY ROLE/PURPOSE:

The Head of Studies International School is responsible to the Headmaster and the Director of Realms of Thinking. The Head of Studies International School works under the guidance of the Headmaster and in close collaboration with the Director of Realms of Thinking for the maintenance and administration of the International School's curriculum, pedagogy, pastoral care and wellbeing of students.

The purpose of the role is summarised as:

- To provide direction, supervision and care for appointed staff, which is consistent with the St Paul's School Ethos Statement;
- To provide effective direction and guidance in all matters of curriculum, pedagogy, assessment and reporting relevant to students' specific stages of development and their English language proficiency within the National ELT Accreditation Scheme (NEAS) framework and the High School Preparation Program aligned to the strategic direction of the School;
- To ensure that parents/guardians (and education agents) are kept closely informed about the needs and concerns of their children;
- To ensure the Registrar (International) is aware of any changes to the provision of the High School Preparation Program, Study Tour Program, and English as an Additional Language or Dialect (EALD) support so that marketing reflects the current situation in the School.

This role covers the requirements of the Academic Manager within the regulating NEAS framework.

KEY ACCOUNTABILITIES:

Leadership

- Provide direction, supervision and care for staff and students in the International School, emphasising the Christian ethos of the School;
- Ensure that curriculum and pedagogy is regularly reviewed and invigorated, to provide students with modern curriculum delivery that is reflective of the School's philosophy of teaching and learning and best practice in intensive English, ESL programs;
- Ensure that s/he is cognisant and up-to-date with the relevant legislation and Governing Acts, eg. the ESOS Act;
- Facilitate discussion with teachers of mainstream subjects to ensure High School Preparation students are receiving appropriate preparation for all core subjects;
- Support mainstream teachers, where necessary, with strategies that best support EALD learners.

Management

- Oversee the development and implementation of the High School Preparation Program, the EALD Support Program and Study Tour Programs;
- Support the Registrar (International) by ensuring the academic component of the NEAS quality accreditation meets standards;
- Arrange the initial assessment and placement of new students;
- Oversee the organisation and integration of SPIS students and study tour students into the wider School community;
- Oversee academic performance and take responsibility for the appropriate assessment of, and correct reporting of, student progress;
- With administrative staff, prepare notes, transport, risk assessment forms for excursions related to the High School Preparation Program and Study Tours;
- Collaborate with the Registrar (International) and Homestay Co-ordinator in respect to enrolments, student placements, transfers, study tours, etc.;
- With direction from the Director of Realms of Thinking, support the professional growth of staff in the International School and assist in the monitoring of staff professional development, referring any performance concerns to the Headmaster;
- Utilise the Realms Coaches as a resource for planning, teaching and learning;
- Assist with inducting any new teachers in the International School (including assessing staff within the probation period and movement between levels in the EBA awards);
- Process staff leave applications which should then be forwarded to the relevant Senior Leader for approval, and then to the Headmaster for final approval;
- On behalf of SPIS, prepare budget requests to present to the Finance Manager, as per the School's budgeting process;
- Manage the SPIS budget and order resources, ensuring that a register of assets is kept.

Management of Students

- Ensure that programs are implemented so that each student is educated academically, emotionally, physically, aesthetically and spiritually, in accordance with the School's Ethos Statement;
- Manage the day-to-day discipline issues relating to the International School ensuring that staff are supported with the management of students in their respective classrooms and that parents/guardians are kept closely informed about the needs and concerns of their children;
- Make recommendations to the Headmaster regarding the discipline of students, including suspension or expulsion of students where it is judged to be in the best interests of the student and the School;
- Facilitate the collection of all relevant data about students and ensure all student files are current and accurate;
- Interview and arrange suitable placement of all new SPIS students;
- Assess the English language level of all Full Fee-paying Overseas Students (FFOS) enrolling in St Paul's School;
- Participate in discussions (including an interpreter if required) for homestay issues in conjunction with the Homestay Co-ordinator;
- Facilitate opportunities for students to seek counselling and advice regarding educational pathways and personal problems;
- In collaboration with the relevant staff, oversee the planning for, and provide the follow-up required for, students' smooth transition to High School placements;
- Process all International student leave applications, approving or denying requests for leave in line with School Policy;
- Communicate with the House Leaders and Heads of Studies to facilitate the transfer of students from the High School Preparation Program.

Communicating with Parents

- Communicate effectively with parents/guardians to ensure that a healthy relationship exists to foster a climate of partnership between the School and the family to meet the needs of the individual child;
- Liaise with on-shore and off-shore agents about student pastoral and academic matters;
- Ensure reports on academic progress are sent to the appropriate destination.

Other

- Teaching as allocated in the timetable;
- Contribute to, and review, the implementation of policies regarding homestay and student welfare;
- Be on a roster (up to two weeks a year, which could include School holiday periods) to relieve the Homestay Co-ordinator of the emergency phone;
- Additional duties as allocated by the Headmaster.

KEY SELECTION CRITERIA:

Qualifications

- Meet the minimum requirements of NEAS: A recognised degree and/or formal teaching qualifications plus a postgraduate qualification in TESOL.

Essential

The Head of Studies International School should:

- Have teaching experience with adolescent students from a Non-English speaking background;
- Be an active supporter of the School's Ethos Statement;
- Be an effective communicator with strong interpersonal skills and be able to interact effectively with students, staff and parents;
- Be a forward thinker, abreast of recent educational philosophy, developments and research;
- Have a strong understanding of the developmental stage and educational needs of adolescents;
- Have strong pastoral care skills and an ability to communicate and relate to adolescent students;
- Have expert knowledge and understanding of curriculum design and pedagogy;
- Be an outstanding teacher and be able to articulate why s/he is so;
- Be a Realms of Thinking Certified Teacher;
- Be an excellent administrator, communicator and a person who can effectively manage his/her time.

AUTHORISATION:

I hereby agree that this Position Description accurately reflects work requirements.

Headmaster	<u>Paul Browning</u>	<u></u>	<u>15.7.19</u>
	Name	Signature	Date

Head of Studies International School	<u></u>	<u></u>	<u></u>
	Name	Signature	Date

ATTACHMENT – ST PAUL’S SCHOOL

ETHOS STATEMENT

The School’s Purpose is “to prepare resilient, global citizens, who are innovative thinkers, with a heart for servant leadership.”

The School’s Vision is “Leading in educational thinking and practice.”

The School’s Values are:

By **Faith** and by **Learning** we strive to grow in **Community** with God and each other, valuing each person and celebrating individual excellence.

We value Faith believing where:

- Each person is a unique creation of a loving, redeeming God and able to be empowered and sustained by the Holy Spirit through the teaching and life of Jesus Christ.
- Each person can have a relationship with God, through Jesus Christ, demonstrated by modeling one’s life on Christ, serving others and participating in the traditions and practice of the Anglican Church.

We value Learning where:

- Students are encouraged and supported as they strive to reach their intellectual, creative, physical, social, moral, emotional and spiritual potential in a balanced and disciplined way.
- Students fully explore a range of topics, themes and concepts which have relevance, real-world application and a focus towards the future.
- A variety of student dispositions to learning are fostered through our Realms of Thinking Framework which are embedded from PP-12 across all Learning Areas.

We value Community where:

- Students, staff and families support the aims, purpose and mission of the School and serve one another using their God-given gifts.
- Students, staff and families grow together in faith and learning, promoting love, justice and mercy - at home, at School and in the wider world.
- Students remain connected to the St Paul’s community when they graduate, through a vibrant Past Students’ Association.

SCHOOL EXPECTATIONS

All employees are bound by the requirements of the School's policies and procedures as they apply from time to time, and are expected to act with integrity, and in a way that demonstrates a proper concern for the public interest expressed with a framework of a Christian educational organisation.

As such, employees at St Paul's School are expected to embrace the following statements.

As well as comply with all federal and State legislation as they apply from time to time as well as any relevant Canon Laws or Diocesan policies.

Much of the information gleaned by employees during the course of their duties is confidential and should be treated as such. Employees shall not use confidential information to gain advantage for themselves, their related persons or for any other person or body, in ways which are inconsistent with their obligation to act impartially. Nor should such information be used improperly and cause harm or detriment to any person, body, or the School.

Proof of qualifications as well as a disclosure on any matter which may affect your employment in this position will also be required prior to commencement.

LEADERSHIP EXPECTATIONS

"If a leader's actions are driven by service and dedication to a cause or a relationship then they are a servant leader."

Leadership at St Paul's is based on the philosophy of individual and School "wholeness", collaboration, teamwork and transparent decision-making. The model of leadership reflects the values central to St Paul's School, that of Faith, Learning and Community.

Leadership Principles underpinning the Leadership at St Paul's:

- St Paul's School leadership structure is **student-centred** and reflects our agreed values of Faith, Community and Learning.
- The leadership structure is **learning-centred** for both students and staff, providing opportunities for open and transparent communication and decision-making.
- Collaborative leadership based on teams enabling of ideas to be brought forward by anyone through a variety of formal and informal routes (everyone's voice deserves to be heard).
- Education of the whole person in which the intellectual, spiritual, emotional and physical development are all-important and integrated.
- The importance of creating an environment which encourages high academic achievements at senior levels by ensuring appropriate methodologies and subject content.
- The concept of St Paul's School as a single whole School, made up of three Sub-Schools each with some degree of autonomy whilst sharing many common elements.