



ISTANBUL INTERNATIONAL COMMUNITY SCHOOL

VISION STATEMENT

The shared ambition of the IICS community is to be an exceptional and forward-thinking international school in every respect.

MISSION STATEMENT

Through its challenging curriculum and strong staff-student relationships, IICS provides a caring environment that inspires each student to excel and to be inquisitive, creative, compassionate, balanced, and internationally-minded.

PHILOSOPHY OF THE SCHOOL

- The three IB programs are challenging to all learners, and we believe in the importance of the IB Learner Profile.
- IICS provides a caring environment where everyone involved with the school, including parents, the Board of Directors, staff and students, has an important role in making the school a community of learners.
- Learning is personal as each student is unique in his or her interests, aptitudes and learning styles.
- Internationally-minded people are world citizens who seek out commonalities and also appreciate differences between cultures so that they can bridge cultural divides and help create a more peaceful world.

OVERVIEW OF THE SCHOOL

Istanbul International Community School is a highly respected school in the region, known for its innovative approach and strong community ethos. It offers all three IB programmes, which have been developed and adapted to meet the needs of the learners. The students come from over 45 countries, ages ranging from 3-18. Enrolment currently stands at 601.

IICS has a truly diverse community representing 45 different countries. All students hold a foreign passport. Our total enrollment is currently 601 (as of November 2016), with class sizes throughout Pre-Kindergarten - 12 typically ranging from 12-20 students. The Primary School is comprised of 306 students between the ages of 3 and 11.

The community is highly committed to building strong relationships both within and outside of the school. Service is valued as a significant way that students can develop themselves as active citizens. Student voice and leadership is a developing focus. We believe in the power of collaboration as the most effective way to achieve successful outcomes for students and for teachers. We seek to instill a sense of collective responsibility for the overall growth of IICS from all stakeholders.

The school is currently in the process of planning a move to a new, purpose-built campus, designed to support a personalized approach to 21st century learning.

STUDENTS

As stated above, our students are a diverse group. Students engage in a varied co-curricular activities program. IICS also provides overnight trips within Turkey for grades 4-12 to engage in a curriculum without walls.

FACULTY

The remarkable and passionate educators at IICS are core to making the school the exceptional learning environment that it is. Our staff is comprised of purposefully selected, highly qualified and experienced educators, hailing from countries around the world. Of the 2016-17 faculty, more than 90% are recruited internationally and 38% hold advanced degrees. Many IICS teachers are examiners, moderators, and/or trainers for the IB. While we strive for a balance of experienced and new teachers and a diverse blend of cultures, IICS hires creative and forward thinking educators who are committed to the goals of our Mission and Strategic Plan.

Our faculty is engaged in ongoing conversations and professional development which encourage the rethinking of traditional teaching and learning strategies. They are experimenting with and adopting new approaches to teaching that more effectively meet the needs of individual learners.

LIVING IN ISTANBUL

Istanbul is a mesmerizing city. As the centre of two great empires – Ottoman and Byzantine – it has a rich cultural history. At the same time, the city vibrates with modern and youthful energy.

Two majestic bridges span the forever-lively Bosphorus connecting the European and the Asian sides of the city. Istanbul has charm, soul and character, and offers a wide range of attractions: from important historic buildings to museums, art galleries, parks, trendy and traditional restaurants and bars, concerts, cultural performances, exhibitions, and festivals.

Traveling in Turkey is going from the warm sandy beaches in the south to the steep snow-capped mountains in the east, through the fairytale landscapes of Cappadocia and up north to the coastal area of the Black Sea.



IICS SEEKS FOR JULY 2017

PRIMARY PRINCIPAL

Istanbul International Community School invites applications from qualified individuals for the position of Primary Principal, with duties to begin in July of 2017. The Primary Principal is responsible for the overall organization and leadership of the Primary School from Pre-Kindergarten to Grade 6, located on two different campuses.

QUALITIES DESIRED IN THE NEXT PRIMARY PRINCIPAL

Knowledge

- Awareness of current educational research and best practice in student-centred learning, play based learning
- Experience of IB curriculum and instructional leadership
- Experience working in international schools, managing diverse communities in exciting times!

Skills

- Outstanding inter-personal skills with a commitment to a collaborative approach
- Confident and experienced user of technology both for communication and data analysis
- Excellent communication skills both verbal and written
- Proven organizational ability
- Passionate and enthusiastic commitment to the school's mission and vision and the ability to inspire this within the community
- Experience with innovative curricular work creative problem solving and team building
- Recent developments in education and of research

Attitudes

- Genuinely committed to the development of student voice and self-regulation as well as the philosophy of the IB curriculum
- Culturally sensitive and internationally-minded
- Positive, open-minded, and forward-thinking
- Enthusiasm, boundless energy, and a sense of humor

APPLICATION PROCEDURE

Interested candidates should send an application at the earliest possible time, **but not later than January 31, 2017**. Review of applicant files will begin immediately.

Candidates should note that in the event an outstanding applicant is identified early in the search process, the School reserves the right to make an appointment before the application deadline mentioned above. Consequently, it is important that interested and qualified candidates should apply at the earliest possible time.

We request that information be submitted in the form listed below. Please do not send any information other than that which is specifically requested.

Application documents:

- Cover letter, not longer than two pages, detailing your interest in the Position
- Curriculum Vitae/Resume not to exceed two pages (please include professional photo)
- Statement of Educational Philosophy (not to exceed 1 page)
- List of referees - names, positions, and contact information (not to exceed 5 persons)

Please note that *all* the above materials must be scanned into a single pdf attachment and sent to the Executive Secretary, Mrs. Figen Underdown at iicssecretary@iics.k12.tr Please limit the size of your single pdf to 5 MB.

For more information about the school, please see www.iics.k12.tr

PRIMARY PRINCIPAL RESPONSIBILITIES

Key purpose: to lead and support the development of an exceptional primary division of IICS

The primary Principal is responsible for ensuring the primary division is a positive, collaborative and engaged learning community, where students thrive in all areas. He or she is also responsible for overseeing all administrative, operational and organizational aspects of the primary school.

Specific responsibilities

Leadership

- Model and promote the mission and values of the school
- Be a proactive member of the school leadership team, engaging with all areas of school development, strategic planning and financial management
- Invite and consider the views and contribution of all members of the IICS community including students
- Build the capacity of staff and students to develop leadership skills and facilitate opportunities for teams to lead initiatives and self-organize
- Maintain a balanced overview of the effectiveness of all aspects of the primary division
- Based on evaluation of data, observation, feedback and discussion with colleagues and students, identify the development needs of the school and the opportunities for excellence; prioritize allocation of resources, staff time and focus accordingly
- Model pro-active professional development, elicit feedback from a variety of perspectives, keep abreast of current educational research and practice
- Lead the agreed appraisal process for the primary school, ensure all staff are held accountable for fulfilling their roles and contributing to the development of the school

Student learning

- Monitor and evaluate student progress using both qualitative and quantitative data, including student feedback. Maintain awareness of comparable external standards
- Ensure effective interventions or adaptations are designed based on the data to support or extend individual students or cohorts as necessary
- Support the effective use of technology to enhance learning

Curriculum

- Monitor the curriculum as experienced by students
- Ensure the curriculum is being articulated both vertically and horizontally and that effective systems are in place for regular review and development
- Support the development of the documentation system for the curriculum so that it is increasingly accessible to all users including students and it is easy to update and revise

Additional Support

- Monitor and evaluate the effectiveness of additional supports to learning including, technology integration coaching, EAL and Learning support

Resources

- Monitor and review the quality and appropriateness of learning resources to ensure high quality provision and value for money
- Manage the primary school budget

Learning Environment

- Monitor and evaluate the quality of the physical learning environment, advise on improvements necessary including furniture and fittings, cleanliness and safety
- Ensure learning spaces are inviting and support and enrich the pedagogy of the school
- Support staff in developing spaces that reflect the quality of student learning and achievement that stimulate, inspire and celebrate growth

Learning Outside of School

- Monitor and review the quality and relevance of home learning
- Oversee and support the work of the co-curricular coordinator in designing and developing an exceptional co-curricular programme. This should connect with the school's learning programmes, extend and enrich student experience by offering a broad and equitable range of opportunities that utilize the resources offered by the local and IICS community
- Oversee the provision of field trips and residential trips to ensure safety, educational relevance and high quality organization and budgeting

Student Guidance and Safety

- Ensure all standard safety procedures are in place and understood by all members of the primary school community
- Ensure that safety and security is a key consideration in all trip planning, other activities outside the normal school schedule
- Establish and maintain clear expectations of behavior, promoting self-regulation, and respect
- Ensure a pastoral programme is in place that supports the personal, social and emotional development for students and allows for close supportive relationships to flourish
- Ensure there are clear and effective systems for responding to issues such as bullying and misuse of technology
- Ensure an effective orientation programme is in place for new students to ensure they feel confident and looked-after that they receive any additional support they might need to settle in

Admissions:

- Evaluate applications and determine placement of students into the Primary division
- Ensure an appropriate program for new students is provided based on evaluation

Staff Development:

- Monitoring and evaluating quality of teaching offering meaningful feedback to teachers
- Ensuring all staff members receive regular feedback on their teaching contribution
- In collaboration with the Head of School, ensure teachers receive professional development opportunities and are supported and encouraged in their professional learning

Recruitment:

- Advise Head of School on staffing needs and best placement of faculty members
- Evaluate applications, communicate with prospective candidates, check references as agreed with Head of School
- Contribute to the orientation and induction of new staff

Communication:

- Ensure channels are maintained to allow feedback from students, staff and parents, which is reviewed and acted upon as appropriate
- Maintain an overview of all communications from the Primary School to parents
- Ensure clear, respectful and inclusive communication is maintained amongst all Primary members
- Promote the Primary School to the internal and external community
- Ensure there are clear communication system for parents to
 - receive information about the safety and well-being of their child
 - understand the academic progress of their child
 - understand the curriculum and pedagogy of IICS
 - give feedback on the school's provision
- Communicate/report to the Board as agreed with Head of School, participate in Board Committees as agreed with Head of School

Responsible to: Head of School

Responsible for: All Primary teaching staff and Primary Assistants

Budgets: Primary

Documents:

Teacher evaluation and feedback records

Feedback from staff, parents and students

Records of significant complaints, incidents or issues arising

Overseeing all Primary related document