

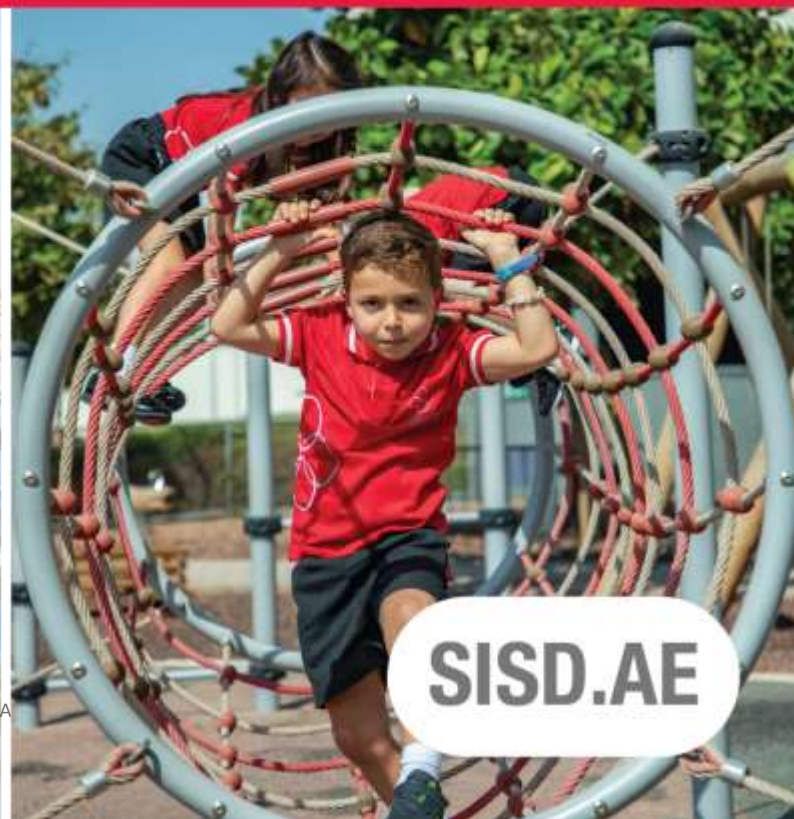


**ASSISTANT HEAD
OF
EARLY YEARS**

Join one of the most
dynamic & innovative
IB schools in the UAE



SWISS
INTERNATIONAL
SCIENTIFIC SCHOOL
— DUBAI —



SISD.AE

JOB DESCRIPTION FOR ASSISTANT HEAD OF EARLY YEARS FOR AUGUST 2022

The Swiss International Scientific School in Dubai (SISD) is a leading international day and boarding school where future generations are inspired to become confident and enthusiastic lifelong learners, ready to embrace the opportunities and challenges of a global world. Founded in 2015, our school currently welcomes more than 1470 students of more than 70 different nationalities on its cutting-edge campus, in the centre of Dubai. From Pre-KG to Grade 12, SISD follows the full continuum International Baccalaureate (IB) programme in three streams focusing on personalised learning and the development of 21st century skills. Students choose between the English with additional languages/STEAM stream or the bilingual English-French/German streams. We pride ourselves on being a fully accredited IB Continuum World School, offering the IB Primary Years Programme (PYP), IB Middle Years Programme (MYP), IB Careers Programme (IB CP) and IB Diploma Programme (DP). Our personalised international curriculum offers an engaging learning experience, the challenge of developing a real understanding of cultural diversity and the support of a thriving international community. Our state of the art, eco-friendly campus adjacent to Dubai creek, ensures that we can offer a wide range of sporting and after school activities tailored to the personal needs and preferences of every student.



Job Title	Assistant Head of Early Years	Department	Early Years
Start Date	1 August 2022	Location	Dubai, UAE
Reports to	Head of Early Years	Direct reports	TBC

Job Scope	The Assistant Head of Early Years is a key member of the Early Years Pedagogical Leadership Team and will take responsibility for the academic, social and emotional development Early Years students including implementing, coordinating, leading and ensuring effective curriculum planning, learning and teaching, assessment and well-being provision. He/She should always conduct themselves in an appropriate professional manner to support and foster the aims and ethos of SISD.
Main Duties and Responsibilities	<p>This not an exhaustive list of all duties/responsibilities. The duties/responsibilities outlined may be modified by the Head of Early Years, upon mutual agreement, to reflect or anticipate changes in the role:</p> <p>Leadership</p> <ul style="list-style-type: none"> • Work with the school counsellor to review, enhance and implement policy and procedure on student well-being, safeguarding and all matters related to pastoral care • Oversee continued development of all teaching and learning through training, mentoring, classroom observation, professional development, departmental meetings, targeted sessions, and effective quality assistance • Contribute to the development of action planning and school evaluation documentation

Direction

- Promote and enhance the well-being of students
- Develop school improvement through self-study, evaluation and authorization processes i.e., KHDA, IB, CIS
- Develop, implement and quality assure policies and practices reflecting the school's commitment to high standards
- Share expertise and bring positive benefits to the school by working with outside agencies, networks and a range of stakeholders including other schools and organizations
- Support the review and implementation of subject and department development

Well-being

Lead and collaborate with the Head and Deputy Head of School

- Support new staff with understanding, policies and procedures for student well-being
- Collaborate with the inclusion department to implement pupil passports in support of student behavior and wellbeing with coordinators, teachers, students and parents
- Collaborate as part of school's leadership team to support student transition from Early Years to Primary Years and Primary Years to Secondary School
- Support new staff with understanding, policies and procedures for student well-being
- Review, enhance and implement behavior and wellbeing policies
- Collaborate with the inclusion department to implement pupil passports in support of student behaviour and well-being by supporting coordinators, teachers, students and parents
- Work as a point of contact for members of the school community with well-being concerns in line with school communication and behaviour structures.
- Monitor tracking of student well-being through iSAMs, ensuring punctual follow up on action plans and clear communication
- Work with the student council to promote student voice and agency
- Collaborate as part of school's leadership team to support student transition from Early Years to Primary Years and Primary Years to Secondary School

Logistics

- Create and implement supervision duty schedules for staff that represents a fair distribution of contact time with students
- Work with the facilities team and Grade Coordinators to implement routines and procedures in all aspects of the daily life of the school
- Coordinate with the leadership and admissions team to establish and communicate class lists
- Collaborate with EY and Secondary Deputies to align the schedule and communication of conferences to teachers, parents and students
- Ensure clear communication and understanding of all school events in advance to the school community
- Support the organisation and logistics of whole school and department specific events

Teaching and Learning

- Enhance the quality of teaching and learning according to the IBPYP and KHDA standards through mentoring, modelling, team teaching, implementing action plans, observing, consulting and providing personalised feedback, resulting in tangible impact on student learning and progress
- Support teachers with implementing action plans through an inquiry-based appraisal process
- Coordinate regular community assemblies as a platform for promoting students learning and appreciating student action

Assessment Support

- Work in collaboration with the leadership team to implement an assessment policy reflecting expectations of the program
- Work with the leadership team to analyse and synthesize progress and attainment data

Communication

- Promote student well-being, and curriculum knowledge and understanding.
- Attend coordination and development meetings with the school's Pastoral Care and Academic team, sharing best practice and supporting cohesion

Documentation and Resource Management

- To collaborate with the Head of Early Years, Deputy Head of Early Years , Heads of department, Grade and Subject Coordinators in determining curriculum resources.

Curriculum

Lead and collaborate with the Head and Deputy Head of School to

- Develop systems and documentation including mapping the transdisciplinary program of inquiry, unit planners, daily planners, policy documents, guidelines for verification and evaluation and continuum initiatives.
- Ensure that curriculum documentation is up to date and that all requirements of the PYP standards and practices are met.
- Liaise with the Head of Primary School and Deputy Head regarding PYP curriculum development and initiatives.
- Review of the programme of inquiry on an annual basis.

Assessment and Reporting

Lead and collaborate with the Head and Deputy Head of School to

- Ensure assessment and reporting practices reflect SISD's values, the attributes of the IB learner profile and IB requirements.
- Develop timelines and formats for reporting student progress, including written reports and parent conferences, which allow for effective communication to parents and students
- Ensure that PYP teachers understand and use a range and balance of assessment, recording and reporting strategies, involving students, parents and colleagues in the assessment process.
- Support teachers with strategies for feedback involving students in shared reflection during and at the end of each unit, enabling students to see assessment as a means of describing their learning
- Maintain professional ethical standards, particularly with confidentiality.

Key Relationships

Internal	Teachers, IB Curriculum Coordinators, Subject and Grade Coordinators, Heads of Departments, PLT, Head of Early Years, Deputy head of Early Years, Head of School, Deputy Head of School
External	Parents, Regulatory bodies, school network bodies

Position Requirements	
Education	<ul style="list-style-type: none"> • Subject Degree or Educational Degree related to Early Years or Childhood Studies • Professional Teaching Qualification/Certification • Leadership Qualification and/or evidence of effective professional learning
Experience	<ul style="list-style-type: none"> • Minimum of 5 years of teaching experience in an Early Years setting • Middle management/leadership experience in an Early Years setting • Pastoral experience in an Early Years setting • Leadership of cross-subject/department/phase project with evidence of impact
Competencies	<ul style="list-style-type: none"> • Be an exceptional communicator whether in writing, in one-to-one situations with students and parents, or in presentations to larger audiences • A proven track record of meeting deadlines and delivering results through effective management, organization and planning of work • Be able to see the bigger picture and understand the school vision and how it interrelates with areas of school life • A high level of IT literacy • An understanding of what outstanding pastoral care looks and feels like • Ability to develop a clear vision for the future direction of the school in terms of pastoral programme. • Proficiency in other languages such as French, German or Arabic is desirable • Ability to think and plan strategically and creatively • Be an outstanding teacher with a passion for education and ability to inspire and enthuse students • Excellent and effective classroom management skills • Be adapt at having oversight of multiple projects at any one time • Be an experienced and proven leader who can build, inspire and motivate his/her team • Be able to build effective relationships with a wide range of people including pupils, parents, colleagues and the wider community. The ability to put people at ease, reassure, guide and explain • High level of emotional intelligence and empathy • Be a good team player • Be a flexible, proactive problem-solver with an analytical mind and a creative approach to challenges • Culturally agile and adaptable • Understanding the complex and demanding environment of an international school community
Salary & Benefits	Competitive remuneration and benefits
Contract	Fixed Term contract

Application	<p>Candidates are requested to submit the following documents:</p> <ul style="list-style-type: none">• Cover letter of one page, explaining your strengths as a candidate and why you are interested in this position• Current CV not to exceed two pages• 3 professional references with current contact details (position, phone number and e-mail address) not older than 5 years. One of which must be your current Principal and another your current Line Manager <p>Please send your application to: hr@sisd.ae</p> <p>Due to the expected volume of applications we will only contact those applicants that are shortlisted for interview.</p> <p>We are committed to providing a safe and happy environment for all our employees and in which our students can thrive and learn. We are committed to safeguarding and promoting the welfare of all our employees and students. All employees are subject to appropriate vetting procedures including satisfactory criminal record checks from both country of residence/home country and any other country of residence.</p>
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I am very grateful to be part of the SISD team for the 2020/21 academic year. Since joining SISD, I have been made to feel extremely welcome by each member of staff. The positivity that flows through the school is contagious and energizing. The support, I receive from other members of staff, motivates me to raise my standards and become a better educator, colleague, and person. The huge focus on Well-being is evident and the impact is clear to see in the outstanding teaching and learning being done throughout the school. The repour you see between colleagues, teachers and students really shows of the unity that SISD thrives upon.

- Jonathan Harkin, Primary Teacher

I have had the pleasure of experiencing first hand, the development of the French/ English bilingual stream at SISD, which has grown and developed and is now fully imbedded into the students daily lives. Students naturally speak both French and English in our classroom and it has been a joy to see students progress in multiple languages. I have worked at SISD for 5 years as an English teacher, KG2 coordinator and now Grade 1 coordinator. I have had such a positive experience working in both the Early Years and Primary schools and have enjoyed co – teaching with some incredible teachers.

- Tamara Grannell, Grade 1 Teacher

I think SISD has a vibrant faculty, where talented professionals collaborate to provide excellent results for our students. With outstanding facilities and infrastructure, the environment is an inspiring workplace with a warm community of staff, parents and students alike.

- Samantha Hodges, Well-being Coordinator

