

25

2000-2025  
Anniversary



British School  
of Bucharest

BRIEF FOR THE POSITION OF

# DIRECTOR OF PASTORAL CARE AND INCLUSION

[WWW.britishschool.ro](http://www.britishschool.ro)



## Dear Applicant,



I am delighted that you have expressed interest in the role of Director of Pastoral Care and Inclusion at the British School of Bucharest and invite you to learn more about this exciting and unique opportunity. This brochure seeks to outline the requirements for the role, as well as offer insights into the rewards that senior leadership at a successful and established British international school in Europe can bring.

BSB is a highly regarded British international school of repute which has been well earned through the hard work and dedication of our staff and wider school community. Our distinctive, creative and rigorous approach to education at every phase distinguishes us from the nearly 14,000 English-medium international schools across the world, and we are proud to have achieved the Independent Schools Inspectorate's highest rating of Excellent in two consecutive inspections. We feel a sense of great pride in the achievements and ethos of BSB over the last 25 years and are now turning with exhilaration and optimism towards planning for the next stage in the School's development. It is, therefore, an exciting and rewarding time to be joining us in leading the academic personal development of our young people.

The successful applicant will join our team in further developing the legacy culture founded on academic achievement, and pastoral care and support for students throughout their journey through Primary education, with a particular focus on the progress and wellbeing of students across the EYFS, KS1 and KS2, as well as children who benefit from the support of our Learning Support and EAL Departments, student leadership programme and House System.

The Director of Pastoral Care and Inclusion will report to the Head of Primary and will also be a key member of the whole-school Senior Leadership Team (consisting of 5 Primary members and 5 Secondary members), playing a critical role in developing the school's future strategy, working closely with other departments within the organisation. As such, the Director of Pastoral Care and Inclusion will be a suitably qualified teacher with previous experience of National Curriculum for England, school leadership and line management, behaviour management and modification, student leadership, SEND, and who may aspire to move on to Headship in the future.

The Director of Pastoral Care and Inclusion will be keen to develop themselves professionally and personally, as well as show commitment to providing opportunities for others to do so. The ability to build and lead effective and harmonious teams, cultivating positive, productive and inspiring professional relationships, will be essential alongside possessing a high level of time management and organisational skills. The Director of Pastoral Care and Inclusion will work with drive, vision and a strong sense of purpose rooted in improving outcomes for our students. Being solutions-oriented and pragmatic, the successful candidate will possess an innate ability to overcome obstacles with resilience and unassailable optimism. They will uphold the most positive attributes of strategic, ethical leadership and be a role model for all staff members and students, demonstrating strong moral principles through both words and actions.

The post will require a solid understanding of the challenges and benefits of working in international education, and the successful candidate will be appreciative of the traditions and cultural nuances of living and working in a host country. In addition, the willingness to support and uphold the overall, broader ambition and values of BSB will be of key importance.

Although there is not a class commitment, the Director of Pastoral Care and Inclusion will have teaching responsibilities to provide PPA cover across the school; therefore, applicants should have a strong record of exemplary teaching across the EYFS and Primary. A willingness to contribute to the wider or extra-curricular life of BSB is essential, as the successful candidate will be expected to contribute to our rich and varied co-curricular and enrichment programmes, as well as to take active part in school events.

The description of roles and responsibilities below is not an exhaustive list in itself and is likely to develop, over time, in ways which will enrich both the educational experience of our students, and the professional development of the successful applicant.

Please do not hesitate to get in touch if you require any further information or would like to organise an informal discussion about the role.

I look forward to receiving your application.

Best wishes,  
**Victoria Smith**  
Head of Primary



## **POSITION TITLE**

Director of Pastoral Care and Inclusion

## **GENERIC TITLE**

Deputy Head

## **DEPARTMENT**

Primary School

## **REPORTS TO**

Head of Primary (HoP)

### **General Summary**

The Director of Pastoral Care and Inclusion (DoPCI) will support the HoP and wider SLT in upholding the philosophy of the British School of Bucharest and will assist in coordinating and ensuring the continuing development of the primary phase. The DoPCI will support the HoP in the review and implementation of the most recent initiatives in line with UK expectations for student wellbeing and the school philosophy. The role will involve assisting with all aspects of Primary development, with a focus on pastoral systems and care, student leadership, regular PPA cover, school values, developing leadership at all levels and school improvement. The role will be carried out in addition to the assigned teaching responsibilities.

The post holder will act professionally promoting the interests of the students and the school, while carrying out the leadership responsibilities and tasks below, as well as any further task or leadership projects deemed reasonable by the Head of Primary:

# 1

## OPERATIONAL AND PASTORAL

- Lead the pastoral welfare of students and play an active role in promoting their personal and social development.
- Liaise with the Educational Psychologists, Office, Security Team and Nurse over student welfare and pastoral issues and concerns.
- Develop ways to consistently instil the BSB values in staff and students.
- Work with the Director of Studies (Deputy Head of Primary) to assist with the coordination of the year-start, Primary induction schedule, and ongoing INSET.
- Act as key liaison on significant pastoral matters for parents, teachers and Year Group Leaders.
- Support the HoP in the organisation of major, whole Primary School events
- Contribute to the maintenance and development of the Primary Behaviour Policy.
- Support the Director of Academic Studies and Directors of Key Stage in promoting academic excellence across



**We provide a dynamic and progressive education that helps pupils be confident to strive for high standards in all disciplines.**





Primary, ensuring that mentoring and strategies to improve academic achievements are implemented and supported within the pastoral system.

- Oversee behaviour and sanctions within the Primary School and ensure that all teachers are aware of how the behaviour policy should be implemented.
- Support colleagues in the effective management of students, including uniform.
- Implement appropriate means of recognising and rewarding good student performance and effort.
- Ensure accurate, relevant and up to date records of intervention are kept on all pupils by use of recording systems, such as iSAMS or CPOMS.
- Maintain oversight of student attendance and punctuality.
- Lead and oversee all aspects of registration procedures in order to sustain improvements in punctuality and attendance across Primary.
- Act as a member of the Safeguarding Team.
- Ensure that the PASS-A and PASS-B and other relevant pastoral surveys are conducted, where appropriate in liaison with the Assessment Co-ordinator and the Primary School and that the data is collated, analysed and presented to SLT or other relevant groups. Action plans should then be drawn up and followed through in conjunction with Year Group Leaders.
- Play a leading role in the admissions process of prospective students and the induction of new students.



**The quality of the pupils' learning and achievement is excellent.**

***UK Independent Schools Inspectorate, 2022***

## 2

## LEADERSHIP AND MANAGEMENT



Throughout the school, pupils' development of self-awareness and self-esteem are promoted by means of a range of activities. These include assemblies, public speaking and performance opportunities.

*UK Independent Schools Inspectorate, 2022*

- Act as line manager for the EAL Department, the Primary SENCO, School Counsellor, Student Leadership Coordinator, Charities Coordinator and full time cover staff, including performance development and professional learning, staff code of conduct and professional competency.
- Assist with the recruitment and orientation of new staff.
- Support teachers with aspects of classroom management and teaching and learning if required.
- Have oversight and management of the House system and Student Leadership.
- Chair 1:1 meetings with the individuals line managed at least bi-weekly, ensuring the setting of the agenda and keeping minutes.
- Share good practice regularly or as required with colleagues through the INSET schedule or ad hoc presentations or workshops.
- Ensure that teaching staff are consistently applying school policy and promoting high standards across all school activities.
- Support whole school decisions published by the Senior Leadership Team and /or Primary Leadership Team.
- Act as the whole school ECT Coordinator, managing the administrative and training requirements of ECT



induction, as well as maintaining oversight of mentor appointment and training in collaboration with Secondary point person.

- Play a major role in formulating and reviewing the Primary Improvement Plan by establishing and contributing to policies as appropriate, managing staff and resources as required and monitoring progress towards their achievement.
- Support teachers in working towards their individual continual professional development.
- Carry out lesson observations and provide developmental feedback in line with relevant policies.
- Seek continuing, personal professional development, stay up-to-date with the latest UK pastoral developments and contribute as such to the whole-school CPD programme.
- Act as a consistent role model to all students providing them with advice, knowledge and mentorship that extends beyond the delivery of the curriculum.
- Provide cover for PPA across the Primary School, including EYFS.
- Comply with the Code of Ethics as well as to all policies and procedures of the school.
- Deputise for the HoP in their absence on a rota with Primary SLT (PSLT) and chair Primary meetings and briefings in the absence of the HoP in such a way as to promote professional harmony, efficiency and high levels of forward planning and administrative organisation.
- Provide a visible presence around the School (including during CCAs) every day.
- Maintain and promote links with the Secondary School.
- Take an active role in Year 6 to Year 7 transition alongside the Director of KS2, Director of Academic Studies and Year 6 Leader.



### 3

## LEADING SCHOOL CULTURE, COMPLIANCE AND IMPROVEMENT

- Oversee the promotion of the school values and BSB student and staff profiles.
- Build an ethos which secures a caring, positive environment in which all students can reach their potential.
- Support the HoP and Director of Academic Studies to implement all teaching and learning and assessment policies and ensure its adherence across the Secondary School.
- Support the HoP in evaluating, coordinating and developing the Primary Improvement Plan.
- Assist the Heads of School in preparing for ISI inspection or other compliance visits or procedures.
- Maintain a high level of visibility and approachability, including visiting classrooms and being present at the gate at the start and end of school each day.
- Support the Marketing and Events Department, allocating students for interviews, filming and ensuring compliance with the branding policy and expectations for community and promotional publications.
- Ensure good use of specialist learning environments, including outdoors.
- Engage in professional learning as required by the School.



## 4

## ADDITIONAL RESPONSIBILITIES

- Create an annual rota of key stage assemblies.
- Lead assemblies, presentations or support in public events or appearances as required.
- Play an active role in the calendaring of events as required, ensuring there is equity and balance and that issues are resolved in a timely manner.
- Support the HoS or Director of Studies in the annual orders process.
- As required, work with staff members from all levels of the School to establish and lead working parties or focus groups.
- Contribute to the BSB University and CCA programmes.
- To oversee communication and liaison with parents on pastoral matters to enable them to support their children, including hosting or leading pastoral information sessions and / or presentations to parents.
- Maintain all aspects of the school management systems (iSAMS and CPOMS) to support the smooth delivery of pastoral care, which includes management of registration process. Ensure that all data and information is current and up-to-date, including absence codes, and that all relevant information is shared with staff and parents.
- Oversee aspects of the emergency procedures and drills, such as ensuring an emergency drill list is published and distributed and relevant information is shared with staff. Ensure also that drills are carried out in accordance with regulations and to a high standard.
- Ensure that areas of the website relating to pastoral matters are regularly updated.
- Attend any events and represent the School as required.



## 5

## PERSON SPECIFICATION

The following criteria will be assessed either as part of the application form or at interview. Your application letter should address all points below.

	Essential	Desirable
<b>Qualifications</b>		
Educated to university degree level with teaching qualification	X	
Hold a post-graduate degree or senior leadership qualification (NPQSL, CPAH, MA/MSc)		X
Hold UK qualified teacher status		X
Demonstrate a commitment to personal and professional development whilst in post	X	
<b>Knowledge and Experience</b>		
Possess experience of the National Curriculum	X	
Have a working and effective knowledge of educational strategies to support the learning needs of all students across all subjects	X	
To have previously held a middle or senior leadership role for at least three years	X	
Excellent working and practical knowledge of SEND, EAL and Safeguarding and Child Protection	X	
Exhibit a practical knowledge and experience of coaching and mentoring staff and students		X
Experience of teaching in EYFS		X
Experience of teaching in KS1	X	
<b>Personal Qualities</b>		
High personal standard of written and oral communication	X	
Already possess experience of leading others	X	
Demonstrate an understanding of best practice in leadership	X	
Exhibit a grasp and practical application of the attributes of a member of a Senior Leadership Team	X	
Have a record of sustainable time and stress management, including adhering to deadlines	X	
Demonstrate a history of supporting school initiatives, including consistently meeting expectations for planning, assessment, marking and feedback	X	
Have the ability to manage own workload to lead and manage a multiplicity of tasks and strategies and meet tight deadlines	X	
Be willing to meet parents, students and other members of the school community and be sympathetic to their pastoral needs and challenges	X	
Ability to manage challenging conversations with diplomacy and composure	X	
<b>Teaching and Learning</b>		
Demonstrate evidence of being a consistently strong classroom practitioner and be willing and able to teach a class in any Primary Key Stage	X	
An understanding and effective delivery of the strategies required to maintain and improve standards of teaching and learning	X	
Be able to use student performance and pastoral data to lead learning strategies	X	
<b>General</b>		
Know how to overcome cultural challenges to ensure harmonious and collegial relationships prevail inside and outside of the organisation	X	
Support and uphold the values and operational culture of BSB	X	
Support the work of other departments in BSB, in an <i>ex officio</i> capacity	X	
Uphold and adhere to all professional standards and policies at BSB	X	



25

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## **British School of Bucharest**

Early Years Foundation Stage / Primary / Secondary

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