



# Staff Code of Conduct

## 2018 - 2020

**This document was officially approved by the MR on Monday, November 19, 2018.**

All members of staff are expected to read this document and communicate this via a google form that the school will make available to you.

On behalf of Rotterdam International Secondary School and its community, we thank you for safeguarding and protecting our students.

Dr. Gilbert Sáez  
Principal

This Policy will be reviewed in September, 2020.

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This Staff Code of Conduct is the result of a joint effort amongst RISS staff in response to Child Protection & safeguarding needs and the school strategic plan 2019 - 2022. The key three foundations are:

### **Our Vision**

Educating for self-awareness, curiosity and integrity in a changing world.

### **Our Mission:**

Our mission is for every student to enjoy their youth.

“We will do this by providing innovative approaches to learning, by encouraging achievement, by fostering international mindedness with local and global engagement, by modelling ethical behaviour and by acting respectfully and with honesty.”

### **Our Core values:**

Relationships, Courage, Respect and Responsibility.

## **1. Purpose, Scope and Principles**

A Code of Conduct is designed **to give clear guidance** of behaviour that all RISS staff are expected to observe.

The School is responsible for notifying staff of this code and the expectations contained within.

All staff new to the School will be required to discuss this policy as part of their induction programme delivered by the school at the beginning of the year.

School staff (old and new) are in a unique position of influence and must adhere to behaviours which model the highest possible standards for all the students within the school.

**As a member of a school community, each employee has an individual responsibility to maintain their reputation and the reputation of the school, whether inside or outside working hours.**

### **1.1 Core Principles**

- The welfare of students is paramount.
- Staff are responsible for their own actions and behaviour and must avoid any conduct which would lead any reasonable person to question their intentions.
- Staff should work and be seen to work in an open and transparent way.
- Staff should discuss and take advice promptly from their line manager or other senior member of staff over any incident which may give rise to concern. Records should be made of any such incident and of decisions made, plus further actions agreed.
- All staff should know the name of their Child Protection and Safeguarding Lead - **Leah van der Kooy** – and this information can be found in the Safeguarding and Child

Protection Policy published on the school website.

- All staff should be familiar with child protection arrangements and understand their responsibilities to safeguard and protect students.
- All staff should have done the International Child Protection online training via Educare.
- Staff should be aware that breaches of the law and of other professional guidelines could result in criminal or disciplinary action being taken against them.

## **2. Who does the Code of Conduct apply to?**

This policy applies to all members at Rotterdam International Secondary School (RISS), including volunteers and supply workers. If a member of staff does not follow this code of conduct this may lead to disciplinary procedures as stated in the CAO (Dutch Labour Agreement).

## **3. What is the responsibility of an employee of RISS?**

School employees should:

- Read this policy
- Ensure they understand it
- Ask if there are any points which are unclear
- Use this code of conduct, alongside other school policies, to guide them in their role
- Sign each year that they have read and understand this policy.

## **4. Teaching Standards**

Teachers make the education of their students their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up to date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

A teacher should:

- Set high expectations which inspire, motivate and challenge students
- Promote good progress and outcomes by students
- Demonstrate good subject and curriculum knowledge
- Plan, prepare and teach lessons that aim at being innovative and of the highest standards.
- Adapt teaching to respond to the strengths and needs of all students
- Make accurate and productive use of assessment
- Submit students' assessments and activities timely and with appropriate feedback
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities as set out in their Job Description (See appendix sections)
- Work in line with Student Charter document available on the website
- Read the Parent and Student Handbook.

In addition, **all staff at RISS** are required to:

- Make a positive contribution to our school values, mission and vision
- Develop effective professional relationships with colleagues, knowing how and when to draw on specialist advice and direction
- Take responsibility for improving teaching and pastoral care through appropriate professional development and behaviours in the school
- Communicate effectively with parents and seek advice when questions need further direction from tutors, teachers and/or leadership team.

## 5. Dealing Effectively with students

To ensure the best level of care for all the students at RISS, all staff should be mindful of the level of individual care needed for each student to make the very best of their time at school. Staff must also protect themselves and their students from any situations which could be misconstrued. In general:

- Staff must comply with school policies and procedures which support the well-being and development of students
- Staff must cooperate and collaborate with colleagues and with external agencies where necessary to support the development of students
- Staff must follow reasonable instructions that support the development of students.

### 5.1 Safeguarding students

Staff have a duty of care to safeguard students from:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

Staff suspecting any of the above will communicate this to the Child Protection and Safeguarding Lead and/or leadership team.

Staff should not demean or undermine students, their parents or carers or colleagues.

Staff must take the care of students under their supervision with the aim of ensuring their safety, welfare and emotional well-being.

### 5.2 Communication with students (Including the use of technology)

Communication between students and adults, by whatever method, should take place within clear and explicit boundaries. This includes wider use of technology such as mobile phones, text messaging, emails, websites, social networking sites, online gaming and blogs. **Adults should be extremely careful when sharing any personal information with students.** Staff should not request, or respond to, any personal information from the student other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny.

Communication with ex-students who are over 18 is left to staff discretion but the school highlights to staff that ex-students may be in contact with current students and communication may be passed on. The school advises that it is best practise to not communicate with ex- students, over the age of 18, via social networking sites, until the ex-student has left the school for a minimum of two years.

RISS staff may use social networking sites for personal use. However, the school strongly recommends that profile and photos of the member of staff are “locked down” as private so that students or parents do not have access to your personal data or images.

This means that staff should:

- Only give their personal contact details to students, including mobile telephone number, for professional reasons and with the knowledge of their line manager
- Only contact students for professional reasons
- Only communicate by email with students using the school email system and never with the personal email account of either the student or the teacher.
- Only hold visual images of students for a period of two weeks in your photographic device, then save them into your Wolfert Google Drive account. Delete all visual images afterwards from your camera
- Lock down their profile to ensure that data and images are not freely available and do not permit students to have access to their profile
- Ensure all passwords are kept strong and secure (staff are advised to change their passwords regularly).

### **5.3 Social Contact**

Staff should ensure that any friendships that arise between them and student families retain a clear distinction between personal and professional lives so that no gain or favour can be inferred or misconstrued. (See section 6.3.)

This means that staff should:

- Always approve any planned social contact with students with senior colleagues, for example when it is part of a reward scheme, associated with a tutorial meeting or pastoral care programme
- Advise the LT of any regular social contact they have with a student or parent which could give rise to concern.

### **5.4 Physical Contact**

There are occasions when it is entirely appropriate and proper for staff to have physical contact with a student, but it is crucial they only do so in ways appropriate to their professional role.

A 'no touch' approach is impractical and in certain circumstances inappropriate for most staff particularly with young children. When physical contact is made with students this should be in response to their needs at that time, of limited duration and appropriate to the child.

This means staff should:

- Never touch a student in a way which may be considered indecent
- Always be prepared to explain actions and accept that all physical contact be open to scrutiny
- In terms of physical intervention, always seek to defuse situations and always use minimum force for the shortest period necessary.

### **5.5 Care, Control and Physical Intervention**

Staff may legitimately intervene to prevent a student from committing a criminal offence, injuring themselves or others or causing damage to property. Staff may also intervene to maintain good



order and discipline. Staff should have regard to the health and safety of themselves and others.

Under no circumstances should physical force be used as a form of punishment, in accordance with The Human Rights Act 1998 and the European Convention of Human Rights, particularly Article Three on protection against torture, inhuman or degrading treatment or punishment.

Where reasonable force is needed to quickly remove a younger child e.g. from harm to him/herself or to others, this should be reported to a member of the LT and in all cases where physical intervention is deemed necessary, the incident and subsequent actions should be documented and reported.

This means staff should:

- Always seek to defuse situations
- Always use the minimum force for the shortest period necessary.

## **5.6 Students in Distress**

There may be occasions when a distressed student needs comfort and reassurance. This may include age-appropriate physical contact. Staff should be self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.

This means staff should:

- Consider the way in which they offer comfort to a distressed student
- Always tell a colleague when and how they offered comfort to a distressed student
- Record situations which may give rise to concern.

## **5.7 One-to-One situations**

Staff working in one-to-one situations with students should recognise the possibility of allegations and plan and conduct meetings accordingly. Every attempt should be made to ensure the safety and security both of staff and students are met.

This means staff should:

- Never conduct meetings with students in remote or secluded areas of the school
- Ensure there is visual access and/or an open door in one-to-one situations
- Inform other staff of the meeting beforehand, assessing the need to have them present or close by
- Do not use “Engaged” or similar signs such as ‘Do Not Disturb’ when meeting with students (‘Meeting’ or ‘Exam in Progress’ signs are appropriate)
- Always report any situation where a student becomes distressed or angry to a colleague. The process is always to gather evidence and support in the form of a written statement with date and time of the incident.

## **5.8 Sexual Contact with students**

Any sexual behaviour by a member of staff with or towards a student is both inappropriate and illegal.

This means staff should:

- Not pursue sexual relationships with children and young people either in or out of school
- Avoid any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, email, phone calls, texts, physical contact etc.

## **5.9 Transporting students**

When transporting children wherever possible and practicable do not use your own vehicle and it is advisable that at least one adult as well as the driver is present to act as an escort. Ensure that you notify the tutor or line manager of the situation explaining the need.

This means staff should:

- Plan and agree arrangements with all parties in advance
- Ensure that they are alone with a child for the minimum time possible
- Be aware that the safety of the student is their responsibility until they pass the child over to a parent/carer.

## **5.10 Intimate Care**

All students have a right to safety, privacy and dignity when contact of an intimate nature is required (for example assisting with toileting or removing wet or soiled clothing). For all children who present needs in this respect, the appropriate care plan should be drawn up and agreed with parents.

Students should be encouraged to act as independently as possible and to undertake as much of their own personal care as is practicable. When assistance is required, staff should ensure that another adult is in the vicinity and is aware of the task to be undertaken.

This means staff should:

- Make other staff aware of the task being undertaken
- Explain to the student what is happening
- Consult with colleagues if there is to be any variation from any previously agreed actions
- Record the justification for any variations from the above and share this information with parents.

## **6. Propriety and Behaviour**

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of students. They should adopt high standards of personal conduct.

### **6.1 Honesty and Integrity**

Staff must maintain the highest standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.

All staff must comply with the Dutch Bribery Act 2011. A person may be guilty of an offence of bribery under this act if they offer, promise or give financial advantage or other advantage to someone; or if they request, agree or accept, or receive a bribe from another person.

There are occasions when students or parents wish to pass small tokens of appreciation to staff, for example at Christmas or as a Thank you, this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value. Any member of staff concerned that they may be at risk of giving or receiving a bribe should contact the Principal. Any member of staff receiving a single gift or entertainment valued at more than €100 from one family must disclose this to the Principal.

Members of staff may not give personal gifts to students. It is acceptable for staff to offer prizes or rewards of small value for tasks or competitions.

## 6.2 Dress and Appearance

Staff should consider the manner of dress and appearance appropriate to their professional role. We expect professional appearance at all times for staff.

Staff should ensure their appearance and clothing:

- Promote a positive and professional image
- Are not likely to be viewed as offensive, revealing or sexually provocative
- Do not distract, cause embarrassment or give rise to misunderstanding
- Are absent of any provocative religious, moral, ethical or politically contentious slogan or words against the school's or accepted community values.

## 6.3 Socialising

Staff must consider both the safety of the students and the image that alcohol consumption portrays. At RISS we have a responsibility to educate our students in sensible issues such as drug matters.

This means staff should:

- Not behave in a manner which would lead any reasonable person to question their suitability to work with students or act as a role model.
- Not purchase alcohol for students.
- Not drink alcohol when supervising students during trips or acting *in loco parentis*.

## 6.4 Photography

Many school activities involve recording images; these may be undertaken as part of the curriculum, extra-curricular activities, for publicity or to celebrate achievement.

Careful consideration should be given as to how these activities are organised and undertaken.

Using images of students for publicity purposes has already been agreed individually with parents and the wishes of each parent are recorded as part of GDPR compliance. Images must not be displayed on other websites, in publications or in a public place without additional consent.

This means staff should:

- Ensure all images are acceptable and in line with school values

- Be able to justify images of children in their possession
- Avoid making images in one-to-one situations.

This means staff should not:

- Have images of students stored on personal cameras, devices or home computers beyond two weeks from when they were taken
- Make images of students available on the internet, other than the school network, without permission from parents and line managers.

## **6.5 Conduct Outside the Workplace**

Staff must not engage in conduct outside work which could seriously damage the reputation and standing of the school or the employee's own reputation or the reputation of other members of the school community. Any such conduct could lead to dismissal.

### **6.5.1 Crime and Violence**

In particular, criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct will be regarded as unacceptable and could lead to dismissal.

### **6.5.2 Information Technology**

Staff should

- Exercise caution when using information technology and be aware of the risks to themselves and others e.g. Snapchat and Twitter
- Staff must not engage in inappropriate use of social network sites with students or former students, which may bring themselves, the school, school community or employer into disrepute. Careless comments, even of a harmless nature on social websites, could be misconstrued and must be avoided
- Exercise caution when using social media and be aware that 'liking' items may associate themselves or the School with other users or attach their profile to other threads or feeds
- Only use a school email account when communicating electronically with students, parents and colleagues on school matters. Staff must communicate with students using their school account
- Hold a separate email account for any other private business.

Staff are reminded that school data, including emails, is open to Subject Access Requests under the Freedom of Information Act.

### **6.5.3 Social Situations**

As a school community, social contact with parents outside school is both inevitable and at times unavoidable. Staff who are also parents of students may find themselves in situations where school business and possibly other students are being discussed. In these situations, staff must

be extremely cautious and:

- Remove themselves from the conversation or situation
- Take great care that no comment or action, however minor, could be taken as a sign of agreement or other kind of affiliation to the conversation.

Staff must understand the damaging effect on RISS and its reputation that careless comments may cause. The inability to adhere to this advice may result in an official warning from the Leadership Team. Should such an event be repeated then this could lead to disciplinary action.

#### **6.5.4 Employment and Business Interests**

Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school and is not to a level which may contravene the working time regulations or affect an individual's work performance.

All members of staff must declare any business interests outside of school that may be connected either to the supply of goods/services to the school or be rewarded through association with the school.

#### **6.6 Staff as Parents/Parents as Staff**

Once you become a professional teacher, your standing as a member of the wider community is open to scrutiny and criticism by members of RISS, other parents and the general public who you may come into contact with. This makes it very difficult to engage in some social activities as a Parent and Teacher. Colleagues who fall into this category should:

- Evaluate each social situation sensibly and with caution. Never put themselves in a position where their actions could be misconstrued by others.
- Staff whose children attend RISS need to follow the same procedures for all parents when issues are raised related to the care, wellbeing and progress of their children.
- Members of staff with children in our school must exercise caution when discussing their children with colleagues. This is to ensure that everyone's professionalism is upheld.
- Where there are issues in progress that concern the children of staff members, no staff member will disclose information in any informal settings to others.
- Staff as parents have access to information that other parents do not. High levels of self-awareness and respect need to be exercised to protect the reputation and privacy of our school community and all its members.

Any colleagues in doubt, should speak to their line manager or a member of the LT for advice.

#### **6.7 Confidentiality**

Where staff have access to confidential information about students or their parents or carers, staff must not reveal such information except to those colleagues who have a professional role in relation to the student and have the authority to know that information.

All staff are likely at some point to witness actions which need to be confidential. For example, where a student is bullied by another student (or by a member of staff), this needs to be reported and dealt with in accordance with the appropriate school procedure. It must not be discussed

outside the school, including with the student's parent or carer, nor with colleagues in the school except with a senior member of staff with the appropriate role and authority to deal with the matter.

However, staff have an obligation to share with their line manager (Curriculum Leader or Heads) any information which gives rise to concerns about the safety or welfare of a student. Given these circumstances, staff must never promise a student that they will not act on information, especially if it is related to child protection issues and actions. If staff are unsure, they must speak to the school child protection and safeguarding lead, so concerns can be addressed and documented.

When discussing sensitive issues relating to a student or other member of staff, colleagues should be aware of their surroundings. Conversations of this nature should not be held in public areas of the school premises, the wider community or where there is a risk of being overheard.

### **6.8 Sharing Concerns and Recording Incidents**

All staff should be aware of the School's child protection procedures and do the online training via Educare.

In the event of an incident occurring which may result in an action being misinterpreted and an allegation being made against a member of staff, the relevant information should be clearly and promptly recorded and reported to a member of the Leadership Team.

### **6.9 Admitting to Convictions**

All staff have a duty to inform a member of the Leadership Team should they receive a caution or charge from the Police (national or international) during their time of employment at the School. During September 2018, all members of staff who have been working for more than two years at RISS will need to re-submit a Dutch police check. This is in line with Child Protection and Safeguarding procedures.

## **Appendix 1 – AIDE MEMOIRE FOR ALL STAFF**

### **When we speak to others we will:**

- Use a positive statement rather than a negative one so that students can learn what we expect of them in any situation.
- Use a respectful tone of voice at all times, to explain something to or instruct the children, so that they can follow our words without feeling threatened or uncomfortable.
- Be careful when using a sarcastic tone or phrases as these may demean students (especially if they are EAL) and prevent them from developing high self-esteem.
- Speak respectfully to other adults at all times, even if we disagree with them.

### **As professionals we will:**

- Avoid workplace malicious gossip and negativity, as this breeds resentment and becomes a roadblock to effective communication and collaboration.
- Remember our duty of care to take active steps to divert conversations away from this if we come across it.
- Maintain confidentiality about anything that we see or hear in the school, so that parents and students can trust us, and as a way of showing respect to our fellow professionals.
- Work as part of a team, contributing to as well as learning from others and helping to build up a strong workforce so that we can provide the best possible learning opportunities for the students.
- Work within the school's policies and practices, so that what we do is consistent with what has been agreed between all members of the staff.
- Treat everyone with respect.
- Dress appropriately, so that we set a good example for the children and to show that we are here to work.
- Behave in a positive way despite any personal problems that we may have, especially in front of the children.
- Make every effort to carry-out difficult conversations or disputes in a private setting.
- Always inform the Leadership Team of any new charges or cautions which have been committed since our last police check on our files.
- Always inform the school of any medication we are taking which might affect our duty of care towards children. The School, Counsellor and Child Protection Lead will advise the Leadership Team about the best way forward whilst respecting confidentiality.
- In all cases where physical intervention is deemed necessary the incident and subsequent actions should be documented and reported. This means staff should:

- Always seek to defuse situations.
- Always use the minimum force for the shortest period necessary and seek the support of other members of staff.
- In the event of an incident occurring which may result in an action being misinterpreted and an allegation being made against a member of staff, the relevant information should be clearly and promptly recorded and reported to a member of LT.
- Any issues of misconduct by staff should first be reported to the Leadership Team.

**Any member of staff needing personal support in anyway can seek help from the Leadership Team or the Staff confidant.**



## **Appendix 2 - PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating students with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teacher's professional position.
- Having regard for the need to safeguard students' well-being, in accordance with the law.
- Showing tolerance of and respect for the rights of others.
- Not undermining fundamental values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths, beliefs, sexual orientation and diversity needs.
- Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the values, vision, mission, policies and practices of the school and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities established within the Dutch Law.

### **Appendix 3 – ICT FOR ALL STAFF AT RISS.**

**Internet access** - You must not access or attempt to access any sites that contain any of the following: child abuse; pornography; promoting discrimination of any kind; promoting racial or religious hatred; promoting illegal acts; any other information which may be illegal or offensive to colleagues. Inadvertent access must be treated as an incident and reported to the Leadership Team.

**Social networking** – is allowed in school in accordance with this policy. Staff using social networking for personal use should never undermine the school, its staff, parents or children. Staff should not become “friends” with students on personal social networks and take care when accepting parents as “friends”.

**Use of Email** – staff should not use school email addresses for personal business. All email should be kept professional. Staff are reminded that school data, including emails, is open to Subject Access Requests under the Freedom of Information Act.

**Passwords** - Staff should keep passwords private. There is no occasion when a password needs to be shared with another member of staff or student or with IT support. It is good practice to change your passwords regularly.

**GDPR** – If it is necessary for you to take work home, or off site, you should ensure that your device (laptop, USB pen drive etc.) is safe and not accessible to anyone. On no occasion should data concerning personal information be taken off site on an unencrypted device.

**Personal Use of School ICT** - You are advised not to use school ICT equipment for personal use unless specific permission has been granted by the appropriate line manager.

**Images and Videos** - You should not upload onto any internet site or service images or video of staff or students without consent. This is applicable professionally (in school) and personally (i.e. staff outings).

**Use of Personal ICT** - use of personal ICT equipment is at the discretion of the Leadership Team. Permission must be sought stating the reason for using personal equipment; a risk assessment will be carried out by IT support.

**Viruses and other malware** - any virus outbreaks are to be reported to the IT support desk as soon as it is practical to do so, along with the name of the virus (if known).

**e-Safety** – like health and safety, e-safety is the responsibility of everyone to everyone. As such you will promote positive e-safety messages in all use of IT whether you are with other members of staff or with students.

## Appendix 4 – TEACHERS AND STAFF’S JOB DESCRIPTIONS

### Job information teacher Lb

<b>Organisation</b>	<b>Wolfert van Borselen scholengroep</b>
<b>Job title</b>	Teacher
<b>Salary scale</b>	Lb
<b>Date</b>	13/11/2003
<b>Fuwasys version</b>	FUWA VO 2002

### Characteristics of the position

The teacher Lb is first and foremost a teacher. In principle this means teaching all groups of students within the school, as part of a team. The teacher Lb is responsible for teaching one or more subjects for which he/she is qualified.

If the school has auxiliary staff (lab technicians, teaching assistants, instructors), the teacher Lb may also be responsible for providing guidance to them. In addition to his/her principal teaching task he/she also has to carry out other school tasks and contributes to development and innovation within his/her subject area.

### Role in the organisation

The teacher Lb forms part of a team and reports to an appointed superior. To enhance professional development a coach may be assigned to work with the teacher to draft a plan for his/her professional development in relation to the aims of the school.

### Job requirements

The teacher Lb:

- is qualified to teach the subject or subjects for which he/she is responsible
- can work both independently and in a team and is receptive to colleagues’ good practices
- is demonstrably engaged in his/her professional development.

## **Job description teacher Lb**

### **Principal areas of activity**

The teacher-educational innovator contributes to the teaching in the establishment for secondary education through:

- full participation in the educational learning process
- defining and compiling, to this end and on the basis of the syllabus, teaching and exercise materials, teaching and learning methods, teaching aids and resources and the content and organisation of the lessons
- participating in the development of educational resources, teaching materials, modules and other elements of the curriculum
- providing guidance and advice to individual students or groups of students, including acting as form tutor
- providing guidance and advice to students working on projects etc.
- assessing projects and results, setting, taking and marking tests and exams, monitoring progress and ensuring that information is recorded in the student administration system
- discussing problems with parents of students.

### **Development and innovation**

The teacher contributes to the development and innovation of the subject area through:

- identifying and analysing areas where the curriculum of his/her sector would benefit from updating
- contributing to the development and teaching of new curricula in response to educational questions raised within society and/or national educational developments
- contributing to harmonising lessons within the team or subject area
- participating, within the team or subject area in the sector/school, in working and project groups dealing with innovation and developments in education related to the subject area.

### **Other school tasks**

The teacher contributes to the activities of the sector/school and/or establishment through:

- participating in school events, information and publicity activities etc.
- contacts with external experts and agencies
- where necessary, providing guidance to teaching support staff.

### **Framework, scope and accountability**

- The teacher reports to the appointed superior both for the quality of teaching, as set out in the curriculum, and his/her contributions to school and curriculum planning and to developments and innovation in his/her subject area
- The teacher performs tasks as set out in the agreed curriculum for the establishment and his/her element of the organisation
- The teacher takes decisions relating to delivering the whole of the curriculum, the assessment of students' results and his/her contributions to the development of curricula and teaching aids.

## **Knowledge and skills**

The teacher has:

- theoretical and practical knowledge of the subject and how it should be taught
- the ability to apply diverse didactic methods and techniques
- understanding of the tasks, organisation and working practices of the school community
- the ability to respond to changing demands in education
- the ability to motivate students
- the ability to communicate and consult with parents.

## **Contacts**

The teacher has contact with:

- students to discuss progress and behaviour with a view to offering guidance, improving results, taking corrective measures, making agreements and inspiring them
- parents to inform them of the student's progress and to resolve any problems or conflicts
- experts and representatives from various sectors of society about learning and behavioural difficulties to exchange information, find solutions and harmonise the approach
- superiors and colleagues within and outside of his/her sector/school to discuss curricula and educational renewal in order to reach a harmonised position.

## Job information senior teacher Lc

<b>Organisation</b>	NSV
<b>Job title</b>	Senior teacher Lc
<b>Salary scale</b>	Lc
<b>Date</b>	27/11/2003
<b>Fuwasys version</b>	FUWA VO 2002
<b>Advisor</b>	Wever

### Characteristics of the position

In his/her sector/department the senior teacher is one of the key teachers, being actively involved and a driving force in updating the pedagogic and/or didactic aspects of education. He/she is seen as a figure of authority, providing leadership for the colleagues within the sector. The senior teacher forms a link between the school and intermediate/higher vocational education (ROCs (Regional Education Centres) and HBO (Higher Vocational Education)) and industry. He/she is in a position of seniority over other teachers, which implies certain responsibilities towards colleagues and management. If required, the senior teacher can deputise for the team leader.

The senior teacher can also act as a leader and motivator with regard to the form and organisation of general school tasks.

### Role in the organisation

The senior teacher forms part of an educational team and reports to an appointed superior. The school staffing plan sets out how many senior teachers are included on the staff and the teams in which they work. The senior teacher can deputise for the team leader in his/her absence.

### Job requirements

The senior teacher is:

- an excellent teacher. This is demonstrated by the educational progress achieved by also, especially difficult groups of students and by the respect earned among colleagues
- is qualified and has considerable experience in the subject or subjects he/she teaches
- happy to work in a team and encourages colleagues to adopt other colleagues' good practices
- demonstrably engaged in his/her professional development and that of colleagues
- in close contact with industry and intermediate/higher vocational education.

## **Job description senior teacher Lc**

### **Principal areas of activity**

#### **Education**

Working in a team, the senior teacher contributes to the teaching in the establishment for secondary education through:

- full participation in the educational learning process
- defining and compiling, to this end and on the basis of the syllabus, teaching and exercise materials, teaching and learning methods, teaching aids and resources and the content and organisation of lessons
- participating in the development of educational resources, teaching materials, modules and other elements of the curriculum
- providing guidance and advice to individual students or groups of students, including acting as form tutor
- providing guidance and advice to students working on projects etc.
- assessing projects and results, setting, taking and marking tests and exams, monitoring progress and ensuring that information is recorded in the student administration system
- discussing problems with parents of students.

#### **Exercising the position of seniority**

Aiming for all-round excellence, the senior teacher is actively involved in acquiring, expanding and deepening knowledge and skills related to the subject and how it should be taught through:

- acting as a source of knowledge and example for others
- acting as a coach for colleagues
- instigating and promoting changes linked to his unit
- selecting appropriate knowledge and skills from recent professional literature on the basis of new or revised educational goals
- analysing the pedagogic and didactic aspects of educational matters and offering solutions to problems
- introducing educational innovations through taking part in trials and experiments and actively promoting new ideas and working practices
- analysing changes in society, in vocational education and industry and the consequences for education, and offering innovative policy proposals
- experimenting with other working practices, concepts, etc..

#### **Other school tasks**

The senior teacher contributes to the activities of the sector/school and/or establishment through:

- participating in school events, information and publicity activities etc.
- contacts with external experts and agencies
- where necessary, providing guidance to teaching support staff.

### **Framework, scope and accountability**

- The teacher reports to the appointed superior both for the quality of teaching, as set out in the curriculum, and his/her contributions to development in education and developments and innovation within his/her subject
- The teacher performs tasks within the education policy of the sector and the curricula which are relevant to the implementation of the educational learning process
- The teacher takes decisions as part of his/her participation in the educational learning process, when providing assistance and guidance for the development of new curricula and when helping to develop ideas for changes to the education policy.

### **Knowledge and skills**

The senior teacher has:

- broad or in-depth theoretical and practical knowledge of the subject and how it should be taught, as well as pedagogic knowledge
- familiarity with different cultures and how to interact with them
- understanding of the organisation and working practices of his/her own educational establishment
- social skills

and is:

- skilled at stimulating colleagues to accept educational innovations
- skilled at managing and responding to different approaches to learning
- skilled at developing elements of the curriculum and harmonising teaching activities.

### **Contacts**

The senior teacher has contact with:

- colleagues to develop and update courses, develop policy proposals for changes and harmonise and agree policy matters
- industry and vocational education with regard to new developments aimed at harmonising the content of education and to come to agreements
- stakeholders to discuss results and/or problems
- parents/guardians where appropriate in order to involve them in agreements relating to students' development and results
- experts in learning and behavioural difficulties in order to work together to solve problems
- student teachers in order to pass on to them specific knowledge and skills
- primary and higher education in order to agree on the education that should be applied.



## Job information educational innovator Lc

<b>Organisation</b>	NSV
<b>Job title</b>	Teacher-educational innovator 1
<b>Salary scale</b>	Lc
<b>Date</b>	27/11/2003
<b>Fuwasys version</b>	FUWA VO 2002
<b>Advisor</b>	Wever

### Characteristics of the position

The teacher-educational innovator 1 is primarily responsible for developing the content of the curriculum for one of the organisational elements of the school. The teacher-educational innovator 1 has a specific policy development role which is restricted to one element (sector) of the school.

In addition, the teacher-educational innovator 1 teaches part of the school curriculum and can be asked to perform general school-related tasks.

### Role in the organisation

The teacher-educational innovator 1 forms part of an educational team and reports to an appointed superior. The school staffing plan sets out the areas and scope of the educational innovation activities to be carried out.

To enhance professional development, a coach may be assigned to work with the teacher to draft a plan for his/her professional development in relation to the aims of the school.

### Job requirements

The teacher-educational innovator 1:

- has policy-related skills (good analytical capability, ability to translate from the school's general policy framework to concrete policy for a specific sector, ability to express himself/herself clearly orally and in writing)
- is qualified to teach the subject or subjects for which he/she is responsible
- can work both independently and in a team and is receptive to colleagues' good practices
- is demonstrably engaged in his/her professional development.

## Job description teacher-educational innovator 1 (Lc)

### Principal areas of activity

#### Education

The teacher-educational innovator contributes to the teaching in the establishment for secondary education through:

- full participation in the educational learning process
- defining and compiling, to this end and on the basis of the syllabus, teaching and exercise materials, teaching and learning methods, teaching aids and resources and the content and organisation of the lessons
- participating in the development of educational resources, teaching materials, modules and other elements of the curriculum

- providing guidance and advice to individual students or groups of students, including acting as form tutor
- providing guidance and advice to students working on projects etc.
- assessing projects and results, setting, taking and marking tests and exams, monitoring progress and ensuring that information is recorded in the student administration system
- discussing problems with parents of students.

### **Policy development and innovation**

Within the framework of the school policy, the teacher-educational innovator contributes to the development of teaching and colleagues in his/her sector through:

- preparing curricula for this subject area taking into account other (related) subjects
- identifying and analysing areas where the long-term curriculum of his/her sector would benefit from updating
- developing and managing new curricula for the sector in response to educational questions raised within society and/or national educational developments
- a substantive contribution to guidance and advice to or participation in working and project groups within the sector/school linked to the above-mentioned activities.

### **Other school tasks**

The teacher-educational innovator contributes to the activities of the sector/school and/or establishment through:

- participating in school events, information and publicity activities etc.
- contacts with external experts and agencies
- where necessary, providing guidance to teaching support staff.

### **Framework, scope and accountability**

- The teacher-educational innovator reports to the appointed superior both for the quality of teaching, as set out in the curriculum, and his/her contributions to development in education and developments and innovation within his/her subject
- The teacher-educational innovator performs tasks within the education policy of the sector and the curricula which are relevant to the educational learning process
- The teacher-educational innovator takes decisions as part of his/her participation in the educational learning process, when providing assistance and guidance for the development of new curricula and when helping to develop ideas for changes to the education policy.

### **Knowledge and skills**

The teacher-educational innovator has:

- broad or in-depth theoretical and practical knowledge of the subject and how it should be taught, as well as pedagogic knowledge
- knowledge of general developments in education
- the ability to apply diverse didactic methods and techniques
- understanding of the tasks, organisation and working practices of the school community and the content and structure of higher education
- the ability to respond to changing demands in education and to prepare curricula
- the ability to motivate students and to communicate and consult with parents and students in the event of problems or conflicts.

## **Contacts**

The teacher-educational innovator has contact with:

- students about progress and behaviour in order to offer guidance, achieve better results, correct, harmonise and inspire
- parents to inform them of the student's progress and to resolve any problems or conflicts
- experts and representatives from various sectors of society about learning and behavioural difficulties to exchange information, find solutions and harmonise the approach
- superiors and colleagues within and outside his/her sector/school to discuss curricula and educational renewal in order to reach a harmonised position
- representatives of primary and higher education to discuss continuity and to keep abreast of current developments in education in general and the subject in particular.

## Job information senior teacher Ld (variant a)

<b>Organisation</b>	NSV
<b>Job title</b>	Senior teacher Ld (variant a)
<b>Salary scale</b>	Ld
<b>Date</b>	27/11/2003
<b>Fuwasys version</b>	FUWA VO 2002
<b>Advisor</b>	Wever

### Characteristics of the position

In his/her sector, the senior teacher is a key figure. He/she is a talented educator and didactic expert who continuously strives to expand his/her pedagogical and didactic repertoire. The senior teacher is able to provide instruction at a high level to difficult groups of students who place very great pedagogical and didactic demands on the teacher's motivational skills. He/she is seen as a figure of authority by the colleagues within the sector and is recognised to be a 'state of the art' teacher, with a strong drive to share knowledge and experience with colleagues. The senior teacher is a leader in fundamental developments. The senior teacher has good relations with professional circles and is seen as an authoritative representative of the school. This also applies to relations with ROCs (Regional Education Centres).

The senior teacher Ld as described here is characterised by his/her high pedagogical and didactic level. This is senior teacher Ld variant a. This variant of senior teacher will be found most often in *vmbo* (pre-vocational secondary education) and practical education where great demands are put on a teacher's motivational skills.

The senior teacher is also in a position of seniority with regard to colleagues in the same sector. Within the school he/she plays a leading role in educational and didactic innovation and acts as an advisor to colleagues in this area. The senior teacher is actively involved in in-service training for colleagues.

### Role in the organisation

The senior teacher forms part of an educational team and reports to an appointed superior. The school staffing plan sets out how many senior teachers are included on the staff and the teams and subjects in which they work. The senior teacher can deputise for the team leader in his absence.

### Job requirements

The senior teacher:

- teaches at a high pedagogical and didactic level
- is qualified and has considerable experience in the subject or subjects he/she teaches
- is happy to work in a team and encourages colleagues to adopt other colleagues' good practices
- is demonstrably engaged in his/her professional development and that of colleagues
- is in close contact with industry and the ROCs.

## Job information teacher/coach

<b>Organisation</b>	NSV
<b>Job title</b>	Teacher/coach
<b>Salary scale</b>	Lc
<b>Date</b>	27/11/2003
<b>Fuwasys version</b>	FUWA VO 2002
<b>Advisor</b>	Wever

### Characteristics of the position

The teacher/coach offers guidance to other teachers in their professional development. The teacher/coach supports other teachers in developing their competencies. The teacher/coach holds progress reviews for the teachers under his/her guidance.

The teacher/coach also teaches part of the school curriculum and may be involved in general school tasks.

### Role in the organisation

The teacher/coach is responsible for supporting colleagues in their professional development and reports to an appointed superior. The school staffing plan sets out what proportion of time is to be spent on coaching activities.

### Job requirements

The teacher/coach:

- is an experienced coach and derives authority and respect from a combination of qualities related to knowledge of the subject and pedagogic and didactic skills together with his/her coaching ability
- is able to motivate and inspire colleagues
- is qualified in the subject or subjects he/she teaches and has considerable in-depth teaching experience
- is demonstrably engaged in his/her professional development and that of colleagues.

## Job description teacher/coach

### Principal areas of activity

#### Education

The teacher/coach contributes to the teaching in the establishment for secondary education through:

- full participation in the educational learning process
- defining and compiling, to this end and on the basis of the syllabus, teaching and exercise materials, teaching and learning methods, teaching aids and resources and the content and organisation of the lessons
- participating in the development of educational resources, teaching materials, modules and other elements of the curriculum
- providing guidance and advice to individual students or groups of students, including acting as form tutor
- providing guidance and advice to students working on projects etc.

- assessing projects and study results, setting, taking and marking tests and exams, monitoring progress and ensuring that information is recorded in the student administration system
- discussing problems with parents of students.

## **Coaching**

The teacher/coach supports colleagues in their development by:

- coaching colleagues
- holding regular progress reviews with colleagues
- holding or organising courses, training sessions, placements and work experience for colleagues
- ensuring that guidance and/or coaching is available for (new) colleagues
- advising management on teacher development
- contributing to policy proposals for educational innovation and organisational changes in respect of teachers' competencies
- providing (individual) advice to colleagues on the way they perform their tasks and their development.

## **Other school tasks**

The teacher/coach contributes to the activities of the sector/school and/or establishment through:

- participating in school events, information and publicity activities etc.
- contacts with external experts and agencies
- where necessary, providing guidance to teaching support staff.

## **Framework, scope and accountability**

The teacher/coach:

- decides on the sort of support for colleagues wanting coaching and contributes to developing policy proposals for educational changes and organisational changes in respect of teachers' competencies
- works within the parameters of the school's policy statement
- is accountable to his/her superior in respect of the quality of coaching for colleagues.

## **Knowledge and skills**

The teacher/coach has:

- broad and in-depth theoretical and practical knowledge of the subject and how it should be taught, as well as pedagogic knowledge
  - broad theoretical and practical knowledge of developments in education
  - familiarity with (policy) developments in the field of personnel management
  - understanding of the tasks, organisation and working practices of the school
  - understanding of how and when to use coaching tools and the ability to use them
- and is:
- skilled at coaching and advising (new) members of staff
  - skilled in the use of relevant discussion techniques
  - skilled at motivating colleagues.

## **Contacts**

The teacher/coach has contact with:

- teachers about coaching questions in order to reach agreements and to make arrangements
- teachers to discuss their professional development in relation to the development of the school and to make arrangements
- students to discuss progress and behaviour with a view to offering guidance, improving results, taking corrective measures, making agreements and inspiring them
- parents to discuss the student's results and to find solutions for any problems or complicated conflicts.

## Job information senior teacher Ld (variant a)

<b>Organisation</b>	NSV
<b>Job title</b>	Senior teacher Ld (variant a)
<b>Salary scale</b>	Ld
<b>Date</b>	27/11/2003
<b>Fuwasys version</b>	FUWA VO 2002
<b>Advisor</b>	Wever

### Characteristics of the position

In his/her sector the senior teacher is a key figure. He/she is a talented educator and didactic expert who continuously strives to expand his/her pedagogic and didactic repertoire. The senior teacher is able to provide instruction at a high level to difficult groups of students who place very great pedagogic and didactic demands on the teacher's motivational skills. He/she is seen as a figure of authority by the colleagues within the sector and is recognised to be a 'state of the art' teacher, with a strong drive to share knowledge and experience with colleagues. The senior teacher is a leader in fundamental developments. The senior teacher has good relations with professional circles and is seen as an authoritative representative of the school. This also applies to relations with ROCs (Regional Education Centres).

The senior teacher Ld as described here is characterised by his/her high pedagogic and didactic level. This is senior teacher Ld variant a. This variant of senior teacher will be found most often in *vmbo* (pre-vocational secondary education) and practical education where great demands are put on a teacher's motivational skills.

The senior teacher is also in a position of seniority with regard to colleagues in the same sector. Within the school he/she plays a leading role in educational and didactic innovation and acts as an advisor to colleagues in this area. The senior teacher is actively involved in in-service training for colleagues.

### Role in the organisation

The senior teacher forms part of an educational team and reports to an appointed superior. The school staffing plan sets out how many senior teachers are included on the staff and the teams and subjects in which they work. The senior teacher can deputise for the team leader in his absence.

### Job requirements

The senior teacher:

- teaches at a high pedagogic and didactic level;
- is qualified and has considerable experience in the subject or subjects he/she teaches;
- is happy to work in a team and encourages colleagues to adopt other colleagues' good practices;
- is demonstrably engaged in his/her professional development and that of colleagues;
- is in close contact with industry and the ROCs.



## **Job description senior teacher Ld (variant a)**

### **Principal areas of activity**

#### **Education**

Working in a team, the senior teacher contributes to the teaching in the establishment for secondary education through:

- full participation in the educational learning process which is fully tailored to the specific level of the group of students;
- defining and compiling, to this end and on the basis of the syllabus, teaching and exercise materials, teaching and learning methods, teaching aids and resources and the content and organisation of lessons;
- participating in the development of educational resources, teaching materials, modules and other elements of the curriculum;
- providing guidance and advice to individual students or groups of students, including acting as form tutor;
- providing guidance and advice to students working on projects etc.;
- assessing projects and results, setting, taking and marking tests and exams, monitoring progress and ensuring that information is recorded in the student administration system;
- discussing problems with parents of students.

#### **Exercising the position of seniority**

Aiming for all-round excellence, the senior teacher is actively involved in acquiring, expanding and deepening pedagogic and didactic knowledge and skills through:

- acting as a source of knowledge and example for others in relation to teaching groups of students who make high pedagogic/didactic demands on teachers;
- acting as a coach for colleagues;
- instigating and promoting changes linked to his/her unit;
- selecting appropriate pedagogic/didactic practices on the basis of new or revised educational goals;
- analysing the pedagogic and didactic aspects of educational matters and offering solutions to problems;
- introducing educational innovations through (initiating) trials and experiments and actively promoting new ideas and working practices;
- analysing changes in society, industry and careers and the consequences for education, and offering innovative policy proposals;
- experimenting with other working practices, concepts, etc. and disseminating his/her ideas in professional literature, lectures etc.;
- identifying aspects within the school which can make a positive contribution to educational changes;
- clearly indicating concrete means of overcoming resistance to innovation and change.

#### **Other school tasks**

The senior teacher contributes to the activities of the sector/school and/or establishment through:

- participating in school events, information and publicity activities etc.;
- contacts with external experts and agencies;
- where necessary, providing guidance to teaching support staff

### **Framework, scope and accountability**

- The teacher reports to the appointed superior both for the quality of teaching, as set out in the curriculum, and his/her contributions to development in education and developments and innovation within his/her subject.
- The teacher performs tasks within the education policy of the school and the curricula which are relevant to the implementation of the educational learning process;
- The teacher takes decisions as part of his/her participation in the educational learning process, when providing assistance and guidance for the development of new curricula and when helping to develop ideas for changes to the education policy.

### **Knowledge and skills**

The senior teacher has:

- broad and in-depth theoretical and practical 'state of the art' knowledge of the subject and how it should be taught, as well as pedagogic knowledge;
- understanding of the organisation and working practices of his/her own educational establishment, industry and the ROCs;
- social skills

and is:

- skilled at stimulating colleagues to accept educational innovations;
- skilled at managing and responding to different styles of learning;
- skilled at developing elements of the curriculum and harmonising teaching activities.

### **Contacts**

The senior teacher has contact with:

- colleagues to develop and update courses, develop policy proposals for changes and harmonise and agree policy matters;
- participants to discuss results and/or problems;
- parents/guardians (in certain cases) in order to involve them in agreements relating to students' development and results;
- experts in learning and behavioural difficulties in order to work together to solve problems;
- student teachers in order to pass on to them specific knowledge and skills;
- teachers from primary and higher education in order to agree on the education that should be available to students and to develop continuous learning trajectories (the so-called 'vocational pillar').

## Job information senior teacher Ld (variant b)

<b>Organisation</b>	NSV
<b>Job title</b>	Senior teacher Ld (variant b)
<b>Salary scale</b>	Ld
<b>Date</b>	27/11/2003
<b>Fuwasys version</b>	FUWA VO 2002
<b>Advisor</b>	Wever

### Characteristics of the position

In his/her subject area the senior teacher Ld is one of the key teachers. He/she is characterised by an in-depth and up-to-date scientific and learned knowledge of his/her subject area. The senior teacher is able to provide instruction at a high level to students who place very great demands on the teacher's knowledge of the subject and didactic skills. The excellent level attained by the teacher may be demonstrated by a thesis or similar publications in his/her specialised area and close involvement with national associations of subject teachers. The senior teacher forms the link between the school and university education.

The senior teacher Ld as described here is characterised by his/her high intellectual/academic level. This is senior teacher Ld variant b. This variant of senior teacher will be found most often in years 4 to 6 of *vwo/havo* (pre-university education/ senior general secondary education) where there are students who require to be challenged both in terms of the content of the subject and/or the intellectual level. The senior teacher also occupies a position of seniority with regard to colleagues working with these students.

Within the school he/she plays a leading role in educational and didactic innovation and acts as an advisor to colleagues in this area. The senior teacher is actively involved in subject-related in-service training for colleagues.

### Role in the organisation

The senior teacher forms part of an educational team and reports to an appointed superior. The school staffing plan sets out how many senior teachers are included on the staff and the teams and subjects in which they work. The senior teacher can deputise for the team leader in his absence.

### Job requirements

The senior teacher:

- teaches at a high academic level. This is demonstrated by the results achieved by his/her students and in the respect earned from colleagues
- is qualified and has a great deal of experience in the subject or subjects he/she teaches
- is happy to work in a team and encourages colleagues to adopt other colleagues' good practices
- is demonstrably engaged in his/her professional development and that of colleagues
- is able to function at an equal level to university representative, with a view to ensuring a smooth transition from secondary education to university education.

## **Job description senior teacher Ld (variant b)**

### **Principal areas of activity**

#### **Education**

Working in a team, the senior teacher contributes to the teaching in the establishment for secondary education through:

- full participation in the educational learning process in accordance with the latest information
- defining and compiling, to this end and on the basis of the syllabus, teaching and exercise materials, teaching and learning methods, teaching aids and resources and the content and organisation of lessons
- participating in the development of educational resources, teaching materials, modules and other elements of the curriculum
- providing guidance and advice to individual students or groups of students, including acting as form tutor
- providing guidance and advice to students working on projects etc.
- assessing projects and results, setting, taking and marking tests and exams, monitoring progress and ensuring that information is recorded in the student administration system
- discussing problems with parents of students.

#### **Exercising the position of seniority**

Aiming for all-round excellence, the senior teacher is actively involved in acquiring, expanding and deepening knowledge and skills related to the subject and how it is taught through:

- acting as a source of scientific and learned knowledge and example for others
- acting as a coach for colleagues
- instigating and promoting changes linked to his unit
- selecting appropriate knowledge and skills from recent (international) professional literature on the basis of new or revised educational goals
- analysing educational matters in relation to the subject and how it is taught and offering solutions to problems
- introducing educational innovations through (initiating) trials and experiments and actively promoting new ideas and working practices
- analysing changes in society and higher education and the consequences for education, and offering innovative policy proposals
- experimenting with other working practices, concepts, etc. and disseminating his/her ideas in professional literature, lectures etc.
- identifying aspects within the school which can make a positive contribution to educational changes
- clearly indicating concrete means of overcoming resistance to innovation and change.

#### **Other school tasks**

The senior teacher contributes to the activities of the sector/school and/or establishment through:

- participating in school events, information and publicity activities etc.
- contacts with external experts and agencies
- where necessary, providing guidance to teaching support staff.

### **Framework, scope and accountability**

- The senior teacher reports to the appointed superior both for the quality of teaching, as set out in the curriculum, and his/her contributions to development in education and developments and innovation within his/her subject.
- The senior teacher performs tasks within the education policy of the school and the curricula which are relevant to the implementation of the educational learning process
- The senior teacher takes decisions as part of his/her participation in the educational learning process, when providing assistance and guidance for the development of new curricula and when helping to develop ideas for changes to the education policy.

### **Knowledge and skills**

The senior teacher has:

- broad and in-depth theoretical and practical knowledge of the subject and how it should be taught at a high academic level
- understanding of the organisation and working practices of his/her own educational establishment and university education
- social skills

and is:

- skilled at stimulating colleagues to accept educational innovations
- skilled at managing and responding to different approaches to learning
- skilled at developing elements of the curriculum and harmonising teaching activities.

### **Contacts**

The senior teacher has contact with:

- colleagues to develop and update courses, develop policy proposals for changes and harmonise and agree policy matters
- participants to discuss results and/or problems
- parents/guardians where appropriate in order to involve them in agreements relating to students' development and results
- experts in learning and behavioural difficulties in order to work together to solve problems
- student teachers in order to pass on to them specific knowledge and skills
- teachers from primary and higher education in order to agree on the education that should be available to students
- colleagues to develop and update courses, develop policy proposals for changes and harmonise and agree policy matters
- industry and vocational education with regard to new developments aimed at harmonising the content of education and to come to agreements
- stakeholders to discuss results and/or problems
- parents/guardians (in certain cases) in order to involve them in agreements relating to students' development and results;
- experts in learning and behavioural difficulties in order to work together to solve problems
- student teachers in order to pass on to them specific knowledge and skills;
- primary and higher education in order to agree on the education that should be available to students.

## Appendix 5 – Teaching Assistant Job Description

Teaching Assistants (TA) work closely in collaboration and direction with the Learning Diversity leader (LDL) and classroom teachers in lessons. They assist with the implementation of lesson delivery, differentiation and student care. Teaching assistants work with all students to promote educational, social and emotional development. TA are caring, patient and understanding. They are attentive to the unique needs of each student and are able to identify proper solutions when students encounter issues. TA should have strong interpersonal skills, as they need to collaborate with teachers and students.

### Expectations:

- Assist with classroom instruction and provide support and guidance to students in consultation with LDL and classroom teacher
- Help maintain an appropriate and safe academic and pastoral environment around the school
- Collaborate in the design and implementation of a positive classroom system and take steps to ensure academic progress continuous at all times
- Supervise students during non-classroom time and arrange recreational activities that are in line with school values and support learning
- Work closely with the leadership team, curriculum leaders and teachers to identify issues students are having and help develop and implement appropriate solutions
- Liaise between the Learning Diversity Leader, teachers and students in implementing appropriate care plans for specific students.
- Attend teacher meetings and training sessions, as well as parent-teacher conference.

### Skills:

- Experience working in a school or educational setting
- Excellent verbal and written communication skills
- Great collaboration and teamwork skills
- Basic computer skills
- A positive, empathetic and nurturing attitude towards students
- Relevant qualification and life-long learning commitment.

### Key responsibilities of the job include:

- Providing support to children in key skills: numeracy, literacy and writing on an individual, class or small group basis
- Giving extra help to children with special needs or to those for whom English is not their first language
- Ensuring that attendance records takes place when the teacher is absent and that this information is given to the Attendance Coordinator to go on Magister.

- Covering appropriate lessons when the teacher is absent, ensuring that all work set is fully completed and communicate this when the teacher comes back.
- Helping to develop programmes of learning activities and adapting appropriate materials
- Motivating and encouraging students using a variety of skills and approaches in supporting students with learning challenges or specific needs
- Assisting with marking and correcting work when requested and explained by the teacher in charge
- Attending meetings and reviews to support students' learning
- Helping with school events, trips and activities
- Working with individual students or with small groups of pupils
- 'Floating' and acting as additional support during class activities or by working with specific groups of pupils
- Supporting pupils with learning difficulties or disabilities
- Supporting pupils with English as a Second Language. Pupils whose first language is not English often need some additional initial support to access the curriculum.
- Assisting teachers to deliver lessons with all of the peripheral items that are essential to the smooth running of the lesson
- Tidying up and keeping the classroom in good order
- Creating displays of pupils' work
- Supporting pupils beyond the classroom. This may be during lessons outside the classroom which may be within the school grounds, or it might be during official school trips or at school events such as school concerts or plays
- Keeping records of students, they assist and communicate appropriate information to LDL and/or tutors.

## Appendix 6 – PR & Communicatie

### FUWA-VO Sessie

#### Functie-informatie

Functienaam	PR Functionaris
Organisatie	Wolfert van Borselen scholengroep
Salarisschaal	10
Indelingsniveau	Va
FUWASYS-advies	10 - Va
Werkterrein	Bedrijfsvoering -> PR & Communicatie
Activiteiten	Beleid voorbereiden, ontwikkelen, implementeren en evalueren Coördinatie van activiteiten en processen
Kenmerkscores	44343 43333 43 33
Somscore	47
Uitvoerder	Interstudie NDO
Datum	17-05-2008
FUWASYS-versie	2002.1.10

#### Functiebeschrijving

##### Context

De Wolfert van Borselen scholengroep valt onder het Bestuur Openbaar Onderwijs Rotterdam (BOOR). Onder het bestuur (BOOR) vallen scholen voor voortgezet onderwijs, basisscholen en scholen voor speciaal basisonderwijs.

De Wolfert van Borselen scholengroep bestaat uit verschillende locaties, die ieder worden aangestuurd door een locatiedirecteur. De scholengroep als geheel wordt bestuurd door de centrale directie.

De werkzaamheden worden uitgevoerd binnen de internationale scholen van het Bestuur Openbaar Onderwijs Rotterdam (Blijberg International Department en RISS-Wolfert van Borselen). De PR functionaris is, onder verantwoordelijkheid van de locatiedirectie, verantwoordelijk voor de coördinatie en uitvoering van het PR- en voorlichtingsbeleid en draagt bij aan de ontwikkeling van het PR-beleid voor de school.

##### Werkzaamheden

1. Verzorgt de coördinatie en de uitvoering van het PR- en voorlichtingsbeleid door:

- \* het zorgdragen voor de afstemming tussen de verschillende PR- en voorlichtingsactiviteiten;
- \* het (doen) ontwerpen van voorlichtingsmateriaal;
- \* het opstellen van persberichten en het optreden als woordvoerder van de school;
- \* het (doen) ontwikkelen en bewaken van de huisstijl;
- \* het schrijven en redigeren van magazines;



- \* het onderhouden van contacten met externe uitvoerders (auteurs, vormgevers, uitgevers en drukkers) en het maken van afspraken over kwaliteit, wijze van aanlevering, etc.;
- \* het onderhouden van contacten met het bedrijfsleven en ouders op het gebied van PR, voorlichting en informatievoorziening over de school;
- \* het onderhouden van contacten met het bedrijfsleven en ouders op het gebied van sponsoring en ontwikkeling van de school in brede zin;
- \* het ontwikkelen en onderhouden van contacten met oud-leerlingen;
- \* het ontwikkelen van leerlingactiviteiten gericht op integratie tussen internationaal onderwijs en

## FUWA-VO Sessie

Nederlands onderwijs;

- \* het organiseren van voorlichtingsactiviteiten, bijeenkomsten, open dagen, etc.
- \* het doen van voorstellen aan de directie met betrekking tot het PR-budget en het, na vaststelling door de directie, beheren van het PR-budget.

2. Bijdragen aan de ontwikkeling van het PR-beleid voor de school door:

- \* (het verzamelen van) kennis van relevante ontwikkelingen op het gebied van PR en de potentiële impact daarvan op de RISS;
- \* op basis van eigen informatieverzameling en analyses doen van voorstellen aan het management aangaande de ontwikkeling van het PR beleid;
- \* het op basis van welomlijnde PR uitgangspunten en het lange termijn PR beleid opstellen van een jaarlijks PR plan, het 'School Improvement Plan' en bijdragen aan de ontwikkeling van het 3 tot 5 jarige strategische PR plan;
- \* evalueren van het korte en langere termijn PR beleid en de uitvoering daarvan en op basis daarvan doen van aanbevelingen voor verandering en verbetering;
- \* het bepalen van een jaarlijks PR budget en beheren daarvan;
- \* doen van voorstellen aan het management op het gebied van PR ontwikkeling en te ondernemen activiteiten.

## Kader, bevoegdheden & verantwoordelijkheden

- de PR functionaris legt verantwoording af aan de locatiedirectie over de kwaliteit van de werkzaamheden ten aanzien van de coördinatie en uitvoering van het PR beleid en over de kwaliteit van de bijdrage aan de ontwikkeling van het PR beleid;
- de PR functionaris werkt binnen het kader van specifieke uitgangspunten en beleidslijnen op het gebied van PR en de meerjaren beleidsplannen;
- de PR functionaris beslist over het ontwerp van voorlichtingsmateriaal, bij het organiseren van bijeenkomsten en over de inhoud van voorstellen aan de directie.

## Kennis en vaardigheden

- gespecialiseerde theoretische kennis op het gebied van PR en voorlichting;
- algemene kennis van en inzicht in de algemene werkwijze en inrichting van de school;
- kennis en inzicht in de onderwijskundige organisatie van de instelling, relevante onderwijskundige ontwikkelingen en specifieke kenmerken en de vaardigheden om dit te vertalen naar concrete informatievoorziening;
- uitstekende kennis op mondeling en schriftelijk uitdrukingsniveau van de Engelse taal en een voldoende beheersing van het Nederlands;
- vaardigheid in de omgang met media, in het geven van mondelinge presentaties, e.d.;

- vaardigheid in het coördineren en uitvoeren van PR activiteiten;
- vaardigheid in het tactisch en diplomatiek omgaan met klanten en ouders;
- vaardigheid in het voeren van (eind)redactionele werkzaamheden;

## **Contacten**

- met vormgevers, drukkers, etc. over de uitvoering van opdrachten om afspraken te maken over uitvoering en aanlevering;
- met bedrijven en instellingen, (groepen potentiële) leerlingen om informatie te verschaffen;
- met de directie over de uitvoering van de werkzaamheden om afspraken te maken.

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### Functie-informatie

<b>Functienaam</b>	Hoofdconciërge RISS
<b>Organisatie</b>	Wolfert van Borselen scholengroep
<b>Salarisschaal</b>	5
<b>Indelingsniveau</b>	IIC
<b>FUWASYS-advies</b>	5 - IIC
<b>Werkterrein</b>	Bedrijfsvoering -> Facilitaire Zaken
<b>Activiteiten</b>	Bedienen van c.q. werken met apparaten, systemen, gereedschap, instrumenten Beheren/beveiligen van goederen, gebouwen en personen
<b>Kenmerkscores</b>	32222 23222 22 22
<b>Somscore</b>	30
<b>Uitvoerder</b>	Interstudie NDO
<b>Datum</b>	05-07-2007
<b>FUWASYS-versie</b>	2002.1.10

### Functiebeschrijving

#### Context

De Wolfert van Borselen scholengroep is een grote onderwijsorganisatie voor openbaar onderwijs te Rotterdam met ongeveer 1870 leerlingen en 240 medewerkers. De school is kleinschalig georganiseerd in 4 afdelingen: Wolfert Dalton (een erkende Daltonschool voor mavo, havo en vwo), Wolfert Regulier (internationale schakelklas, mavo, havo en vwo), Wolfert Tweetalig (erkende school voor tweetalig onderwijs voor havo en vwo) en RISS-Wolfert van Borselen (internationale school die opleidt voor het diploma International General Certificate of Secondary Education en het International Baccalaureate). Elke afdeling werkt met kernteams van mentoren en docenten die het merendeel van hun lessen op een bepaalde afdeling geven.

De werkzaamheden worden verricht in één of meerdere gebouwen van de Wolfert van Borselen scholengroep. In de gebouwen verblijven dagelijks leerlingen, docenten en overige personeelsleden. De hoofdconciërgetaken behelzen het verlenen van ondersteunende taken ten behoeve van het functionele verblijf van gebruikers in en buiten het gebouw (of de gebouwen) alsmede het verlenen van ondersteunende diensten aan deze gebruikers van het gebouw (of de gebouwen).

De hoofdconciërge RISS draagt zorg voor de toegankelijkheid en het functioneel gebruik van het gebouw (of de gebouwen), draagt zorg voor uitvoering van ondersteunende diensten, treedt op bij conflicterend gedrag van leerlingen, verricht receptie- en loketactiviteiten, voert het technisch beheer over de theateervoorziening en verricht theater-technische werkzaamheden en voert overige ondersteunende diensten uit.

De hoofdconciërge RISS verricht de taken zelfstandig onder aansturing van (één van de leden van) de locatiedirectie. De hoofdconciërge kan overige conciërges en ander facilitair personeel functioneel aansturen.

## FUWA-VO Sessie

1. Draagt zorg voor het beheer van het gebouw (of de gebouwen) door:

- \* het (doen) beheren van alle sleutels, codes e.d.;
- \* het begeleiden van derden ten behoeve van tussentijdse controles aan roerende en onroerende goederen;
- \* het, binnen gestelde kaders, inschakelen en begeleiden van derden bij het uitvoeren van werkzaamheden aan de roerende en onroerende goederen;
- \* het onderzoeken van gebreken en storingen en het zo nodig zelf verhelpen daarvan, danwel het inschakelen van derden;
- \* het (doen) vrijhouden en (doen) toezien op de toegankelijkheid van vluchtwegen;
- \* het verlenen van hulp bij calamiteiten, EHBO, BHV;
- \* het (doen) toezien op de toegankelijkheid van kluisjes;
- \* het houden van toezicht op de beveiliging binnen en buiten het gebouw (of de gebouwen);
- \* het beoordelen van reparatie, vervanging of vernieuwing van bouwwerken (deuren, muren, etc.) en het aangeven van de technische (on)mogelijkheden;
- \* het doen van voorstellen tot reparatie, vervanging of vernieuwing van bouwwerken (deuren, muren, etc.) van het gebouw (of de gebouwen);
- \* het opvragen van prijsindicaties en voorbereiden van de offerteaanvraag ten behoeve van door derden uit te voeren werkzaamheden of reparaties.

2. Verricht technische en ondersteunende diensten door:

- \* het bijhouden van de staat van onderhoud van gebouwen en inventaris in geautomatiseerde systemen en het doen van voorstellen tot reparatie, onderhoud of vervanging;
- \* het uitvoeren van onderhoud en reparaties;
- \* het bijhouden van een absentenadministratie;
- \* het regelen van de inkoop.

3. Draagt zorg voor de uitvoering van de ondersteunende diensten door:

- \* het aansturen van kantinepersoneel;
- \* het aansturen van schoonmaakpersoneel;
- \* het begeleiden van (hulp)conciërges en assistenten facilitaire zaken;
- \* het begeleiden van externen bij het uitvoeren van de opdrachten.

4. Treedt op bij conflicterend gedrag van leerlingen door:

- \* het ingrijpen bij conflictsituaties tussen leerlingen conform vooraf gemaakte afspraken;
- \* het bespreken van ongewenst gedrag van leerlingen met de leidinggevende;
- \* het toezien op de naleving van afspraken met betrekking tot geschorste leerlingen.

5. Verricht receptie- en loketactiviteiten door:

- \* het opnemen en beantwoorden van de telefoon conform vooraf gemaakte afspraken, o.a. door het maken van notities en het desgewenst doorverbinden;
- \* het mondeling verstrekken van inlichtingen of het beantwoorden van vragen van leerlingen, medewerkers en bezoekers over algemene op de school betrekking hebbende zaken;
- \* het te woord staan van bezoekers, hen aandienen en doorverwijzen cq. begeleiden naar de juiste persoon of vergadering;
- \* het fungeren als aanspreekpunt voor leerlingen die onder schooltijd ziek worden of leerlingen met 'problemen' en het zorgen voor een correcte afhandeling daarvan door bijvoorbeeld doorverwijzing naar mentor, schoolleiding, etc.

6. Voert het technisch beheer over de theatervoorziening en verricht theater-technische werkzaamheden door:

- \* het klaarzetten/opbouwen van de theater-technische apparatuur (licht, geluid en andere apparatuur) of het ondersteunen van leerlingen, medewerkers of technici daarbij;
- \* het bedienen van de theatertechnische apparatuur tijdens voorstellingen, bijeenkomsten of het bieden van ondersteuning daarbij;
- \* het toezien op een juist gebruik van de apparatuur;
- \* het onderzoeken van storingen en gebreken aan de theater-technische apparatuur en het zo nodig zelf

## FUWA-VO Sessie

verhelpen daarvan, dan wel het, na goedkeuring, inschakelen van derden;  
 \* het begeleiden van derden bij het uitvoeren van reparaties;

7. Voert zelf, in voorkomende gevallen, overige ondersteunende diensten uit door:

- \* het doen verdelen van de inkomende en uitgaande post;
- \* het kopiëren van lesmateriaal;
- \* het signaleren van schoon te maken onderdelen;
- \* het ondersteunen van ouderavonden;
- \* het uitvoeren van lichte kantinediensten zoals bijvoorbeeld het klaarzetten van koffie/thee;
- \* het verrichten van overige conciërgetaken.

## Kader, bevoegdheden & verantwoordelijkheden

- de hoofdconciërge RISS legt verantwoording af aan (het daartoe aangewezen lid van) de locatiedirectie over de juistheid van de gevolgde aanpak en de efficiency bij het dagelijks beheer van het gebouw, bij de technische en (overige) ondersteunende diensten, bij het optreden bij conflicterend gedrag van leerlingen, bij het verrichten van receptie- en loketactiviteiten en bij de theater-technische (beheers) werkzaamheden;
- de hoofdconciërge RISS verricht werkzaamheden binnen veiligheidsvoorschriften, regels en gemaakte werkafspraken;
- de hoofdconciërge RISS neemt beslissingen bij het beheer van de gebouwen, het uitvoeren van de technische en (overige) ondersteunende diensten, het zorgdragen voor de uitvoering van ondersteunende diensten door anderen, het optreden in conflictsituaties bij leerlingen, bij het verrichten van receptie- en loketactiviteiten en bij het verrichten van theater-technische werkzaamheden.

## Kennis en vaardigheden

- (vak)technische kennis van gebouwen, apparaten en installaties;
- kennis van de achtergronden van het organiseren van de diverse routinematig voorkomende werkzaamheden;
- kennis van veiligheidsvoorschriften van gebouwen en installaties;
- kennis van theater-technische installaties;
- goede kennis van en vaardigheid in de Engelse taal;
- inzicht in de werking van een telefooncentrale;
- inzicht in de organisatie van een onderwijsinstelling;
- vaardigheid in het optreden als sleutelfiguur en in het omgaan met werkdruk;
- vaardigheid in het functioneel aansturen van ondersteunend personeel en het routinematig organiseren van diverse werkzaamheden;
- vaardigheid in het omgaan met verschillende mensen met verschillende karakters;
- vaardigheid in het optreden bij verstoringen.

## Contacten

- met docenten en locatiedirectie over gedrag van leerlingen om informatie uit te wisselen;
- met leerlingen over hun gedrag om hen te corrigeren;
- met aannemers en leveranciers over (ver)bouwactiviteiten om offerteaanvragen voor te bereiden;
- met medewerkers van bedrijven over de uit te voeren werkzaamheden om hen te begeleiden bij het uitvoeren van werkzaamheden;
- met leveranciers en vertegenwoordigers om hen te woord te staan, informatie uit te wisselen of door te verwijzen;
- met derden om hen (telefonisch) te woord te staan, informatie uit te wisselen of door te verwijzen;
- met leerlingen, medewerkers of technici om hen te ondersteunen bij het gebruik van theater-technische apparatuur.

## FUWA-VO Sessie

### Functie-informatie

<b>Functienaam</b>	Assistent locatiedirectie <sup>RISS</sup> <del>Wolfert tweetalig A</del>
<b>Organisatie</b>	Wolfert van Borselen scholengroep
<b>Salarisschaal</b>	8
<b>Indelingsniveau</b>	IVa
<b>FUWASYS-advies</b>	8 - IVa
<b>Werkterrein</b>	Bedrijfsvoering
<b>Activiteiten</b>	Beleids- en bedrijfsvoeringsondersteunende werkzaamheden Coördinatie van activiteiten en processen
<b>Kenmerkscores</b>	33232 33233 33 33
<b>Somscore</b>	39
<b>Uitvoerder</b>	Interstudie NDO
<b>Datum</b>	17-03-2009
<b>FUWASYS-versie</b>	2002.1.10

### Functiebeschrijving

#### Context

De Wolfert van Borselen scholengroep is een grote onderwijsorganisatie voor openbaar onderwijs te Rotterdam met ongeveer 1900 leerlingen en 240 medewerkers. De school is kleinschalig georganiseerd in 4 afdelingen/locaties: Wolfert Dalton (een erkende Daltonschool voor mavo, havo en vwo), Wolfert Regulier (internationale schakelklas, mavo, havo en vwo), Wolfert Tweetalig (erkende school voor tweetalig onderwijs voor havo en vwo) en RISS-Wolfert van Borselen (internationale school die opleidt voor het diploma International General Certificate of Secondary Education en het International Baccalaureate).

De assistent locatiedirectie verricht algemene bedrijfsvoerings- en beleidsondersteunende werkzaamheden, ondersteunt de locatiedirectie op het gebied van personeelsbeleid, -beheer en -zorg, verzorgt organisatorisch en administratief de schoolboeken en verleent secretariële en algemeen organisatorische ondersteuning.

#### Werkzaamheden

1. Verricht algemene bedrijfsvoerings- en beleidsondersteunende werkzaamheden door:
  - \* het ontwikkelen en verbeteren van procedures en werkwijzen binnen het locatiesecretariaat;
  - \* het naar eigen inzicht samenstellen van managementinformatie rondom zaken die op het niveau van de locatiedirectie spelen en op basis daarvan geven van adviezen;
  - \* het, al dan niet op verzoek, verzamelen van informatie omtrent voor de school/locatie relevante ontwikkelingen en veranderingen in wet- en regelgeving op ondersteunende beleidsgebieden;
  - \* het op verzoek van de directie uitwerken van (delen van) op hoofdlijnen uitgeschreven discussiestukken en beleidsnota's;
  - \* het meedenken bij en (on)gevraagd adviseren over inhoud, opzet en stijl van discussiestukken, beleidsnota's e.d., het op verzoek uitwerken van (delen van) deze stukken en doen van suggesties voor inhoudelijke en taalkundige wijzigingen;
  - \* het signaleren van knelpunten en doen van suggesties omtrent de uitwerking van (beleids)notities;
  - \* het (mede) bewaken van uit besluitvormingsprocessen van de locatiedirectie voortkomende acties;
  - \* het vertalen van (delen van) school- en locatieplannen naar het Engels.



## FUWA-VO Sessie

- algemeen theoretische en praktische kennis van de verschillende ondersteunende beleidsgebieden binnen de organisatie en locatie zodat inhoudelijk geadviseerd kan worden aan de locatiedirectie;
- kennis van procedures en wet- en regelgeving op het gebied van personeelsbeleid en meer specifiek de aanstelling en begeleiding van nieuwe (buitenlandse) medewerkers;
- kennis van instellingen, instanties, organisaties etc. betrokken bij de aanstelling van nieuwe (buitenlandse) medewerkers;
- kennis op het gebied van administratieve en secretariële methodieken en procedures;
- kennis van de Nederlandse en Engelse taal en grammatica;
- inzicht in taak, organisatie en werkwijze van de organisatie en werkzaamheden van de directie;
- inzicht in het krachtenveld binnen en buiten de organisatie en op hoofdlijnen in samenhang tussen de verschillende beleids- en aandachtsgebieden in de organisatie;
- vaardigheid in het meedenken bij en adviseren over algemeen inhoudelijke onderwerpen;
- vaardigheid in het uitwerken van algemeen uitgeschreven discussiestukken en nota's;
- vaardigheid in het verlenen van brede secretariële en administratieve ondersteuning op het niveau van de directie.

## Contacten

- met leden van de locatiedirectie over algemeen inhoudelijke onderwerpen om informatie uit te wisselen, opdrachten te verkrijgen en te adviseren;
- met medewerkers over procedures en regelgeving op het gebied van personeelsbeleid om informatie uit te wisselen, vragen te beantwoorden en door te verwijzen;
- met nieuwe (buitenlandse) medewerkers over hun aanstelling om informatie te geven, te begeleiden en wegwijs te maken (in- en extern);
- met relevante externe instanties en organisaties over aanstelling van medewerkers e.d. om informatie uit te wisselen
- met leveranciers, bedrijven etc. om offertes op te vragen, af te stemmen over leveringscondities en afspraken te maken;
- met derden (ouders/verzorgers, leidinggevende, docenten, OOP-ers, externe instanties) over de secretariële afhandeling van zaken, om afspraken te maken bij tijds- en planningsoverschrijdingen, alsmede informatie uit te wisselen over inhoud en voortgang van in behandeling zijnde onderwerpen en om (agenda)afspraken te maken en af te houden (bufferfunctie) voor de leden van de locatiedirectie.

## Appendix 9 – Administratief Assistent - RISS

Facilitair Administrator RISS

### FUWA-VO SESSIE

#### Functie-informatie

Functienaam:	Administratief Assistent
Organisatie:	Wolfert van Borselen Scholengroep
Werkterrein:	Bedrijfsvoering
Activiteiten:	01. Bewerken van gegevens 04. Beheren/beveiligen van goederen, gebouwen en personen
Uitvoerder:	Interstudie NDO
Datum:	17-05-2010

#### Functiebeschrijving

##### Context

De Wolfert van Borselen scholengroep is een onderwijsorganisatie voor openbaar onderwijs te Rotterdam met ongeveer 1870 leerlingen en 240 medewerkers. De school is kleinschalig georganiseerd in 4 afdelingen: Wolfert Dalton (een erkende Daltonschool voor mavo, havo en vwo), Wolfert Regulier (international schakelklas, mavo, havo en vwo), Wolfert Tweektalig (erkende school voor tweetalig onderwijs voor havo en vwo) en RISS-Wolfert van Borselen (international school die opleidt voor het diploma International General Certificate of Secondary Education en het International Baccalaureate). Elke afdeling werkt met kernteams van mentoren en docenten die het merendeel van hun lessen op een bepaalde afdeling geven.

De werkzaamheden worden uitgevoerd binnen RISS-Wolfert van Borselen. De Administratief Assistent is eerste aanspreekpunt voor leerling-verzuim, draagt zorg voor het pedagogische administratie/leerlingvolgsysteem, draagt zorg voor facilitaire ondersteuning, verricht receptie- en loketactiviteit.

##### Werkzaamheden Administratief Assistent

Past regelingen toe in het kader van ongeoorloofd verzuim en functioneert als eerste aanspreekpunt door:

- ❖ Het aanspreken van leerlingen op (ongeoorloofd) verzuim.
- ❖ Het telefonisch of per mail beantwoorden van vragen van ouders inzake absentie, administratieve organisatorische zaken en het verstrekken van inlichtingen van algemene aard.
- ❖ Het bespreken van frequentie of langdurige absentie met de volgende functionarissen: Mentoren, Kernteamsleiders en Directie.
- ❖ Het geven van uitleg over de interpretatie en uitvoering van de regelingen aan leerlingen en andere belangstellenden.
- ❖ Het (schriftelijk) beantwoorden van vragen en geven van inlichtingen over (de uitvoering van) bestaande regelingen als geheel en toegepast in individuele zaken.
- ❖ Het beantwoorden van algemene vragen van leerlingen over diverse zaken en/of het doorverwijzen naar de juiste medewerkers.
- ❖ Het maken van een inschatting van problemen die leerlingen voorleggen en deze oplossen danwel het bij meer ernstige of gecompliceerde zaken contact opnemen met de aangewezen medewerkers.
- ❖ Het fungeren als eerste aanspreekpunt voor leerlingen die onder schooltijd ziek worden en zorgen voor een correcte afhandeling daarvan.
- ❖ Het fungeren als aanspreekpunt voor leerlingen wanneer een docent niet in de les verschijnt.
- ❖ Het binnen gestelde kaders, verzorgen van schriftelijke communicatie met ouders met betrekking tot (ongeoorloofd) verzuim.



Draagt zorg voor het pedagogische administratie/leerlingvolgsysteem door:

- ❖ Het met behulp van softwareprogramma's genereren van rendements- en studiegegevens.
- ❖ Het beantwoorden van vragen van leerlingen en docenten over de verwerking van gegevens van uiteenlopende studieaangelegenheden.
- ❖ Het registreren van de absnten.
- ❖ Het controleren van absentie door het inwinnen van informatie bij ouders.
- ❖ Het zorg dragen voor het inzamelen van tekstboeken van leerlingen.

Draagt zorg voor de facilitaire ondersteuning door:

- ❖ Het inschakelen van derden bij het uitvoeren van werkzaamheden aan de roerende- en onroerende goederen.
- ❖ Het onderzoeken van gebreken en storingen en zonodig inschakelen van derden.
- ❖ Het (doen) toezien op de toegankelijkheid van kluisjes.
- ❖ Het houden van toezicht op de beveiliging binnen en buiten het gebouw.
- ❖ Het opvragen van prijsindicaties en voorbereiden van de offerteaanvraag ten behoeve van door derden uit te voeren werkzaamheden of reparaties.
- ❖ Het aansturen van schoonmaakpersoneel.

Verricht receptie- en loketactiviteiten door:

- ❖ Het opnemen en beantwoorden van de telefoon conform vooraf gemaakte afspraken, o.a. door het maken van notities en het desgewenst doorverbinden.
- ❖ Het te woord staan van bezoekers, hen aandienen en doorverwijzen cq. begeleiden naar de juiste persoon of vergadering.

#### **Kader, bevoegdheden & verantwoordelijkheden**

Beslist over/bij:

- ❖ Neemt beslissingen bij het beoordelen van de doelmatigheid en het beheer van de diverse administraties, bij het oplossen van vragen en problemen van leerlingen en controle op de voortgang van de facilitaire werkzaamheden op juistheid, volledigheid en tijdigheid.

Kader:

- ❖ Facilitair Administrator werkt binnen werkafspraken, regels en voorschriften ten aanzien van verzuim, facilitaire zaken en receptie- en loketactiviteiten.

Verantwoording:

- ❖ Legt verantwoording af aan (het daartoe aangewezen lid van) de locatiedirectie over de werkzaamheden die horen bij facilitaire zaken, beheer pedagogische administratie/leerlingvolgsysteem en het toepassen van regelingen in het kader van ongeoorloofd verzuim.

#### **Kennis en vaardigheden**

- ❖ Kennis van de administratieve procedures
- ❖ Kennis van de Nederlandse en Engelse taal en grammatica
- ❖ Inzicht in de opleidingsstructuren, organisatie en werkwijzen binnen de school
- ❖ Vaardigheid in het toepassen van regelingen
- ❖ Vaardigheid in het gebruik van administratieve computerprogramma's
- ❖ Vaardigheid in het omgaan met en te woord staan van leerlingen
- ❖ Kennis van de achtergronden van het organiseren van de diverse routinematig voorkomende werkzaamheden
- ❖ Inzicht in de werking van de telefooncentrale
- ❖ Vaardigheid in het functioneel aansturen van ondersteunend personeel in het routinematig organiseren van diverse werkzaamheden
- ❖ Vaardigheid in het omgaan met verschillende mensen met verschillende karakters

### **Contacten**

- ❖ Met de management assistent over het beheer van de diverse administraties.
- ❖ Met leerlingen en docenten en met derden om uitleg te geven over de toepassing van regelingen en om antwoord te geven op vragen bij problemen.
- ❖ Met locatiedirectie om informatie uit te wisselen.
- ❖ Met aannemers en leveranciers over (ver)bouwactiviteiten om offerteaanvragen voor te bereiden.
- ❖ Met medewerkers van bedrijven over de uit te voeren werkzaamheden.
- ❖ Met leveranciers en vertegenwoordigers om hen te woord te staan, informatie uit te wisselen of door te verwijzen.
- ❖ Met derden om hen (telefonisch) te woord te staan, informatie uit te wisselen of door te verwijzen.