



Head Teacher and APIE Lead Practitioner Application Packs



**Head Teacher and APIE Lead Practitioner recruitment:
Umubano Primary School, Kigali, Rwanda: 2015 - 18**
www.umubanoprimary.org

Background and Vision: Umubano Primary School will be entering its third year of operation when it re- opens at the beginning of 2015. After two successful years of growth, the school now has fourteen teaching staff, three teaching assistants in the Early Childhood classes and 200 students, as well as an Office Manager, Groundsmen, Cook and Cleaners. It is a well-maintained, smart and happy learning environment on the outskirts of Kigali, Rwanda and has an active Parents Association.

Umubano is currently a private school run by APIE (www.apartnerineducation.org) and has always worked closely with the Rwandan Government. Now it wishes to further align with government policy and work towards local sustainability, while bringing in additional resources to raise standards and provide opportunities for all children in its catchment area. APIE has always been ambitious in its vision for Umubano; the next three years are ripe for further development and the Ministry has encouraged us to continue our work, particularly in developing areas of priority to Rwanda's vision for education.

The current priorities for Umubano School therefore include:

- Recruitment of up to a further 100 students from Nursery 1 through to P6
- Ensuring that all children local to the school have access to places (and are able to access scholarships if they cannot afford the fees.)
- Develop classes N1 - 3 as a Centre of Excellence for Early Childhood Education for Rwanda in line with the stated Government Priorities, with innovative and effective teaching in Kinyarwanda and English and to provide support for training teachers.
- Introduction of French and ICT in years P3 - 6.
- Strong moral, social and cultural education throughout school.
- Emphasis on developing the whole child, not only through high academic achievement, but also in sport, creative arts and citizenship and providing access to learning beyond the classroom.
- Planning for extension into lower secondary school (S1 -3)

In order to lead this vision into reality over the next three to five years, APIE and Umubano PS are recruiting for two new posts: A Head Teacher and an APIE Lead Practitioner in Early Childhood Education and English. Umubano is also delighted to be working in partnership with Wroxham Teaching and Learning Alliance in the UK (wroxhamtla.org.uk) to develop coaching and mentoring for staff and a mutually beneficial relationship between Umubano staff and those in the Alliance across the UK.

While the Head Teacher will have overall responsibility for the direction of the school and the Lead Practitioner will be expected to lead on both Early Childhood Education and English across the age range, the school will be working towards a devolved leadership model, with ongoing training and development for other members of staff to begin to take the lead on key areas, including: Kinyarwanda, French, ICT, Social, Moral and Cultural Education, Special Educational Needs.

The leadership team will develop the annual School Development Plan and lead this 'journey to excellence', being able to draw upon additional support through APIE, Wroxham TLA, the Ministry of Education in Rwanda (www.mineduc.gov.rwanda) and the Rwandan NGO network (www.rencp.org).

The two new posts are detailed individually below. However it will be essential that the two appointees are able to work in strong partnership, bringing together different and complementary skills, knowledge and qualities. Both leaders will be well supported by the experienced Office Manager, who will maintain responsibility for the day to day administration, finance and public relations processes.

To apply for either of these positions, please send your CV and a covering letter, explaining which post you are applying for and how you meet the requirements for the role, to: angie@apartnerineducation.org

We look forward to hearing from you.

Angie Kotler

APIE

Umubano Primary School Headteacher: Job Description

1. Strategic Direction of the school:

- Believe in the vision and mission of Umubano School and APIE, i.e. to deliver the Rwandan curriculum using the additional resources available through APIE to enhance and improve outcomes.
- Work in close partnership with the APIE Lead Practitioner, who will design and deliver in house training throughout the year for the staff.
- Be open to learning and developing new methods, while maintaining a clear vision and responsibility for the direction of the school.
- Lead by example and take the staff on a “journey to excellence”.
- Articulate the vision, monitor and evaluate the performance of the school and respond and report to the governing body as required.
- Ensure that management, finances, organisation and administration of the school support its vision and aims.
- Ensure that school policies and practices take account of national, local and school requirements as well of those of APIE.
- Monitor, evaluate and review the impact of policies, priorities and targets of the school in practice, and take action if necessary.
- Ensure that all those involved in the school are committed to its aims, motivated to achieve them, and involved in meeting long, medium and short term objectives and targets which secure the educational success of the school.

2. Teaching and Learning:

Work closely with the APIE Lead Practitioner to:

- Maintain an environment that promotes and secures good teaching, effective learning, high standards of achievement and good behaviour.
- Determine, organise, implement and monitor the curriculum and its assessment and ensure that statutory requirements are met.
- Ensure that pupils develop study skills in order to learn more effectively and with increasing independence.
- Determine, organise and implement a policy for the spiritual, moral, personal and social development of pupils.
- Monitor and evaluate the quality of teaching and learning and standards of achievement of all pupils in the school through appropriate methods.
- Determine and implement policies which promote:
 - Positive strategies for developing good relations and dealing with any incidents.
 - Equality of access to pupils of all backgrounds and abilities.
- Determine and implement positive strategies and programmes which ensure good pupil behaviour and discipline and give support and clear guidance on this to all concerned, including staff, pupils and families.
- Maintain an effective partnership with parents and the wider community to support and improve pupils’ achievement and personal development.

- Promote extra-curricular activities in accordance with the educational aims of the school, government priorities and additional opportunities provided by APIE.

3. *Leading and managing staff*

- Ensure that professional duties are fulfilled. Plan, allocate, support and evaluate work, ensuring clear delegation of tasks and devolution of responsibilities in keeping with conditions of employment.
- Work with the Lead Practitioner to implement and sustain effective systems for appraisals and target setting.
- Promote, participate in and monitor the continuing professional development of staff, including the induction of newly qualified teachers, in partnership with the Lead Practitioner.
- Identify areas for further development or training and implement in consultation with Lead Practitioner and governing body.
- Gradually develop and support a system of devolved management, to ensure that senior leaders can assume responsibility for aspects of school development as well as the discharge of the Head Teacher's function at any time when absent from school.
- Continue the development of good working relationships with governors, staff, pupils, parents/carers and the community.

4. *Efficient and effective deployment of staff and resources*

- Work with governors and senior colleagues, including the Lead Practitioner, to recruit and retain staff of the highest quality and to deploy staff effectively to attain the highest standards.
- Work with the Office Manager to:
 - Make arrangements for the security and effective supervision of the school buildings, their contents and the grounds.
 - Set appropriate priorities for expenditure, allocation of funds and develop effective administration and control of these.
 - Manage and organise the accommodation efficiently and effectively to ensure it meets the needs of the curriculum, community use and health and safety regulations.
 - Manage, monitor and review the range, quality and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.
 - Develop policies and procedures to ensure that all staff understand and comply with the safe, economic and efficient running of the school.

5. *Accountability*

- Develop an ethos of accountability where all the staff are committed to the journey to excellence, feel part of the vision, valued and recognise that they are collectively accountable for the success of the school.

- Present a coherent and accurate account of the school's performance in a form appropriate to the range of audiences, including governors, the Ministry of Education, the local community and others to enable them to play their part effectively.
- Ensure that parents/carers and pupils are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning and achieving the school's targets for improvement.
- Provide information, objective advice and support to the Governing Body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money.

6. Safeguarding Children & Safer Recruitment

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This includes the absolute commitment of Umubano School to the policy of no physical punishment of any kind to be administered by any member of staff to any child under any circumstances.

The Head Teacher should therefore ensure that:

- There are clear policies and procedures regarding guiding children's behaviour and discipline and these are adopted by the governing body and which are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of any children considered to be at risk.
- All staff feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

Person specification for Umubano Head Teacher post

- Recognised teaching qualification.
- Several years teaching experience either in Rwanda and/or elsewhere.
- Leadership experience either in teaching context or other similar profession and with proven ability to develop people and materialise a vision.
- Budget management experience and proven ability to manage financial affairs well.
- Preparedness to take on challenge, ability to problem-solve and persist in pursuing excellence.
- Understanding of the Rwandan education system, its connection to wider economic and social policy as well as the government's relationship with INGOs and what they are able to bring to the system.
- Open to new learning and ability to work in partnership.
- Ability to operate in the official languages of Rwanda: Kinyarwanda, English and French - not necessarily all to the same level.

APIE Lead Practitioner, Umubano Primary School (Early Childhood Education and English)

An opportunity has arisen with APIE for a Lead Practitioner to support the Head Teacher in developing the Centre of Excellence at Umubano Primary School by modelling and developing strong practice in Early Childhood Education, English as a second language across the school and the introduction of French and ICT in Years P3 - 6.

The post-holder will assist the Head Teacher, with the support of Wroxham Teaching and Learning Alliance, to recruit to and develop devolved leadership across the teaching staff, with different teachers ultimately taking responsibility for different subjects and areas of development both within and reaching beyond the school. The Lead Practitioner will be accountable to the Head Teacher, school Governors and to APIE and is expected to make a strong contribution to raising standards across the school, as well as increasing the professional development of the staff and ultimately co-ordinating district-wide training.

Duties of Lead Practitioner

- Work closely with the HT and the Office Manager in the day to day management of the school, including resourcing, staffing, finance, premises, public relations and marketing.
- Embody an ethos of holistic education; focusing specifically on social development and positive methods for guiding childrens' behaviour so that they feel valued and enjoy learning.
- Assist with the recruitment, selection, induction and development of all staff.
- Use own practice as model of outstanding teaching and learning within classrooms, help colleagues to create a stimulating environment for same and support them through regular observation, reflection and monitoring.
- Ensure continuity and progression within the curriculum, supporting colleagues in choosing appropriate teaching methods and setting clear learning objectives to maximise pupil achievement, in line with the School Development Plan and Government priorities.
- Establish clear targets for achievement and evaluate progress through appropriate assessment, records and termly analysis of data; ensuring that every pupil has the opportunity to reach their higher levels of potential and devise interventions for those who require additional support.
- Organise requirements for whole school staff development. Design and deliver in-service training, support external opportunities for training, provide regular coaching and mentoring for less experienced teachers.
- Take responsibility for drafting appraisal objectives and ensure agreed evidence is available for review against agreed criteria, support the HT in carrying out appraisals and secure and maintain good relationships with colleagues.
- Contribute to the corporate life of the school through effective contribution to systems and participation in management meetings, including developing stronger links with the community, Ministry, RENC/NGO networks and businesses where appropriate.

- Undertake any other professional duties which may be reasonably delegated by the HT.

Person Specification

- Recognised teaching qualification
- Minimum of three years teaching experience, either in Rwanda or elsewhere; including an EAL context.
- Experience of creating stimulating appropriate and innovative learning environments and proven track record of outstanding teaching to engage all pupils and raise achievement.
- Senior management experience either in teaching or other similar context, leading and developing colleagues and ability to adapt to different needs and circumstances.
- Consistent record of continuing professional development.
- Proven ability of planning the curriculum particularly in teaching English as an additional language.
- Experience of Early Childhood Education and understanding of pedagogy for young children.
- Strong interpersonal and cross-cultural skills, able to develop trusting relationships quickly.
- Experience in conflict resolution and reconciliation would be highly beneficial.
- Ability to work in partnership to collaborate and evaluate Professional Development.
- Effective grasp of ICT for learning.
- Innovative thinking for building community links and resourcing the school would be valuable.
- High expectations of self and others, leading by example in all aspects of work and conduct.
- Ability to collect and analyse data to adapt teaching where necessary to meet needs.
- Ability to design and deliver high quality professional development to colleagues.
- Ability to see through change whilst being sensitive and supportive to staff and confident in communication with pupils, colleagues, parents and other stakeholders.
- Proficient in or willing to learn official languages of Rwanda: Kinyarwanda, English and French, though not all to the same level.