

25

2000-2025  
Anniversary



British School  
of Bucharest

BRIEF FOR THE  
**POSITION OF  
DIRECTOR OF STUDIES**  
**BRITISH SCHOOL OF BUCHAREST**

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



## Dear Applicant

I am delighted that you have taken an interest in the post of Director of Studies. This brief seeks to outline the requirements for the role, as well as offering insights into the rewards that the challenges and commitment which a Senior Leadership role at a highly successful and established British international school in Europe can bring.

Whether you are an experienced school leader or are considering your first leadership post and whether you have some international teaching experience, or indeed none, I would welcome your application or the opportunity to discuss the role informally with you.

The successful applicant will take the lead on further developing the legacy culture founded on academic achievement and pastoral care, as well as quality assurance in learning and teaching, and support for students in their studies across all ability ranges and across all Key Stages in Secondary.

The Director of Studies will report to the Head of Secondary but will be a key member of the whole-school Senior Leadership Team and will also play a developmental role in helping to develop the school's future strategy, as well as working closely with other departments within the school.

The Director of Studies will be keen to develop themselves professionally and personally, as well as encouraging and providing opportunities for others to do so. The ability to build and lead effective and harmonious teams, as well as possessing a high level of personal and professional administrative organisation will be essential, whilst in the process, developing personal leadership and developing and inspiring future leadership in others. The Director of Studies will work with drive, vision and a sense of purpose. Being internationally sympathetic and understanding of different cultures, the successful candidate will possess the innate ability to overcome obstacles with resilience and unassailable optimism. They will uphold the most positive attributes of what it means to be a senior leader in a successful and thriving British international school and being a role model for all staff members across the School by demonstrating strong ethical values in words and actions; that is, kind in words but strong in values.

The post will require a boundless understanding of the cultural challenges of working in a British international school and the successful candidate will be sympathetic to the traditions and cultural nuances of living and working in Romania. In addition, the willingness to support and uphold the overall, broader and founding ambition and values of BSB will be of key importance.

The post is likely to have a teaching allocation and therefore applicants should have a strong academic record, including a good degree in the relevant subject and be an example as a strong classroom practitioner. 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 the rich and varied co-curricular programme, as well as possessing a passion and enthusiasm for the applicant's main teaching subject area.

The British School of Bucharest is an established and highly regarded British international school of repute and which is well deserved and well earned. As such, we have celebrated many achievements and the whole community has worked with dedication over these years to grow and nurture the School and transform it into the thriving and happy community that it is. There is a sense of great pride in the achievements and ethos of BSB, not least with our most recent steady growth in student numbers in Secondary.

It is an exciting and rewarding time to be joining the British School of Bucharest to lead the academic future for all students.

This job description is not an exhaustive list in itself and may be adapted to best fit the skills of the appointed candidate. The job description may be modified through consultation between the post holder and the Head of Secondary.

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



Best wishes,  
**Jason Porter**  
Head of Secondary

# THE ROLE

**Specific Title:** Director of Studies (Deputy Head of Secondary)

**Generic Title:** Deputy Head

**Department:** Secondary School

**Reports to:** Head of Secondary School (HoS)

**General Summary:** The Director of Studies (Deputy Head of Secondary) will support the HoS in upholding the philosophy of the British School of Bucharest and will assist in coordinating and ensuring the continuing development of the secondary phase. The Director of Studies will support the HoS in developing the Secondary timetable and organising secondary curriculum, cover and other key operational procedures. The Director of Studies will also assist the HoS in the review and implementation of the most recent initiatives in line with the National Curriculum objectives and the school philosophy. The role will involve assisting with all aspects of secondary development, with a focus on curriculum evaluation, development and delivery. The role will be carried out in addition to the assigned teaching lessons.

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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 or HoS:



## 1.0 Leading Learning - Curriculum, Academic Monitoring, Assessment and Student Support

- Support the Heads of Faculty to monitor and evaluate curriculum documentation and records within the secondary phase to ensure high standards are maintained within supportive and caring classroom environments.
- Liaise with EAL, MAT and SEN Co-ordinators where necessary regarding curriculum and assessment issues, line managing these departments as required.
- To deliver appropriate training and inset to teachers on curriculum and assessment matters.
- Lead by example to promote high standards in the delivery of the curriculum by sharing own good practice with colleagues and by creating a culture and methods where practice is shared at Faculty meetings and staff INSET sessions.
- Keep abreast of educational developments and best practice in the UK independent, international and state education systems and disseminate as required to staff, students and parents.
- Ensure that a system and process of quality assurance is set up and adhered to in order to monitor and evaluate the teaching and learning through a programme of observations at all levels of management and leadership in the School, including mutual observation, work scrutiny and developmental feedback to teachers.
- Devise and publish an academic and quality assurance calendar for the academic year ahead.
- Set a rationale and process for learning walks for Heads of Faculty (HoFs) and Senior Leadership Group (SLG) to ensure quality assurance of teaching and learning and that useful and meaningful feedback is delivered and best practice is shared.
- Support all colleagues, including Heads of Faculty, in the promotion of high teaching and learning standards in each subject area by offering CPD, access to resources or personal and professional development or mentoring.
- Work closely with the Computer Science Faculty, the Head of IT Technical Support and other relevant staff in ensuring that technology plays a vital role in the delivery of the curriculum and that best practice in teaching and learning with ICT is shared.
- Continuously review and evaluate the assessment and grading system to ensure that they best inform planning for teaching and learning, are transparent and understandable to and shared with parents and enable students to understand their attainment and make progress.
- Manage the book scrutiny process and student marking and feedback interviews and the feedback to staff.
- Devise and publish an academic calendar for the school year, which includes key assessment information and dates, reporting deadlines and parents' evenings, among other relevant details.
- Ensure every available support is available for students in order for them perform at their best in examinations, including the provision of a revision programme, targeted academic mentoring or coaching, a robust and effective programme is in place during study leave to continue to support students' learning, among any other appropriate initiatives or strategies.
- Use all data available (CAT, PASS, report grades etc.) to gain full oversight of student academic progress and consequently, implement, record and lead an on-going academic monitoring and subsequent support and intervention programmes for all students in Secondary. Ensure that HoFs are also doing so for each Faculty.
- Line manage the Assessment Coordinator and Data Manager to ensure that these data are gathered, stored and disseminated in the most effective way.
- Use the examination report produced by the Assessment Coordinator to produce an annual examination analysis to present to all Secondary staff at the start of the academic year.
- Meet with all HoFs to discuss examination results and in conjunction, set future strategic targets to seek to improve subsequent student academic outcomes, based on a number of indicators, including value added.
- Analyse student academic data and give a termly report to the HoS and convene appropriate student academic review meetings with Heads of Key Stage.



## 2.0 Leading People and Teams

- Convene and chair meetings with the Head of Faculty team at least bi-weekly, setting an agenda, keeping and distributing minutes and follow the same procedure for any other academic meeting, such as Faculty meetings or student academic review meetings.
- To lead HOFs to monitor the quality and accuracy of assessment in their subject.
- Support the HoS in developing positive working relationships with and between all students and staff in the school.
- Assist with the orientation of new staff in the school.
- Support teachers in the classroom with aspects of classroom management and teaching and learning if required.
- Support teachers in working towards their individual continual professional development.
- Be responsible for implementing and monitoring Performance Management for staff together with HoS and HoFs and disciplinary procedures, when required.
- Carry out staff training where appropriate for any areas of the curriculum or skills associated with learning and teaching and monitor, with the HoS, the feedback process from professional development courses attended by staff.
- Work closely with HoFs in developing schemes of work, policy documents and development plans, and ensure that relevant planning and evaluations are completed
- Be committed to the development of own personal and professional development
- To convene and chair meetings with parents and children to discuss academic performance, setting and assessments.
- To lead meetings related to setting and provide staff and parents with clear criteria on how the setting procedure is carried out.
- As required, work with staff members from all levels of the School to establish and lead working parties or focus groups.



## 3.0 Leading School Culture, Compliance and Improvement

- Working with HoS and HoFs, to develop and monitor the curriculum in all Key Stages. This will include identification and implementation of strategies for development of teaching and learning and assessment for learning.
- Support the HoS & Assessment Coordinator to implement all teaching and learning and assessment policies and ensure its adherence across the Secondary School.
- To support the Head of Secondary in evaluating, co-ordinating and developing the Secondary Improvement Plan with particular regard to academic aims and standards of the Secondary School in partnership with students, staff, The Board and parents.
- To lead Curriculum Review Committee meetings and report to the HoS or Head on progress and development.
- Be responsible for the regular review of whole-school curriculum policies.
- Assist the Head and HoS in preparing for ISI inspection or other compliance visits or procedures.
- Build an ethos which secures a caring, positive environment in which all students can reach their potential.
- Support the HoFs with their annual Faculty Improvement Plans and associated deadlines and curriculum planning.

## 4.0 General Operational Management and Communication

- Deputise for the HoS in their absence and chair Secondary meetings and briefings in the absence of the HoS, in such a way as to promote professional harmony, efficiency and high levels of forward planning and administrative organisation.
- To oversee communication and liaison with parents on academic matters to enable them to support their children.
- Maintain all aspects of the school management system (iSAMS, academic databases on MS Teams and Google Classroom) to support the smooth delivery of the curriculum, which includes management of the timetable and that all data and information is current and up-to-date.
- Lead co-ordinate, manage and arrange all internal exams including summer, progress and mock examinations, supervision of all internal examinations within the Secondary School in consultation with the HoFs, Examinations Officer and Deputy Examinations Officer (where appropriate) and HoS.
- Line manage the Examinations Officer and Deputy Examinations Officer.
- Work with the HoS to lead the annual orders process.
- Organise and monitor the Secondary department's timetable in conjunction with HoS and Timetable Coordinator
- Ensure that all curriculum information is updated and communicated to parents and staff, such as the homework timetable, curriculum prospecti etc.
- Set up and disseminate daily staff cover and before and after-school if required, during after or pre-school clubs times and including morning registration and form periods.
- Assist HoS with the organisation of parent consultation evenings, open days, and other school events.
- Lead assemblies, presentations or support in public events or appearances as required.
- Ensure that all resources, including those from the Resource Room/Library including textbooks, are shared in a fair and agreeable manner and that a system is in place for their return at the end of the academic year.



- Work with the HoS, and IT administrative staff in leading the school's reporting procedures and assist teaching staff as required with the reporting procedures, ensuring that school reports are of the highest standard in quality of language and content and are distributed to parents in a timely way.
- Provide a visible presence around the Secondary School (including going into classrooms and CCAs) every day.
- Act as a consistent role model to all students providing them with advice, knowledge and mentorship that extends beyond the delivery of the curriculum.
- Comply with the Code of Ethics as well as to all policies and procedures of the school.
- To maintain and promote links with the Primary School, including taking the lead on the academic and curriculum aspects of Year 6-7 transition.
- Assist the SLG in deciding appropriate whole school INSET
- Be closely involved in the appointment and induction of new teaching staff
- Ensure that areas of the website relating to academic matters are regularly updated and that contributions to the school magazine are made as required.
- Lead the Key Stage 4 and 5 options process, including working with the marketing department for the design and publication of relevant literature.



## 5.0 Leadership within the wider community

- Take the lead on academic matters for the admissions process of prospective students: ensure that the relevant assessment papers and examinations by subject are level appropriate and in place, be involved when required in the interview and assessment process of prospective students, discuss Key Stage 4 and 5 options choices with prospective students and parents before enrolment and disseminate this information to relevant HoFs and staff.
- Work with the Head and HoS to take a leading role in the academic assessment for the scholarship process, including overseeing practical arrangements on the scholarship selection days themselves.
- Assist the HoS in producing references for current students' future schools
- Oversee the provision to support students with sitting Common Entrance, ISEB examinations etc. as needed, including working with the Examinations Officer to ensure that relevant examinations are sat and there is liaison with the previous school.
- Attend any events and represent the School as required.

# 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	X	
Hold a post-graduate degree or professional qualification relevant to the post		X
Hold 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 GCSE, IGCSE and A level curricula		x
Have a working and effective knowledge of educational strategies to support the learning needs of all students	X	
To have previously held a middle or senior leadership role for at least three years	X	
Experience of managing an academic department		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
<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 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	
<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 Secondary 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 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	
To support the work of other departments in BSB, in an ex officio capacity	X	
To uphold and adhere to all professional standards and policies at BSB	X	





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## **British School of Bucharest**

Early Years Foundation Stage / Primary / Secondary

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