

Job Description of Head of Secondary School

SUMMARY

The Head of the Secondary School at Dhirubhai Ambani International School is a senior leadership position responsible for providing instructional leadership and ensuring the overall academic success of the students in the IGCSE and IB Diploma classes. This role involves supervising the Deputy Head and respective programme coordinators while fostering a positive and enriching learning environment. The Head of the Secondary School will report directly to the Dean & CEO of the organization and work collaboratively with other stakeholders to advance the school's mission, vision, and strategic initiatives.

In consultation with the Board, Dean, Head of Secondary School and other school leaders, the Head of Secondary School participates in developing the DAIS values, vision, mission, goals, and Strategic Plan. S/He is then responsible for continuous improvement of the Secondary School within the context of the School Strategic Plan. S/He will conceptualize and propose goals, strategies, and programmes to the Dean; obtain the Dean's concurrence; and be responsible to the Dean for the agreed upon results.

This position plays a crucial role in driving instructional excellence and fostering a culture of continuous improvement. The Head of Secondary School provides visionary leadership, supports faculty development, and contributes to the advancement of innovative teaching and learning practices. S/he is responsible to build and sustain a thriving culture of collaboration.

Core Responsibilities:

- Supervise and support a team of educational leaders, including the Deputy heads and Programme Coordinators of the IGCSE and IB Diploma Programmes.
- Provide guidance and support to faculty members in developing and implementing effective instructional strategies.
- Conduct regular classroom observations and provide constructive feedback to teachers to enhance their instructional practices.
- Collaborate with teachers and instructional teams to design and align curriculum, ensuring standards-based instruction and promoting student engagement and achievement.
- Lead and facilitate professional development sessions for faculty, focusing on instructional best practices, assessment strategies, and data-driven decision-making.
- Analyse student assessment data to identify trends, areas of improvement, and develop targeted interventions to enhance student learning outcomes.
- Stay informed about current research, trends, and innovations in teaching and learning, and share relevant findings with faculty to promote a culture of continuous improvement.
- Foster a culture of collaboration and professional growth through coaching, mentoring, and providing resources to support faculty development.
- Coordinate and organize conferences, workshops, and other professional learning opportunities for faculty to enhance their instructional expertise.
- Collaborate with school leaders and administrators to ensure the alignment of instructional practices with the school's mission, vision, and goals.
- Contribute to the development and implementation of initiatives aimed at promoting innovation and excellence in teaching and learning across the school community.

Confidentiality: During the course of employment, the Head will have access to information of a confidential nature. Under no circumstances may this information be divulged or passed on to any unauthorized person or organization

Specific Areas of Responsibility Include:

1. Instructional Leadership:

- a. Leads with a mission and vision that focuses on the desired results for student learning.
- b. Provides visionary leadership in curriculum development, implementation, and evaluation, ensuring alignment with the school's mission and educational standards.
- c. Oversees the delivery of high-quality instruction and assessment practices that promote student achievement, engagement, and well-being.
- d. Fosters a culture of continuous improvement, encouraging innovative and effective teaching methodologies.
- e. Collaborates with instructional leaders and teachers to develop and implement professional development programs that enhance instructional practices and student outcomes.
- f. Stays abreast of research-based best practices in education and promote their integration into the school's instructional strategies.
- g. Energizes the school community with clear, contemporary, and contextual guiding statements aligned with the IBO and CAIE Mission to build understanding and commitment for high expectations.
- h. Regularly communicates the achievement of the school's mission and vision to provide evidence of measurable gain, celebrate student progress, and to use the information for further improvements.
- i. Uses data to support change and effectively leads innovations that result in improved learning.
- j. Uses a definition of learning, developed from the school's shared culture and context, to guide curriculum planning, instruction, and assessment so that classroom practices align with research and provide a medium for students to act as a result of their own learning.
- k. Ensures a coherent curriculum derived from agreed upon student outcomes and rooted in best practices to support the achievement of all students.
- l. Establishes procedures for regular curriculum review and development.
- m. Collaborates with the Leadership Teams to focus the agenda, attention and discussion on the substantive, strategic and symbolically important issues for the school.

2. Human Resource Leadership:

- a. Enacts legal and ethical practices to safeguard students' well-being and sets high levels of performance in staff.
- b. Ensures that recruitment and retention practices are in alignment with the school's mission, vision and values and reflect the school's unwavering commitment to child protection.
- c. Supports the development, communication, and implementation of personnel policies for all categories of staff, providing for clear expectations of professional practice.
- d. Implements performance appraisal processes which include ongoing coaching, mentoring and feedback to promote learning.
- e. Creates a climate that supports collaboration focused on improving learning.

3. Community, Communication and Relationships:

- a. Cultivates positive relationships with families and the community to achieve partnerships that benefit student outcomes.
- b. Creates a climate of trust and evidence-based professionalism, honouring commitments, and handling conflict directly and respectfully.
- c. Effectively communicates the school's Mission, Vision and values to the school community.
- d. Promotes teacher-student interaction that is appropriate, purposeful and characterised by mutual respect.
- e. Establishes channels of communication that promote mutual understanding, compassion and understanding between all community members.

4. Student Welfare and Engagement:

- a. Prioritizes Child Safeguarding in all aspects of the day-to-day operations of the school, ensuring a robust policy and procedure is well understood by all community members and establishing regular professional training for all adults on campus with regard to Child Protection.
- b. Promote a safe, nurturing, and inclusive learning environment that supports the academic, social, and emotional development of students. Collaborate with the school's student support services team to implement programs and interventions that meet the diverse needs of students.
- c. Foster strong relationships with students, parents, and the wider community, actively seeking their input and involvement in the school's activities.

5. Strategic Planning and Implementation:

- a. Contribute to the development and implementation of the school's strategic goals, ensuring that the Secondary school division's objectives are aligned.
- b. Participate in decision-making processes related to budgeting, resource allocation, and educational policies.
- c. Collaborate with other school leaders to ensure a cohesive approach to curriculum, instruction, assessment, and professional development.
- d. Monitor and evaluate the effectiveness of programs, initiatives, and policies, making data-driven decisions to drive continuous improvement.

6. Collaborate with the Student Support Team:

- a. Works closely with the Student Support Team to ensure effective coordination of services and support for students with learning needs.
- b. Facilitates regular meetings with the team to review student progress, discuss interventions, and develop individualized support plans as needed.
- c. Provides guidance and support to team members in implementing appropriate and inclusive accommodations and modifications to meet the unique needs of students with special needs.
- d. Serves as an advocate for students with special needs, ensuring their voices are heard and their rights are respected.
- e. Collaborates with parents, teachers, and support staff to develop effective strategies and interventions that address the specific needs of each student.

- f. Regularly monitor the academic and social-emotional progress of students with special needs, collaborating with teachers and support staff to identify areas for improvement and implement appropriate interventions.
- g. Oversee the College counselling department and ensure that the department works to future student pathways affectively.
- h. Liase with the Head of Library to ensure that research-based pedagogical methodologies and school learning resources are being used effectively to implement the IB and IGCSE curricula.

7. Administrative

- a. Implement and monitor all policies and regulations.
- b. Review and analyse student performance data and periodically apprise the Dean & CEO on the progress of student performance.
- c. In consultation with the Deputy Head and programme coordinators develop a teaching allocation for each class and division, within the academic calendar of the school, considering the availability of teacher resources and students' choice of subjects.
- d. Contribute and review information for the preparation of the school diary, staff handbook and policy manual.
- e. Supervise preparation of school publications such as the school magazine and newsletters.
- f. Approve the leave of teachers based on the school's leave policies.
- g. Supervise and contribute to the orientation and presentations in the Secondary School section, in consultation with the Programme Coordinators and Counsellors.
- h. Extend academic support in the admissions process by conducting admission tests and interviewing prospective students in consultation with the admissions committee and the Dean & CEO.
- i. Send the Dean & CEO a weekly report on the development and progress of the Secondary School.
- j. Perform other duties as assigned by the Dean & CEO.

Safeguarding Statement: *In accordance with the school's commitment to adhere to the International Task force on Child Protection and all other relevant guidance and legislation in respect of safeguarding children, the Head of Secondary School will be required to demonstrate commitment to promoting and safeguarding the welfare of children and young people in the school.*