## JOB FAMILY

<table>
<thead>
<tr>
<th>Role Name</th>
<th>Jockey Club Sarah Roe School Principal</th>
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<tr>
<td>Job Code</td>
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<tr>
<td>Role Summary</td>
<td>This position is to lead and manage the ESF Special School</td>
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### Main Accountabilities

**As Principal of Jockey Club Sarah Roe School:**

**Leadership**
- providing strategic direction for the school to enable it to continue as a Centre of Excellence for SEN;
- developing a school improvement plan with measurable success criteria which involves all necessary stakeholders and is jointly owned by them;
- giving a professional lead to the School Council, staff, parents and students of the school; and
- knowing and using world-wide educational research and practice to inform and enrich the school’s growth.

**Development and Deployment of Staff**
- selecting and appointing teaching/ non-teaching staff, within the framework of ESF’s recruitment strategy;
- exercising creative, effective and efficient deployment of staff to maximise benefits for students;
- developing an appropriate framework of professional development and performance management for staff in accordance with the teaching and leadership capability frameworks; and
- providing information and discussing issues of staff development and performance with the School Council.

**Curriculum leadership**
- giving leadership of a curriculum which matches the aims, values and vision of the school and the Foundation;
- giving clear curriculum leadership to the staff and to the School Council;
- delivering a curriculum to meet the needs of learners with SLD and PMLD;
- taking a leading role in the leadership of Learning Technology in preparing learners for tomorrow’s society;
- taking responsibility for providing a broad and balanced curriculum which is relevant to the needs of students with SEN in Hong Kong; and
- informing parents of the curriculum and its rationale for each key stage.

**Standards**
- translating the aims and values of the school into high standards;
- creating an ethos of high expectations and challenge for all;
- monitoring standards of achievement, setting and achieving realistic and aspirational targets;
- participating fully in the review of the school’s performance using ESF-wide systems for tracking students’ performance to provide suitably early interventions to maximise students’ progress;
- enabling students to know how well they are doing and what they need to do to maximise their achievements; and
- facilitating effective liaison and links with Learning Support Centres and cross-phase partners to ensure students’ progression and maximum integration opportunities.

**Teaching and Learning**
- developing a teaching and learning policy to reflect the vision and aspirations of the school;
- creating the highest possible expectations in teachers and learners;
- facilitating creative and rigorous approaches to teaching and learning;
• developing learners who wish to pursue learning beyond the confines of the school;
• creating a learning community in which all members have a desire to enquire, Evaluate and challenge thinking; and
• informing the School Council and parents of the approaches to teaching and learning being implemented

Management and Efficiency
• developing and sustaining systems for the smooth running of the school, to enable school leaders to focus on educational priorities;
• overseeing the monitoring and evaluation of all aspects of the school’s performance and reporting the outcomes as appropriate;
• efficiently and effectively deploying resources to maximise value for money and to ensure accountability;
• being responsible for the security of the buildings and grounds of the school and ensuring that health and safety requirements are met;
• ensuring that admissions arrangements are efficient and compliant with the Foundations policy;
• complying with the Foundation’s policy on equality of opportunity, ensuring that it is understood and practiced by all; and
• ensuring that the school is adequately staffed during school holidays.

Foundation-wide role
• playing an active role in policy development;
• taking responsibility for clear and open communication of Foundation-wide policies to all staff;
• cooperating and collaborating with other senior managers to ensure consistent development and application of policies;
• enabling the successful implementation of ESF’s vision and educational strategy;
• actively contributing to the ESF Special Educational Needs Strategy; and
• recognising and supporting the wider needs of the Foundation as well as the school.

Typical reporting relationship
The Principal is accountable to the Chief Executive of the English Schools Foundation through the Director of Education. S/he is also accountable to the School Council. In carrying out her/his duties, the Principal shall consult, where appropriate, with the Chief Executive and her/his staff, notably the Education Team, the Director of Human Resources and the Director of Finance, the School Council, teaching and non-teaching staff, parents and students. The Principal shall make available to the Chief Executive and the School Council such performance data and evaluative information on the school as may be required.

Minimum typical education
• Bachelor degree (postgraduate qualifications preferred)
• Qualified teacher status (SEN specialist qualifications preferred)

Minimum typical experience
• Experience working in Special School or a Mainstream school with a Special Needs Provision
• Worked as a head of school (Principal, head teacher etc) (Applications from experienced deputy head teachers will be considered)

Core Professional / Technical Competencies required
Abilities (ESF Teacher Capability Framework)
• Leading Self
• Leading Others
• Leading the Foundation

Knowledge
• Understand Curriculum requirements, such as PYP, ASDAN and Secondary
and Post 16 for students with SEN;
• Understand the teaching and learning requirements for working with students with special needs;
• Understand the identification, assessment and diagnosis of special educational needs;
• Responsibility for a school or SEN budget; and
• Understand the needs of EAL Students in a Special Needs context.

| Core Soft / Transferable Competencies required | • Enthusiasm and Commitment  
|                                              | • Vision and Creativity      
|                                              | • Evaluating                 
|                                              | • Interpersonal and Empathetic 
|                                              | • Collaborative and Consultative  
|                                              | • Decision Making            
|                                              | • Time Management            
|                                              | • Effective Communication and Presentation |

| Development / Training to support role competencies | Ideally Masters or Qualification in Educational Leadership or SEN Leadership. |

| Notes: | |