

Head of Post 16 Learning - TLR 1 (Starting from 16th April 2018)

An exciting opportunity is open from Easter 2018 to lead IBO programmes at this outstandingly successful international school. The Head of Post 16 Learning will be responsible for the IB academic programme in Years 12 and 13. This will include the pedagogical lead of Theory of Knowledge as well as line management of the IBCP Coordinator. The post holder will be a member of the School Leadership Team.

Having recently completed our IBO 5 year review, we enjoy a very high level of success with our Diploma programmes with a cohort of about 360 students, most taking up the IBDP but a significant cohort studying for the newly launched IBCP. The CP offer is based around a BTEC career-related core and is coordinated by a separate post-holder but there will be a need for close liaison. We look at provision for students unable to access the full DP or CP programmes on a case by case basis, on the proviso that they have passed our entry requirements to study post 16.

The post-holder will work alongside Senior House Heads and with the Academic Standards Team (AST) to monitor and track student progress and overall academic standards. A key part of the role is to continue to develop and embed the IBO programme and philosophy, not only in Years 11 to 13 but also to work with Subject Leaders to ensure that students are given strong foundations for the start of their Diploma Programme. We have a strong focus on student wellbeing and the postholder will play a key part in helping support teams identify and manage interventions where we see that our students are struggling from an academic or social point of view.

The Theory of Knowledge lies at the heart of both the IBO and South Island School philosophies, promoting critical thinking and allowing students the opportunity to reflect upon the nature of knowledge. As we move to a more conceptually driven IB Diploma Programme, we acknowledge the importance of TOK in providing connections between the differing subject disciplines as well as to the school's aim to produce internationally-minded students who are disposed to make a difference. The qualities we require in our teachers include being open minded, having a range of interests in education, confidence to lead discussion-based teaching and learning styles and empowering students in their own learning.

We have been developing the ToK programme as part of a vertical progression from Year 7, linking it to an internal programme known as InterD. The Head of Post 16 Learning will work with the Head of InterD to ensure a continuity from the MYP (Year 7-9 only), leading through IGCSEs and into the post 16 world. The framework of the ATLs is the scaffolding for all conversations in this context.

The leadership of CAS is held by another colleague but with the School's remit to 'Make a Difference', it is essential that the successful candidate has a philosophy that matches our own values and a belief that the Diploma Programme should offer much more than just a subject based curriculum. Accordingly, the role carries the responsibility to lead, inspire and challenge, to

commit to ongoing personal development, to promote the values and ethos of the School, to work actively to raise student attainment and to create a safe and positive environment for learning.

The leading characteristic of a South Island teacher is creative energy. This is a school where it is possible to innovate, to create and to take risks within an environment where the happiness and the high attainment of our students are our twin core goals. As a teacher, it is essential that you are able to demonstrate the same level of professionalism and passion for learning that is shown by our students. This is a happy and engaging school community with a local reputation for strong relationships and inclusive practice. If you think that this challenging but really exciting opportunity sounds like something that you would like to explore, we would love to hear from you.

Please submit your applications via ESF online recruitment system at; <http://recruit.esf.edu.hk>

Closing Date: 28th November 2017, Tuesday midnight Hong Kong time

Long listed candidates may be invited to submit a short video interview (using a dedicated system) by email during the last week of November 2017. ***We regret that we will only be able to contact applicants who have been selected for the long listing process.***

Job Description

A. Strategic Leadership

- Provide a vision for the delivery of IB Diploma Programme.
- Advise the Principal, and Leadership Team of all requirements, developments and progress within the IB Diploma programme both internally and externally. Ensure that the Leadership Team is aware of all requirements to meet IB standards and practices.
- Lead with the Director of Senior School the organisation and conduct of the procedures for IBDP evaluations (5 Year Review) and resulting action plans. Check each subject review cycle and facilitate the implementation of recommendations arising from such visits.
- Establish communication and protocols to ensure effective delivery of all aspects of the programme.
- Work with IBO, Exams Officer, Careers and Further Education Counsellors (keeping abreast of developments in University Entry, IB UCAS tariff) and with University Counsellors and Subject Leaders to ensure effective delivery of all aspects of the programme.
- Liaise with the Post 16 Adviser at ESF Centre
- Communicate and liaise with parents, outside agencies and other stakeholders.
- Promote the ethos of the IB throughout all aspects of school life, where appropriate, particularly regarding TOK/CAS/EE implications.
- Liaise with the MYP Coordinator and Head of Post 14 Learning on vertical articulation and programme entry issues.
- Lead the team responsible for overseeing the core components of the IBDP.
- Plan and implement information evenings at an appropriate time in the school calendar for subject choices and orientation to programmes, in conjunction with the Director of Senior School and Phase Leaders.
- Prepare timelines for deadlines and upload of work to meet IBO submission dates and ensuring that the workload is manageable for students.
- Inform all staff, students and parents of the assessment and the procedures and deadlines for internal assessment.
- Participate in the recruitment of DP post-holders and teachers, where appropriate.
- Be responsible for publicity designed to inform parents about the IB Diploma Programme.
- Update the IB Diploma section of the Senior School Curriculum Handbook and website in consultation with the Director of Learning.
- Line manage the IBCP Coordinator and work closely on the co-creation and development of programme innovation

B. Curriculum Development – working with subject leaders and teachers

- Assume responsibility for checking IBIS for all coordinator updates.
- Be responsible for resourcing, receipt, dissemination and dispatch of all IB Diploma information and materials.
- Plan changes in subject offerings in conjunction with Director of Senior School and Subject Leaders to best meet the needs of incoming cohorts.

- Understand and promote the My School, IBIS and any other developments within the IB system.
- Provide advice and support in aspects related to the IB Diploma Programme.
- Manage the CPD budget for IB Training and co-ordinate participation at IB Diploma workshops and professional development activities in liaison with the Director of Personal Development.
- Induct newly-appointed Diploma staff into all relevant aspects of the programme.

C. Quality Assurance

- Monitor all aspects of the programme to ensure the continuous improvement of the delivery of the programme in conjunction with staff and the Director of Senior School.
- Monitor all aspects of the programme organisation and protocols in conjunction with staff and the Director of Senior School to ensure that IBO regulations have been met.
- Ensure teachers comply with programme and examination requirements and that appropriate records are kept. Ensure that candidates meet IBDP requirements and fulfill all IBO DP regulations.
- Monitor the progress and attainment of the cohort at key points throughout the programme in conjunction with staff and the Director of Senior School.
- Ensure that student feedback is collected and student voice is an integrated part of the programme in all its components.
- Manage the annual production of IB Data analysis and the associated programme of interviews with Faculty leaders.

D. Pastoral Care

- Accommodate transfer students by liaising with their former school and/or providing the receiving school with necessary information in conjunction with the Phase Directors.
- Work with the Heads of House to provide a point of contact for parents who wish to consult about student problems relating to the IB Diploma.
- Consult the Heads of House when providing contact with parents, when necessary, either by email, phone or letter, about matters of concern.
- Inform the Head of Senior School about all parental interviews in cases that might give rise to consequences of concern.

E. Individual Guidance and Tracking

- Work closely with the Director of Senior School and Director of Systems during the induction process, advising students on IB subject selection and entry requirements.
- Work with the Heads of House to allocate students to subject option groups within the IB Diploma and be responsible for an overview of option choices in conjunction with the timetabler.
- Work with Heads of House to monitor and track students to ensure appropriate choices in the beginning of Y12. (Liaise with subject coordinators and the Careers Counsellor to ensure that student choice of subjects is appropriate.)

- Work with subject Leaders and HOH to ensure that parents are kept informed of their child's progress in subjects and the DP Core. (Work with Pastoral Heads to monitor student progress and taking action to support students experiencing difficulties).
- Work with Individual Needs Department to ensure support and special arrangements are provided for IB Diploma students, where appropriate.

F. Additional Specific Responsibility

Have an important role as liaison with the IBO by:

- Handle communication with the different IBO offices. (Communicate with the IBO Regional, Cardiff and Geneva offices on behalf of teachers and teachers as necessary.)
- Report to IBO, on behalf of candidates, any adverse circumstances, including permanent disabilities.
- Keep copies of all correspondence with the IBO, including forms, documents and reports
- Liaise with Diploma Coordinators regionally (Pearl River Group meetings and ESF Coordinator meetings) and internationally.
- Attend yearly Asia Pacific Regional Conference and report back to the Senior Leadership Team.
- Work with the exams officer to ensure that the exams office meets IBO requirements in terms of:
 - IBIS registration & candidate entry
 - Special requirements for examinations
 - Internal and external examinations requirements and conditions
 - Distribution of results to students
 - Distribute feedback to staff concerning internal assessments
 - Ensuring that teachers comply with programme and examination requirements so that appropriate records are kept and students are aware of IB services such as inquiry on results, university recognition, university transcripts, legalization of diplomas, special measures and exceptional needs.
 - Ensuring that all information reaches respective IBO offices, or examiners by IBO specified deadlines.
 - Notifying the exams and accounts department of IBO payments due, where applicable.

Line management of:

- EE Coordinator
- CAS Coordinator
- IBCP Coordinator
- Exams Officer