

School Improvement Partner Candidate Pack

Bringing world-class education to Dubai





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Welcome from the CEO

Dear Applicant

Welcome to a delightful organisation comprising nearly 8,000 lifelong learners from over 100 countries; mentored and supported by over 1,100 academic and administrative staff from all over the world. Innoventures Education offers a truly international environment, focused in a city that is constantly seeing tomorrow, today: Dubai.

Our mission is to empower students with a holistic, rigorous and international education for success in an ever-changing world. What differentiates us is our student-centric approach where we judge our success by that of our students in achieving their personal goals. We strive to be innovative and at the cutting edge of not only the latest developments in education, but also those in system leadership. Distributed and collaborative models are in place that ensure all staff feel empowered, valued and developed professionally. The traditional, hierarchical approach to leadership and management has been somewhat eschewed in favour of a structure of professional accountability. I personally feel that this encourages innovation and provides the vibrant learning environment that maximises success for all – students and staff alike!

As a School Improvement Partner, your role will involve supporting me to guide and challenge our academic leaders in delivering an even more enriching pedagogic experience. You will be joining our group at an exciting time. All of our schools consistently receive at least a Good inspection rating from the Dubai



School Inspection Bureau, and Dubai International Academy has just been judged as Outstanding! We are in no way complacent about this and know that we must continuously strive to improve in all areas to provide the best for our students.

Over the next pages we have tried to provide a sense of our constituents as well as define your key attributes and deliverables. For me personally, three attributes are critical:

1. that you have to believe in collaboration;
2. that you must be self-driven, ready to take on fresh and uncharted paths literally everyday!

And;

3. that you are willing to go the extra mile to achieve excellence.

If this is what you are, and would like to spend the next few years of your academic life with us.

Ahlan wa Sahlan!

Poonam Bhojani

About Us

Innoventures Education was established in 2004 with the vision of providing world-class education. The first under its umbrella of schools was Dubai International Academy, that opened in 2005, and within a few years, it has been established as one of the premier international schools in Dubai.

In 2010, Innoventures Education took over the management of the Raffles Schools and Nurseries in Dubai. Collegiate American School, a premium international school that offers the best of American education with a curriculum based on the American Common Core Standards, was added to the portfolio in 2011.

Innoventures Education also manages Burj Daycare Nursery that opened in 2012 and is located in the prestigious Burj Khalifa complex.



Today, nearly 8,000 pupils from over 100 countries, ranging in age from 18 months to 18 years, study in schools and nurseries managed by Innoventures Education, making it a significant stakeholder in the education sector in Dubai.

Our Schools & Nurseries

Dubai International Academy



In the most recent Dubai Schools Inspection Bureau inspection DIA was awarded Outstanding status – the first IB school in Dubai to receive this accolade. DIA is also accredited by the Council of International School (CIS) and NEASC (New England Association of Schools and Colleges). It is a member of MEIBA (Middle East IB Association), Dubai Private Schools Group (DPSG), THIMUN (The Hague International Model United Nations) and NESAC (Near East South Asia Council of Overseas Schools). It is one of the first schools in the UAE to be awarded the prestigious Green Flag by Eco-Schools UAE.

Established in September 2005, Dubai International Academy (DIA) is the first school in UAE to be authorised by the Geneva based international Baccalaureate to offer the full continuum of the (IB) programmes - Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP). It is an IB World School that has a student population of over 2050 students from over 85 countries.

The IB programmes are designed to challenge students to meet internationally recognised standards in academic achievement as students prepare for higher education and the knowledge economy. We take pride in our students' university placements that have been to the top ranking universities in the US, the UK and around the world.

Collegiate American School

Collegiate American School (CAS) offers an American educational programme based on the American Common Core Standards that emphasises the use of the best practices in curriculum, assessment and instruction.

Open from PKG to Grade 10, CAS offers a technology-enabled learning environment that focuses on a digital learning curriculum. Next year the school is expanding into Grade 11, offering the IB Diploma Programme to students. CAS provides a framework that prepares our students for the expectations of universities and careers. These standards include benchmarking against the US state standards as well as international sources.

At CAS we take our responsibility for the education, care and welfare of each child very seriously. It helps us establish the cornerstones that support the growth of lifelong learners, and helps them mature into positive and productive contributors to the communities they live in.



Established in 2011 CAS, is fully accredited by the Council of International Schools (CIS) and awaiting formal authorisation from NEASC (New England Association of Schools and Colleges), and to offer the IB Diploma Programme from August 2016. CAS has more than 800 students from over 70 countries. All our academic staff members are vastly experienced, highly qualified and extensively trained.

Raffles International School



Raffles International School (RIS) offers the full continuum of the UK-based, globally recognised, Cambridge curriculum leading up to IGCSE and A-levels. With over 1800 students, RIS is the first school in the UAE to offer a unique combination of Montessori Pre-school and an enriched Cambridge International curriculum enhanced by a well-developed language studies programme,

which includes Arabic, French, Mandarin and English Language Support (ELS).

The Montessori Programme is offered in Kindergarten, the Cambridge Primary Programme (CPP) in Years 2 to 6 and Cambridge Secondary 1 (CS1) for the Secondary School in Years 7 to 9. Students in Year 10 follow a full range of IGCSE courses.

RIS works towards securing the foundations of a child's education in a secure learning environment while helping them develop capabilities to succeed. Established in 2007, the school has more than 1960 pupils from more than 78 nationalities. RIS is a regular member of the Council of International Schools (CIS) and working towards accreditation. It is a full member of the BSO (British Schools Overseas) and a Cambridge International Examinations Centre (CIE).

Raffles World Academy

Raffles World Academy (RWA) is committed to imparting excellence in education by striving to provide each student with opportunities to reach their full potential as lifelong learners in a holistic, challenging and supportive learning environment. RWA is an IB World School that offers a combination of International Baccalaureate (IB) and Cambridge International curriculum from KG 1 to Grade 12.

The IB Primary Years Programme (PYP) is offered from KG 1 to Grade 5, the Cambridge Secondary 1 Programme (CS1) in Grades 6 to 8, the International General Certificate of Secondary Education (IGCSE) in Grades 9 and 10 and the IB Diploma Programme (DP) is offered in Grades 11 and 12. The school has an international population of over 2000 students from more than 85 nationalities and an equally diverse academic and administrative team.

RWA is an IB World School, fully accredited by the Council of International Schools (CIS) and a Cambridge International Examination Board



Centre (CIE). It is a member of the Middle East IB Association (MEIBA) and one of the first schools to receive the prestigious Green Flag from Eco-Schools UAE. The rigour of the Cambridge IGCSE and IB Diploma Programme challenges students to meet internationally recognised standards in academic achievement while preparing them for higher education and the knowledge economy. Students graduate from RWA with a broadened world-view and the mental agility to pursue their dreams in an ever-changing global landscape.

Raffles International School Nurseries



Raffles International School Nurseries (RISN) in Dubai strive to provide each student with opportunities to reach their full potential as lifelong learners in a holistic, challenging and supportive learning environment.

The Nursery encourages children to become independent, enquiring and enthusiastic learners by providing them with a learning environment that is based on their needs, interests and skills.

RISN operates nine nurseries at various locations in Dubai and offers a choice of two curriculums: the United Kingdom Early Years Foundation Stage (EYFS) programme which focuses on each child's individual needs, interests and stage of development; and the Montessori Programme. RISN is accredited and certified by the Pre- School Learning Alliance (U.K.). RISN in Dubai have close to 850 pupils of more than 85 nationalities and an equally diverse academic and administrative team of over 145 members from 22 countries.

Burj Daycare Nursery

The Burj Daycare Nursery is the newest addition to our growing portfolio of nurseries, located within the prestigious Burj Khalifa. The curriculum followed at the Burj Daycare Nursery is based on the United Kingdom's Early Years Foundation Stage (EYFS) programme which focuses on each child's individual needs, interests and stage of development. The purpose-built facility has been carefully designed, taking into consideration a safe and secure environment which is the foremost priority of every parent.

We welcome children from the age of 18 months to 4. To facilitate the various needs of working parents and at-home mothers, we offer semester sessions as well as a choice of hourly, daily and weekly sessions.



We strongly uphold the belief that education and care are inseparable in the important early years as they form the basis for a child's social, emotional and intellectual development.



The Role

- Section:** Innoventures Education
School Development Unit
- Job Title:** School Improvement Partner
- Reports to:** Chief Executive Officer

Core Purpose

The core purpose of the School Improvement Partner is to improve outcomes and the quality of provision for children and young people in all Innoventures Education schools and nurseries. In particular, that:

- progress and attainment for all students is at or above expected levels;
- all schools and settings are deemed to be at least 'Good';
- the number of 'Outstanding' schools and settings increases.

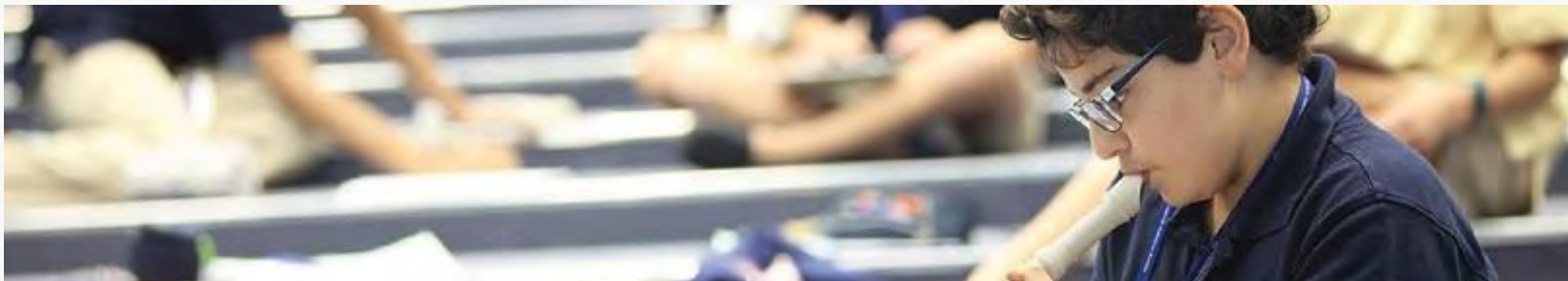
The scope of work therefore has a clear focus upon leadership development, management structures, and improving teaching and learning to support school improvement priorities. It blends central training and consultancy, delivered in a range of ways, with the aim of improving the quality of teaching and learning outcomes for pupils.

Main Responsibilities

Within this scope of work, members of the School Development Unit will be expected to undertake duties across the group but also in individual schools, as School Improvement Partners. The key responsibilities for each of these roles are outlined below:

Group-based Responsibilities

- To work with the Chief Executive Officer, to set a vision for quality and standards and to put in place and be responsible for the strategy to secure that vision.



- To lead and manage school improvement services and deliver the school improvement strategy ensuring that quality and standards continue to improve and all schools secure at least a Very Good inspection status
- To provide expert advice, reporting and guidance to the Chief Executive Officer, Innoventures Education Advisory Group and to school Principals and Senior Leaders.
- To ensure that services are rigorously evaluated in terms of quality and outcomes.
- To set and deliver to service standards which comply with local, national and international requirements and evidence of “what works” from research.
- To ensure services are planned, delivered and evaluated in ways which take full account of the views of all relevant stake holders.
- To plan and manage programmes of change and projects designed to improve service outcomes.
- To support and deliver the wider corporate priorities of Innoventures Education.
- To promote and advocate for the Innoventures Education group of Schools and nurseries.
- To be part of the Chief Executive Officer’s Senior Leadership Team, and take full corporate responsibility for the decisions of that team.
- To report to the Innoventures Education Advisory Group, its members and other officers as required.
- To undertake duties at the request of the Chief Executive Officer.



SIP Responsibilities

- To support Principals to develop, realise and maintain the very highest standards of classroom practice, student attainment & progress, and leadership & management systems.
- To provide challenge and hold Principals to account for the rigorous implementation of the School Improvement Plan.
- To work with Principals to drive school improvement initiatives.
- To support and challenge Principals on the development of robust self-evaluation practices, which contribute directly to the accurate identification of school improvement priorities and intervention programmes.

This is in no way an exhaustive list and the School Improvement Partner will be required to undertake additional duties in order to ensure the smooth day-to-day running of Innoventures Education schools and nurseries. They are also required to undertake any other duty as assigned to them by the Chief Executive Officer. This job description will be reviewed at least annually as part of the School Improvement Partner’s Performance Management process.



Person Specification

| Attributes | Essential | Desirable | How identified |
|------------------------------|--|---|----------------------------------|
| Education and Qualifications | <ul style="list-style-type: none"> A good honours degree, PGCE/BEd and QTS. Evidence of further professional study e.g. MA, NPQH, PhD. | | Application form. References. |
| Relevant experience | <ul style="list-style-type: none"> Successful experience at Headship level or as a member of a regional/national school improvement team (or equivalent) Recent experience of having led, or significantly contributed to the success of a school through its leadership, ethos, teaching and results Demonstrable experience of significantly raising standards, in challenging/complex environments Experience of leading and managing innovation and change Experience of leading strategic reviews and using outcomes to inform resource allocation Proven ability to improve performance and build capacity through coaching, challenge and support Understanding and experience of system leadership Experience of developing a philosophy of high aspiration and expectation for every student, including those who have special educational needs and those who are more able Experience of dealing with and analysing data and broader information whilst under pressure Sound track record of performance managing professional staff; driving morale, raising standards and promoting a team ethos, particularly with regard to a multi-site organisation Proven success in building effective partnerships and links including with central government, schools, education authorities and agencies, to maximise networks and opportunities | <ul style="list-style-type: none"> Successful headship experience in more than one school Experience of leading schools at group level as Executive Head /Principal | Application form. References. |



Person Specification (continued)

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|-------------------------------------|--|--|--|
| <p>Special knowledge and skills</p> | <ul style="list-style-type: none"> • Ability to support as well as challenge underperformance • Capable of influencing a range of senior leaders and driving forward with large scale change programmes • Ability to meet the demands of competing and challenging priorities with a drive to make the highest possible impact in terms of improving outcomes • Able to demonstrate a range of leadership styles used effectively according to context • Articulate, confident communicator and influencer able to connect with a range of audiences using a sophisticated range of well-developed presentation skills • Ability to build strong relationships acting as an effective ambassador for the Trust • High levels of emotional intelligence responding to subtle clues and demonstrating situational awareness • Extensive knowledge of the innovative deployment of technology in improving learning outcomes • Ability to work autonomously and yet contribute significantly to the team dynamic within a fast paced senior leadership team as a strong team player and knowledge sharer • Creative solution-focused thinker with an ability to generate new ideas, think ahead, pre-empt and offer solutions whilst keeping the end goal always in mind • Resilient and resourceful with a tenacity to unpick the most complex of situations • Effective leader who can build a positive organisational culture, encourage reflection, delegate responsibility, build teams, strive for continuous improvement and inspire staff to achieve their full potential | <ul style="list-style-type: none"> • A track record in operational leadership and/or project management at a senior level • Ability to lead and operate a risk management system with a focus on pragmatic mitigation of risks | <p>Application form. At interview. References.</p> |
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Person Specification (continued)

| | | | |
|---------------------------|--|---|--------------------------------------|
| <p>Personal qualities</p> | <ul style="list-style-type: none"> • Determination to secure the sustained improvement of the group's schools • Highly approachable, very grounded and makes sensible judgments • A deep sense of purpose that things can change and be transformed • Outwardly focused and innovative coupled with the highest standards of personal integrity • Significant personal presence; inspires confidence with a wide range of audiences • Relishes accountability and takes personal responsibility for their own actions • Excellent critical thinking skills; has intellectual curiosity and rigor • Able to build trust and mutual respect between pupils, families and staff • Strong interpersonal written and oral communication skills | <ul style="list-style-type: none"> • Enthusiasm for a wide range of sport and other extra-curricular activities. | <p>At interview. References.</p> |
|---------------------------|--|---|--------------------------------------|

Effective Date: August 2017

Application Deadline: May 15, 2017

Application Instructions

ISS Executive Search Consultant, David Randall, will serve as the lead consultant for the Innoventures Education School Improvement Partner search. He will be assisted by Ms. Ashley Wotowey and other members of the ISS staff. The tentative deadline for applications is May 15, 2017, however, ISS and Innoventures Education reserves the right to conclude the search at any point in the process when a successful candidate is identified.

Semifinalist candidates will be identified by ISS and their dossiers will be forwarded to the school. All candidates for this position must have a current ISS profile to ensure that credentials are provided in a uniform and consistent manner. There is no fee associated with this application.

Please note: Prior experience in the Middle East and experience with national school inspection systems (ADEC and DSIB) is preferred but not required.

Steps to apply:

Current ISS candidates:

- 1- Draft a formal letter of interest (cover letter) specific to this position
- 2- Save the letter in PDF format
- 3- Submit via email with your personal resume to David Randall (drandall@iss.edu) and Ashley Wotowey (awotowey@iss.edu).
- 4- Please **only** submit the required letter and resume, all supplementary materials should be uploaded to your online documents portfolio via your ISS dashboard
- 5- Upon receipt of your letter and resume, you will be recorded as a candidate and your ISS file will be sent to David Randall



New & Returning ISS candidates:

- 1- Complete the same steps as current candidates to submit your formal letter of interest
- 2- Await application instructions via email

ALL Candidates:

This search requires that (at minimum) the following materials be uploaded to your ISS online portfolio: Current CV/Resume (under 2 pages).

Due to visa and work permit requirements, Innoventures is not able to consider candidates who will be older than 61 as of September 1, 2017. We recognize that this means some qualified candidates will not be able to apply, but this is beyond the control of Innoventures. We apologize to those candidates who are so effected.

For any questions please contact Administrative Search Coordinator Ashley Wotowey (awotowey@iss.edu)