



HEAD OF PERFORMING ARTS

We are looking for a well-qualified and inspirational teacher who empathises with the academic and holistic ethos found in top UK and International Schools; and who will wish to become fully involved with both pastoral care and co-curricular activity within the school. Previous overseas experience is not essential. However, the desire to work in a genuinely international community is.

To apply, please complete the Application Form to be found in the Employment section on the school website (<https://www.jerudonginternationalschool.com/>), where you will also find further details of the post. Please ensure your CV includes a recent photo, and full contact details, including email address, of two professional referees (one should be the applicant's current and most recent employer). CVs without an accompanying Application Form will not be accepted. Applicants submitting an incomplete Application Form will not be shortlisted.

The closing date for applications is **Friday, 26th February 2021** although early applications would be most appreciated. Interviews will be by Skype.

Applicants who have not been contacted by **Wednesday, 31st March 2021**, can assume that on this occasion they have been unsuccessful and are sincerely thanked by the School for their interest.

Successful applicant must be available to commence employment in **August 2021**.

Jerudong International School (Brunei)

- One of the leading International Schools in Asia; situated in Brunei, on the tropical island of Borneo.
- Independent Boarding/Day School, with over 1600 students on roll, aged 3-18 (6th Form of c350).
- Exceptional facilities and resources, with a beautiful 120-acre campus.
- Member of HMC, BSA, FOBISIA and COBIS.
- British Curriculum, leading to (I)GCSEs, A Levels and IB Diploma.
- Highly competitive tax free Salary (+ package including Gratuity, Accommodation, Relocation Allowance, Medical Insurance, Annual Flight home, discounted school fees for children).
- c175 Expatriate teachers, mainly from the UK, Australia and New Zealand. Initial 2 Year Contract, but the vast majority stay much longer than that. Currently, over 100 staff children attend JIS.

Safe Recruitment

The safe recruitment of all staff (including: consultants/ contractors/ supply teachers, activity providers and volunteers) in schools is the first step to safeguarding and promoting the welfare of children in education. At Jerudong International School we ensure the practice of safe recruitment in checking and recording the suitability of staff and volunteers to work with children.

As part of the safe recruitment procedure, we will require the following information prior to starting work at JIS:

- Up to date police records from a teacher's country of origin and previous country of employment.
- Two references, one of which must be from the current employer. If a teacher has worked in two or more schools, within 5 years, telephone contact will be made with those schools to ask why the teacher is leaving and if there were any concerns of a safety nature with children.



JOB DESCRIPTION

Position: Head of Performing Arts
Accountable to: Director of Studies and Director of Enrichment & Operations Line

General Statement of Responsibilities

Mission

At Jerudong International School (JIS), we challenge ourselves, respect others and inspire positive change. We develop our school through holistic school improvement in four interlinked key areas – Curriculum, Community, Capacity and Campus. Our student profile empowers students to think critically whilst actively engaging in lessons. We build capacity by ensuring students develop resilience by giving them opportunities to lead. We ensure students recognise their roles as global citizens alongside the many communities that exist within school.

We have three core values that epitomise our approach to holistic, international education. Each of these values leads to two areas that form our six school aims.

CHALLENGE : We challenge ourselves to step outside our comfort zones, developing our resilience now to prepare for whatever the future may bring.

RESPECT : Our strength is built on relationships that embrace diversity. This means listening with empathy and communicating kindly.

INSPIRE : We reflect, innovate and create to tackle meaningful issues. Every one of us has a responsibility to inspire positive change.

It is the responsibility of all teachers to demonstrate these values themselves, with colleagues and with the students.

Classroom Responsibilities

Provision of learning opportunities for every student relative to her/his needs, abilities and stage of development, by teaching a programme that gives each student the opportunity to experience success, and which challenges each student achieve their full potential.

Establishment of effective and positive relationships with students based on mutual respect, recognising the individuality of each student and affirming their cultural identity.

Provision of a safe, effective, challenging learning environment and an attractive and welcoming classroom. Contributing to other display areas around the school.



Planning, Curriculum Delivery and Organisational Responsibilities

Preparation of teaching plans in accordance with school policy, updating plans regularly storing updated versions in the appropriate place on the school's electronic system; plans should show evidence of differentiation for the different abilities of the children.

Developing and managing classroom resources; supporting Heads of Faculty/Heads of Department/Subject Coordinators/Phase leaders in buying new resources to improve provision.

Teaching subjects using the Jerudong International School curriculum in accordance with the school's policy.

Marking and evaluating students' work following the school's marking policy. Feeding back to children and parents as appropriate.

Recording results and completing reports on student achievement following the school's assessment timeline and keeping within deadlines set.

Working in teams to moderate assessments, providing feedback either written or verbal as needed.

Working together in year group teams to plan trips and other activities such as assemblies to enrich the children's educational experience.

Attending meetings and making positive contributions at these meetings; contributing to the school development plan.

Professional Development

Showing initiative and being proactive in keeping abreast of teaching and educational developments and sharing enthusiasm and resources with other teachers, attending teacher development programmes, participating in in-service courses (as funding permits) and attending professional meetings; participating in the Professional Review and Development Process.

Contributions to School Life

Supporting the wider educational and cultural life of the school; leading by example in supporting standards expected of students; performing the pastoral duties of a teacher and tutor; participating in a minimum of 2 extra-curricular activities per week; taking responsibility for the safety of students through supervision duties; supporting school and community programmes, volunteering to support whole school community events. Being a good role model for students; showing respect for peers and commitment to teaching. Being fully involved in and supportive of all aspects of school life both inside and outside the classroom.

Community Responsibilities

Reporting to parents through written reports and parent's evenings on the progress and development of students in the teacher's care. Being available to meet parents on a more informal basis and providing information for them indirectly through the administration and/or counselling staff.



Accountability through Professional Review and Development

All staff will participate in Professional Review and Development which involves setting professional targets in line with school priorities. The process for PRD sees that all staff meet annually with the Head of Faculty and Housemaster/mistress or Phase leader to set academic and pastoral targets. Staff are also expected to set a personal professional growth target related to their teaching. The purpose of PRD is to assist staff to identify professional development needs and to help staff to focus their energy on the goals and objectives stated in the JIS strategic plan and other JIS planning documents.

WIDER RESPONSIBILITIES

Members of staff at JIS are expected to wholeheartedly contribute to the wider life of school. JIS provides holistic education to the students, so this requires a commitment from staff to contribute both in and out of the classroom and to the wide range of community events that take place across the school year.

Boarding

Between 200-250 students in the Senior School (Year 7-13) are full or weekly boarders. An understanding of the ethos of what boarding entails and the importance of it within the school would be looked upon favourably.

There is a full weekend sporting and activity programme as well as regular events that take place within the boarding community. These activities and events are an important part of the rich tapestry of life at JIS and all staff are expected to contribute to the successful running of the Boarding Houses.

Enrichment

Co-curricular activities (CCA) form an integral part of the Enrichment Program at JIS. It is expected that staff fully support the program by offering to run or support one of the wide ranging activities on offer to the students across the Junior and Secondary School. The four groups of activities are: Sports and Exercise, Service Learning, Creativity and Arts, Enriched learning.

Coaching and officiating, particularly in these key sporting areas is paramount to the success of our sporting opportunities :

- Netball
- Football
- Rugby
- Basketball
- Athletics
- Swimming
- Gymnastics
- Badminton



Support for the very successful International Award (DofE) scheme is encouraged as well as running school excursions and trips.

The school is very busy and there are many enrichment and community activities that take place throughout the year. These wonderful opportunities rely on the support of our staff to make them run.

Professional Growth

Our community strives to be self-evaluating and self-improving. We run an exceptionally innovative programme of ongoing Professional Growth. We rely on members of our team to be problem solving self-starters who contribute to making us all better learners. Potential to help colleagues improve and a willingness to improve one's own practice is an essential attribute of JIS Staff.

Working Hours

Monday – Thursday 7.15am – 3.15pm

Friday 7.10am – 3.30pm (break 12noon – 2.00pm)

The hours above do not include CCAs.

If you need to leave the School before the end of the day, for the purposes of emergency evacuation or lock down procedure, you must notify your respective Head of Faculty/Department/Phase leader and sign out of school at the relevant school office.

SPECIFIC SUBJECT EXPECTATIONS

The successful candidate will lead the Performing Arts Faculty to ensure that the teaching of all subjects throughout the Junior/Senior School continues to evolve effectively. He/She will be an outstanding practitioner and be primarily responsible for the quality of learning and teaching of Drama and Music across the whole school. He/She will be responsible for all internal and external performances and have oversight of the management of the Arts Centre.

In particular the successful candidate will be responsible for the following:

Leadership

- Student Numbers: All subjects are optional subjects in Year 10-13. So the popularity of them is all important. The Performing Arts Faculty should be a visual presence throughout the school and as many students as possible should want to continue the study of these subjects. This includes, but not limited to:
 - The promotion of the Faculty at options evenings (Year 9 and Year 11).
 - Updating Year 7-9, I/GCSE, and Year 12-13 information booklets as requested.
 - Organisation of public and school only performances.
- Ensure that members of the faculty fulfil the requirements of their roles and to ensure effective co-operation, collaboration and communications within the Faculty, including the wide range of



supporting colleagues.

- Attend Heads of Faculty, Academic Learning Community, Middle Years Curriculum, Calendar and Arts Centre meetings.
- Feedback relevant information and ensure that action points agreed on are acted upon within the Faculty.
- Take a lead in the completion of the Faculty Self Evaluation processes.
- Lead Faculty/department meetings, ensuring a focus on improving student outcomes.
- Support teachers in the timely and effective reporting of information to parents, whilst monitoring the quality of faculty reporting.
- Ensure all colleagues follow the expectations of the school and maintain the highest professional standards at all times.
- Manage the Faculty budget.
- Manage all levels of examination entries and administration. This should be done in conjunction with the Examinations Officer.
- Be contactable on A-Level results day & I/GCSE admissions day in week 0.
- Develop links with similar faculties within FOBISIA as well as Brunei and the SE Asian region.
- Induct all new teachers into the Faculty.
- Maintain and update the Faculty development plan. This must feed into the School's strategic plan.
- Maintain and update Faculty policies and review them regularly to ensure that school expectations with regards to marking, data analysis and reports are met.
- Rooming of all relevant Faculty lessons. This should be done in conjunction with the Assistant Head of Senior School: Data and Scheduling.
- Faculty timetable: All timetabling requests (staffing sheets) should be completed in conjunction with the Director of Studies.
- Conduct a systematic self-evaluation of the Faculty each year and a thorough analysis of examination results, in conjunction with Heads of Department for discussion with the Vice-Principal and Director of Studies in September.
- Have direct input into developing the leadership of teachers within the Faculty. Teachers should be given the opportunities for professional growth to enable them to take on positions of extra responsibility.

Teaching and learning

- Maintain and seek to improve standards of learning and teaching and to provide a disciplined, stimulating and appropriate learning environment.
- Deliver inspirational teaching of Music and/or Drama with the use of innovative resources.
- Oversee the development and delivery of the Year 7-9, I/GCSE and Sixth form curricula.
- Liaise with Junior School in terms of progression.
- Create regular opportunities for teachers to share, reflect and improve on classroom practice.
 - Organise Professional Development sessions for Faculty meeting time and ensure that those receiving relevant external professional development formally share best practice with others within the department.
 - Providing teaching support to members of the Faculty, particularly offering teaching expertise,



examples of good classroom practice, constructive criticism of lesson approaches and teaching materials.

- Organisation of Faculty wide learning walks inline with the schools Monitoring policy.
- Ensure that assessment is both regular and thorough and that full records of students are kept.
- Ensure assessment and feedback strategies are of the highest standards and have a direct impact on improving the quality of learning and teaching.
- Monitor the setting, submission and assessment of homework.
- Manage and monitor the work of teachers.
- Coordinate coursework in Year 10-13.
- Use tracking data to monitor student and colleague performance and to raise standards. Compare performance of students in their subjects against previous performance and against ability.
- Organise the distribution of cover work for absent colleagues as required.
- Observe all new members of the Faculty during the first half term.
- Coordinate with SEN/EAL departments to ensure all teachers understand the needs of the students that they teach as well as looking at strategies to improve their learning and understanding.

Enrichment

- Lead the development of a Music, Instrumental Music and Drama programme.
- Ensure safeguarding strategies are implemented.
- Ensure Health & Safety regulations are followed.
- Strategic direction of a very successful area of the school.
- Engage and inspire students, colleagues, parents and other members of the wider community. Collaborate with the Year 7-9 Curriculum team to maximise cross curricular links.
- Develop opportunities for enriched learning both outside and inside of the classroom.
- Ensure all colleagues contribute to the school's extra-curricular programme.
- Oversee the organisation of field trips with due regard to Health and Safety issues.
- Be a visible presence in the extra curricular aspects of school life.
- Ensure Faculty events are put into the calendar. This is done in conjunction with the Assistant Head of Senior School: Data and Scheduling.
- Promote the Performing Arts across the school and externally
- Oversight of the continued development of a wide range of Creative and Performing Arts CCA

Others

- Coordination and upkeep of textbook lists, stationery lists. This to be in conjunction with the Assistant Head of Senior School: Teaching and Learning.
- Develop the facilities available to the Faculty.
- Organisation and maintenance of the Faculty office (Photocopier, resources for the Faculty, water, maintenance, paper etc).
- Preparation and control of capital and recurrent budgets in consultation with the finance department.
- Oversight with support from Heads of Department: Care, maintenance and security of all music department, Drama Department, Arts Centre equipment and facilities.
- Overall responsibility for the Faculty classrooms, making sure displays are informative and professional. Areas outside of the Faculty rooms should also be managed to enrich the learning



spaces around each classroom and promote the Faculty.

- Coordinate the production of internal examination papers and revision materials.
- To perform other tasks which the Director of Studies and/or Enrichment may reasonably assign.
- Oversight of the Music department's instrumental lesson timetables, in collaboration with the Music Administrator and the Head of Instrumental Music

PERSON SPECIFICATION FOR THE ROLE OF HEAD OF PERFORMING ARTS

The Head of Faculty will be:

- An outstanding teacher.
- A trusted colleague.
- Student focussed.
- A highly effective communicator with a proven ability to present publically. They will be highly engaged with the wider community, relevant industry links and/or professional bodies.
- Adaptable and flexible to changes of circumstance.
- Highly organised.
- Enthusiastic and compassionate.
- Involved in the wider activities of school life.
- Committed to personal and professional development.
- Able to remain calm under pressure, with a good sense of humour.
- Confident to lead, inspire and contribute their own ideas and initiatives to the Faculty.
- Experienced in highly effective academic leadership; with an established reputation in a relevant discipline.
- Able to outline a successful and substantial record of project management, demonstrating attention to detail in operational delivery.
- Experienced in developing high performing and highly motivated teams.
- Able to combine strategic thinking with operational management.
- Able to problem-solve with creative, sometimes non-conventional solutions.
- Highly experienced with e-learning and the use of digital resources to enhance teaching and learning.
- Confident and credible with an ability to quickly build rapport and effective working relationships.
- Committed to collaboration, sharing, and the maximisation of resource and potential.
- Passionate about the Performing Arts and its development.