

Leadership Search



The **American**
School of **Madrid**

Lower School Director The American School of Madrid

Madrid, Spain

Application Deadline: October 14, 2019
Start Date: August 1, 2020

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Introduction

The American School of Madrid (ASM) is a private, independent, not-for-profit co-educational day school for children in grades pre-k (age 3) through 12 (age 17/18). ASM enjoys a very strong international reputation as a premier American school with high academic standards, a commitment to professional development, a thoughtful and innovative approach to instruction, and a warm and supportive school community. Currently, the school enrolls approximately 990 students from over 50 countries around the world. Founded in 1961, the school aims to provide students with an outstanding college-preparatory education. Today, ASM offers the U.S. high school curriculum, the



International Baccalaureate as well as preparing students to meet the requirements to attend Spanish universities. The Lower School (pre-k age 3 to grade five) curriculum provides students with a strong foundation in language arts, mathematics, social studies, Spanish, and a hands-on, inquiry based- science program. Learner support teachers are teamed with grade levels to support differentiation and the accommodation of minor learning difficulties and disabilities. Additional support is provided by interns, many of whom are young, qualified teachers, in a co-teaching arrangement with classroom teachers and grade level teams. Specialists provide instruction in art, music, physical education, STEM integration, library science, and Spanish.

ASM is fully accredited by the Middle States Association of Schools and Colleges. The School's present accreditation by Middle States expires in 2022. ASM went through the period of preparation and self- study leading to the development of new strategic objectives during the 2014-15 school year. The school developed student learning goals in the areas of reading and math as well as a global citizenship goal that focuses on the diversity, environmental stewardship, and service learning.

Mission

"The American School of Madrid, founded in 1961, is a private, non-profit, American college-preparatory educational organization offering the traditional U.S. high school diploma, the International Baccalaureate, and Spanish Ministry of Education requirements for university. The School has as its primary responsibility the recognition and development of the intellectual ability of its students. The School also recognizes its responsibility to attend to the emotional, moral, physical, and social needs of its students. The principal objective of ASM is to provide an elementary and secondary education program in Madrid consistent with that of the best American international schools in the United States and abroad. It makes possible the acquisition of knowledge, skills, attitudes, and behavior that will prepare its students to be critical and concerned members of a changing society, aware of their responsibilities to themselves, to others, and to future generations."



The School

American School of Madrid Overview

There are an increasing number of international schools and schools that offer a program in or with English language. What sets ASM apart is both its history and its clear sense of itself as an American School first. ASM was founded in the early 1960s by the then US Ambassador and other American business leaders who saw the need and opportunity for an American school in Spain. They had the foresight to purchase property well outside the city and design a school for the future. The location, on the far side of El Campo de Casa (the King's old hunting grounds), was a set of sleepy villages and sheep farms. It is now one of the premier residential areas around Madrid and in Spain. The founders also established ASM to be governed by a self-perpetuating Board of Trustees, the majority of whom must be Americans and developed what they called the "magic mix" for enrollment, one third Spanish, one third international and one third American. The ethos of being future oriented, American based, and diverse has been preserved and carried forward making ASM the dynamic, stable, and successful school it is today.

Elementary School Overview

The Lower School at ASM has a little over 400 students in grades PreKINDER (three-year old's) to Grade 5). There is one PreKINDER (three-year-old) class, two PreKINDER (4-year old) classes and three of each of the other grades. Class size maximum is 25 in grades 1-5 and 17/19 in the Kinder classes. Students have Spanish every day, art and music once a week and PE twice a week. The school day starts at 9:00 and ends at 15:45. There are after school activities for Grades 1 up from 16:00 to 17:00 each day M-F. The Lower School Director is supported by a Counselor, Instructional Coach and two full-time secretaries.



Curriculum/Academic Program

The Lower School offers a variety of intramural sports, clubs and co-curricular activities that complement classroom learning and help develop skills and interests outside of their classrooms. The Lower School Learner Profile is at the heart of the elementary school community. The Learner Profile was developed to give Lower School students, staff and parents a common language and is based on the IB Learner Profile.

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|-----------------|----------------|---------------|
| • World Citizen | • Communicator | • Persevering |
| • Thinker | • Collaborator | • Principled |
| • Inquirer | • Resourceful | |

Through the Learner Support Team, there is support for enrichment as well as support for students with mild learning differences and students who are in the process of mastering the English language.

Facilities

The Lower School is in a single two-story building. Early childhood classes for 3 and 4-year olds (one class of Kinder-1 and two classes of Kinder-2) are full-day programs. The Lower School building includes three classrooms of each grade in Kinder – 3 through grade 5. The Lower School facilities include a full gymnasium, a newly constructed science lab, a Learning Commons, and art and music rooms.

The Middle School (Grades 6-8) and Upper School (Grades 9-12) occupy three connected buildings. The facilities for Upper and Middle School students include a state-of-the-art Learning Commons, newly constructed science center and gymnasium, as well as a beautiful Center for the Arts.

In 2016, ASM developed a new Master Plan for facilities. The school engaged Flansburg Architects to work with the community to develop a long-range plan to support learning for and in the future. As part of this process the school began a series of World Café style conversations about important learning and the contexts and resources that make that learning possible. With the Board of Trustees and the ASM community the ASM Leadership Team created a set of beliefs about learning to use as a strategic guide to create a unique, connected, and integrated learning environment. ASM is currently in Phase 2 of the five-phase plan. Phase 1 saw the development of a new multi-purpose sports field and an Athletics Annex. Phase 2, currently underway, is the construction of a new, purpose-built, Middle School. Phase 3 anticipated to begin in 2021-22 will be a renovation and expansion of the existing Lower School.



Professional Learning

ASM has developed a strategic focus on in-depth, job-embedded PD opportunities with outside consultants and experts. These opportunities along with Professional Learning Communities, collaborative planning, and working with ASM coaching staff form the majority of our Professional Growth and Learning Program. In addition, we recognize the value of and need for individual learning and growth opportunities and provide the opportunity for staff members to apply for individual professional development. These opportunities are subject to the approval of the Educational Leadership Team and must be an integral component of a teacher's learning and growth plan.

ASM has developed a unique collaboration with three other international schools in Spain. The four schools share the costs of consultants and take turns hosting professional learning workshops in areas of mutual interest. These workshops are also opportunities for staff members to share expertise and gain leadership experience.

Faculty

ASM has a highly experienced faculty, about three quarters of whom hold advanced degrees. Turnover is relatively low for an international school with about 10% turnover in the last few years. ASM has increased staffing levels in the last few years in part to keep pace with enrolment (about 100 students have been added in the last 4 years). ASM has also added staff to increase Learning Support, Social and Emotional Learning, Instructional Coaches, and increase student choice in Upper and Middle school.

Accreditation, Associations & Memberships

ASM is accredited by the Middle States Association of Schools and Colleges and is a member of the Mediterranean Association of International Schools (MAIS).

Governance

ASM is governed by a 12-member, self-perpetuating, Board of Trustees.



Academic Calendar

ASM typically develops a calendar with 176 +/- student days and 182-185 teacher days. The first day for students is generally in early September and the last day is in the third week in June. The calendar includes two teacher/parent conference days.

Technology

ASM has a well-developed 1:1 program. Students in grades PreKinder to Grade 1 use iPads and laptops are used in grades 2-5 with iPad carts available. The school is fully WiFi. Tech integration is supported by a 4-person Tech team and the LS STEM integration teacher.

Athletics & After School Activities

Beginning in October and continuing throughout the year, ASM offers numerous after-school activities and sports for students in grades 1 to 5. Activities meet once or twice a week from 3:45 pm to 5:00 pm.

Most activities are paid for by the school, but some are sponsored by private teachers such as ballet and music lessons. There is a 5:15 pm bus available for those who normally ride the bus.

In addition, there are other opportunities for extra-curricular activities on campus organized by ASM parents and supported by the school. These include Brownies, Girl Scouts, Cub Scouts and Boy Scouts, as well as such sports as T-ball, and little league baseball.

The ASM Athletics program includes competitive teams who compete in local leagues. Sports include football (soccer), volleyball, gymnastics, and basketball, golf, and cheer.



Fast Facts

Year Established:	1961
Accreditation Agency:	MSA
Total Enrollment:	990
Early Years School Enrollment:	60
Lower School Enrollment:	366
Middle School Enrollment:	227
Upper School Enrollment:	344
Nationalities:	50-60
Percentage of Annual Student Turnover:	15 - 20%
Percentage of Annual Faculty Turnover:	+/- 10%
Student/Teacher Ratio:	6:1 (only teaching staff)
Average % Home Country Nationals:	30%
Tuition (2018-2019):	€17.000 (average)
Operating Budget:	€14 Million
Number of Faculty:	134
Number of Executive Board:	12

Position Overview

The Position

The Lower School Director has overall responsibility for the planning and day-to-day administration of the educational and co-curricular program in the Lower School. The Lower School Director reports to the Head of School and is a key member of the ASM Educational Leadership Team. In collaboration with the Lower School Leadership Team s/he will provide leadership to ensure an excellent, well-managed educational program. S/he will achieve this through day-to-day management of the school in accordance with the policies and directions set by the Board of Trustees and Head of School. Primary responsibilities include long term and short-range curricular assessment and planning, teacher supervision and evaluation, student care and discipline, communication with the school community and budgeting and facilities management. The Lower School Director reports to the Head of School.

Duties & Responsibilities

The Lower School Director is a key member of the ASM Educational Leadership Team. S/he supervises and evaluates the Lower School staff, develops the Lower School budget, implements the ASM Strategic Goals in the Lower School, and creates both a separate identity as an elementary school and a real sense of K-12 unity, consistency, and coherence. The Lower School Director works in collaboration with the Lower School Leadership Team to review curriculum, tracks student learning, and reflect on program development and implementation. The Lower School Director is engaged and connected on a day-to-day basis with what is happening in classrooms and with the Lower School Leadership Team develops the focus of Professional Learning in the Lower School.

Academic & Professional Qualifications

The ideal Lower School Director will be strong at building trust, with a focus on effective teaching and learning practice in a way that feels supportive and caring while not sacrificing a realistic and knowledgeable perspective. S/he is a strong team player, who can collaborate with teacher teams and with the school's leadership team. S/he will bring skills, experience, and a fresh perspective to the different groups, and is someone who has and can model the practices and structures invested in the LS: workshop model, balanced literacy framework, inquiry, effective differentiation, Responsive Classroom and Understanding by Design.

Qualities and attributes of the successful candidate include:

- An advanced degree in education;
- Excellent proven leadership and administration skills gained in an educational environment;
- Outstanding ability to develop and implement a clear vision for the continuous improvement of the Lower School Program, motivating, inspiring and challenging students, faculty, staff and the parent community;
- Experience in an international school setting and proficiency in Spanish are preferred;
- Cross cultural openness and understanding;
- Able to communicate change and program development effectively with parents;
- Managing implementation so all stakeholders are aware and understand the direction and rationale;
- Able to use data effectively to explain and refine programs;
- Success at balancing innovation and focused implementation;
- Results oriented;
- An ability to set high standards of academic excellence and establish a constructive and dynamic work ethic among faculty, and
 - Previous teaching experience at the Elementary School level; recognized as a master teacher;
 - Experience and knowledge of recent research in education particularly in instructional leadership in the core curriculum: language arts, literacy, mathematics, science, and social studies;

- Strong team-building skills with exceptional interpersonal and communication skills that will enhance the collaboration and partnership between faculty, staff, parents and the wider ASM community;
- Respectful, empathetic, listener, confident decision maker, supports teachers in their work, sense of humor, personable, open-minded;
- Experience in effectively integrating service learning and global citizenship initiatives into elementary curriculum.

Salary & Benefits

The initial contract will be three years with an option to extend. The contract is renewable at the discretion of the Head of School. Salary and benefits for this post are competitive and will be commensurate with the responsibilities of this prestigious position.

Application Instructions

Effective Date: August 1, 2020

Application Deadline: Monday, October 14, 2019

ISS Vice President Administrative Searches & Governance Services, Dr. Beth Pfannl, will serve as the lead consultant for The American School of Madrid Lower School Director search. She will be assisted by Ms. Ashley Wotowey and other members of the ISS staff.

Please send a formal letter of interest (cover letter) specific to this position no longer than two pages, along with your CV both in PDF format to bpfannl@iss.edu and copy awotowey@iss.edu. You will be contacted by Ashley Wotowey regarding the next steps to follow for consideration.

Applicants are asked to submit their letter of interest and CV and complete all necessary application steps as early as possible, as ISS and ASM reserve the right to close the selection process at any time if an ideal candidate is found.

