

Leadership Search



Elementary Principal
American International School of
Budapest
Budapest, Hungary

Application Deadline: December 10, 2021
Start Date: August 1, 2022

ISS is pleased to conduct this full search.
Learn more how ISS works with search committees around the globe to fill leadership positions.
www.iss.edu/services/administrative-recruitment

Position Overview

The American International School of Budapest is seeking an experienced, progressive leader to assume the role of Elementary Principal from August 2022. The successful candidate will join a team of highly professional and dedicated educators and transition to a school with a culture where trust, respect, innovation, and professional growth are valued and nurtured.

The Elementary Principal reports to the Director. They are a collaborative member of the Senior Leadership Team. The principal's primary function is to provide leadership over all educational, operational and community matters pertaining to the elementary school. The principal ensures that all educational practices align with the school's mission and values and establishes a safe and supportive teaching and learning environment for all members of the community. In collaboration with the Elementary Leadership Team, faculty, staff, students, and parents, the principal promotes an environment of trust and respect. They foster a culture of learning focused on building faculty and staff self and collective efficacy with the goal of positively impacting student growth.

Direct Reports

Assistant Principal
 Elementary Director of Teaching and Learning
 Learning Forward Coaches
 Instructional Leaders

Duties & Responsibilities

Leading a Shared Vision

- Ensure the school's mission is central to all decisions and influences learning in the school
- Develop long-term plans aligned to fulfilling the AISB vision
- Ensure the school's values are central to learning and are used to inform decision making
- Create a shared vision for the Elementary School to ensure all stakeholders have a collective understanding of the priorities and direction
- Strive for excellence in all areas of the school's operations
- Collaborate with the Senior Leadership Team on the implementation of the strategic planning
- Drives the elementary development plan while recognizing the importance of maintaining a whole-school perspective

Leading a Culture of Learning

- Develop structures and systems to ensure all students receive the support they need to flourish
- Promote a culture focused on developing a growth mindset in all aspects of learning and for all community members
- Support the faculty to provide authentic learning opportunities connected to real-world issues
- Create an environment and culture for students to have increased agency of their learning
- Promote inquiry as the primary path for learning
- Support the implementation and refinement of a concept-based curriculum

- Promote a culture to support collaboration, co-teaching, and professional growth
- Provide opportunities for students to engage in the school and have a strong voice in decision-making.
- Remain up to date on research and trends in education, and lead conversations to ensure the Elementary School remains at the forefront of best practice
- Lead initiatives and carefully manage change to ensure the focus remains on the learning and the learners
- Support extracurricular activities in the Elementary School through active participation
- Lead and review the school's provision of hybrid and distance learning
- Support the use of protocols, procedures, and practices to support assessment for learning.
- In conjunction with the Elementary Director of Teaching and Learning, support the horizontal and vertical alignment of the elementary curriculum
- Work with the Elementary Director of Teaching and Learning to ensure the monitoring and evaluation of student learning
- Ensure backward by design planning and standards-based teaching, grading, and reporting are utilized to support learning

Leading a Culture Focused on Student Wellbeing and Safeguarding

- Ensure school-wide codes of conduct and child safeguarding policies and practices are clearly communicated, understood, and followed in the Elementary School
- Assist teachers and students in creating a safe and positive learning environment, taking necessary and reasonable precautions to protect students, equipment, materials, and facilities
- Positively manage student behavior in alignment with AISB child safeguarding policy and the three Rs (Respect yourself, Respect others, and Respect the environment)
- In collaboration with the elementary counselor and designated safeguarding lead, ensure that any child safeguarding incidents are registered in the school's designated platform

Leading Human Development & Empowerment

- Ensure professional development is focused on realizing the school's mission and achieving the school's vision
- Cultivate a positive environment of trust, equity, and inclusion
- Establish collegial and collaborative working relationships with leadership, faculty, staff, students, and parents
- Manage disruptive and continuous change effectively while keeping wellbeing at the forefront
- Build capacity in the Elementary School through distributive leadership
- Lead the recruitment of elementary personnel, ensuring a transparent, fair, equitable, and inclusive process
- Work collaboratively with the Senior Leadership Team to develop goals, initiatives and evaluate efforts towards faculty and staff development with the intention of improving student learning

- Implement and follow through with teacher faculty support plans in line with the school's professional growth and evaluation plan
- Co-lead divisional, school-wide, and community professional learning with the Senior Leadership Team (Orientation, Professional Days, Webinars)
- Contribute to the ongoing review, revision, and implementation of the Professional Growth and Evaluation Process
- Collaborate with divisional leaders, team leaders, and faculty in the development of systems and structures that support teaching and learning (ex. peer observation, mentoring, and coaching)
- Work with the Elementary Director of Teaching and Learning to disseminate information regarding current research in elementary education
- Observe, assess, and provide feedback on teaching and learning using the school-wide professional growth and evaluation framework

Operational Leadership

- Oversee the maintenance, implementation, and review of
 - reporting procedures
 - master schedules (class, duty, assembly, co-curricular activities)
 - online communication platforms associated with the Elementary School
- Ensure implementation and compliance with all policies and procedures and administration requirements
- Organize the orientation of incoming faculty and end-of-year transition of leaving faculty
- In collaboration with the Elementary Associate Principal and office assistants, ensure effective processes are in place for substitution
- Work in support of the Director of Advancement on engagement initiatives
- Work in collaboration with the Admissions Team to ensure efficient and effective processes for enrolment
- Maintain up-to-date online platforms
- Ensure fiscally responsible and transparent management of the approved elementary budget
- Maintain safety, condition, and inventory control over all resources
- In collaboration with the Finance and Operations Director, communicate ordering procedures and establish a timeline
- Review the budget and confirm necessary changes/transfer of funds dependent upon yearly requirements
- In collaboration with the Facilities Manager, ensure the maintenance and development needs of the Elementary School are met

Leading in the Community

- Attend all elementary and school-wide events
- Co-organize parent education sessions and spirit events with the Elementary Parent School Association
- Actively engage in the AISB community and Hungarian culture
- Contribute to regional leadership networks and to membership organizations
- Represent the school at workshops and conferences
- Engage with international school accreditation

Personal Leadership Resources

(Adapted from The Ontario Leadership Framework)

Cognitive Resources

- Utilize and further develop problem-solving expertise in advancing the aims of the Elementary School
- Apply knowledge of effective school and classroom practice to impact student learning positively
- Develop systems thinking to establish consistent protocols and procedures within the secondary school
- Openly accept and consider different perspectives
- Demonstrate initiative, flexibility, and follow-through
- Illustrate efficient and effective organizational and time-management skills

Social Resources

- Serve as a model for all members of the community in perceiving, managing, and regulating emotions in a healthy manner
- Encourage emotionally and socially appropriate behaviors
- Be available and approachable, demonstrating a genuine interest in people
- Utilize strong emotional and interpersonal skills to navigate complex issues

Psychological Resources

- Create a culture that is optimistic and positive in tone and practice
- Demonstrate appropriate self-efficacy and teamwork based on context
- Foster resilience within all members of the Elementary School
- Be proactive, identifying areas for improvement beyond the defined scope of the role
- Maintain balance, recognizing the importance of personal wellbeing

Communication Skills

- Demonstrate and further develop effective public speaking, creating a sense of credibility and competence
- Communicate the school's values consistently and influence others in maintaining them
- Effectively promote the aims of the Elementary School and progress in meeting those aims in conversations, writing, and public speaking
- Convey a strong sense of impact and presence
- Communicate proactively, effectively, and with appropriate transparency in English, both in written and oral form

Skills, Experience & Attributes Sought

- Recent, successful leadership experience
- Regularly co-leads, collaborates, and shares expertise with colleagues, faculty, and staff in the pursuit of learning
- Is up to date with the current innovations in elementary education
- Models the use of technology within their work
- Effectively implements differentiation strategies to meet the needs of adult learners

Academic & Professional Qualifications

- Holds a valid teaching certification (or equivalent) in elementary education
- Holds an advanced degree (or equivalent) in leadership

Salary & Benefits

Competitive salary, pension, travel allowance, housing and utilities, professional development allowance, and technology provision

*AISB takes child safeguarding measures seriously.
Appointments are subject to satisfactory enhanced criminal checks.
AISB is an equal opportunity employer.*

Application instructions found on the final page of this announcement.

The School

AISB is a private, non-for-profit educational institution.

AISB currently serves the needs of a rapidly expanding international population, including families of the local and expatriate business and diplomatic communities and host-country nationals.

AISB offers an international curriculum from Multiage 3 through Grade 12, informed by best teaching practices. At the high school level, the school offers the full International Baccalaureate (IB) Diploma Program in addition to the American High School Diploma. AISB's basic tenet is to provide an international education through an American pedagogical approach, which highlights critical thinking skills, creativity, and inquiry-based learning.

The School is a member of the Central and Eastern European School Association (CEESA), Sports Council of International Schools (SCIS), International Baccalaureate (IB), and the International Schools Theatre Association (ISTA).

AISB has a very strong Student Support Program and Service Learning Program running throughout the entire school. AISB graduates are welcomed each year to a broad range of the World's most selective colleges and universities.

Mission & Values

Mission

We empower our learners to build their futures and contribute to a better world.

Values

Excellence, Wellbeing, Inclusion, Growth, Global Citizenship

We pursue **EXCELLENCE** in all that we do.

We promote **WELLBEING**, so people flourish.

We design learning that challenges each individual to **GROW**.

We commit to **INCLUSION** so that everyone belongs.

We develop **GLOBAL CITIZENS** to make a positive impact together.



Overview

History

AISB was established in 1973 by the United States Embassy, initially to serve children of U.S. Government employees.

Curriculum

AISB is an International Baccalaureate (IB) World School and offers the Diploma program in addition to the American High School Diploma. AISB's basic tenet is to offer an international education through an American pedagogical approach, which highlights critical thinking skills, creativity, and inquiry-based learning.

Arts, Athletics, & After School Activities

AISB proudly offers a wide range of activities to its students after school hours. The After School Activities program is tailored around five main areas (sports, recreation, service, co-curricular and fine arts).

Community

AISB has a highly engaged and supportive community. There are numerous community events in the school year, many of which are led by the Parent School Association (PSA). The parents are very supportive of the school and willingly give their time to events and initiatives. AISB is a very caring community.

Professional Development

The school has a generous professional development budget, split between individual allowances, divisional allocations, and whole school initiatives.

Administration

There is a generous leadership provision. The Elementary Leadership Team consists of the Elementary Principal, Assistant Principal, and Elementary Director of Teaching and Learning. The Elementary Principal is a member of the school's Senior Leadership Team



Grade Level Overviews

Early Childhood

- AISB believes that care and education are inseparable.
- AISB believes in designing safe, responsive, and intentional environments to develop young minds.
- AISB believes in close collaboration across all curriculum areas.
- AISB believes in designing developmentally appropriate learning experiences for all children.
- AISB believes that children need time to learn through inquiry-based play in order to develop and practice skills in authentic ways.
- AISB believes that documentation of multiple sources of evidence guides and informs teaching.
- AISB believes that each child is unique, and that instruction should therefore respond to their individual strengths, needs, and interests.



Elementary School

- AISB develops confident and independent readers, writers, speakers, and listeners, in order for students to understand the world better and impact it positively.
- AISB develops curious inquirers who think critically and embrace change. The school kindles students' wonder and empower them to pursue their own lines of inquiry.
- AISB provides opportunities for students to make connections across academic disciplines.
- AISB emphasizes authentic learning experiences that involve inquiry and problem solving, believing that such experiences will lead to respectful global citizenship.
- AISB offers a language-rich curriculum that provides students opportunities to develop their identities as readers and writers.
- AISB regularly creates opportunities for students to be mathematicians, scientists, artists, and musicians.
- Social-emotional development is emphasized, and technology is integrated throughout the curriculum to support students as digital citizens.
- The Elementary School Curriculum is standards-based and concept-driven within an inquiry framework.



Middle School

- AISB aims to develop responsibility, independence, and identity through appropriate social, emotional, and academic challenges.
- Students take courses in language arts and social studies (humanities), mathematics, science, social studies, physical education, and world languages, as well as exploratory courses in visual art, music, drama, design technology, and band.
- Service learning and information technology are also essential parts of the Middle School experience, helping students develop their identities as global and digital citizens.
- Respect is an integral part of everyday lives at AISB: respect for self, others, and the environment. Within the Middle School environment, AISB shapes committed, responsible, global citizens of tomorrow.



High School

- The curriculum offers a rigorous academic program that prepares students both for further studies and their roles as global citizens.
- Students take courses in English, world languages, social studies, science, mathematics, visual and performing arts, and a variety of electives and online options.
- Creativity, Action & Service (CAS) are graduation requirements and are documented throughout High School.
- Technology is embedded in the 21st-century learning skills of creativity, communication, and collaboration.
- The International Baccalaureate Diploma is available to students in Grades 11 and 12 and is successfully completed by the great majority of AISB graduating seniors.
- The cultural diversity of the school creates opportunities for students to view issues and ideas from multiple perspectives.
- Student Council, Model United Nations, CAS, after-school programs, and service-learning activities all help to create a well-rounded high school experience.



Campus

AISB occupies a single campus of 16 hectares on the northern outskirts of Budapest. The school borders a national park with extensive walking and bike tracks accessed from the school grounds. The Middle/High School building houses 51 classrooms, library, cafeteria, computer rooms, double-sized gymnasium, single-size gymnasium, 25-meter swimming pool, 350-seat theatre, and performing and visual arts facilities. The Elementary building has 27 classrooms, a library, cafeteria, computer rooms, double-size gymnasium, and performing and visual arts facilities. On the grounds, there are 2 soccer fields, an athletics track with lights, 4 lighted tennis courts and a basketball court.



Fast Facts

Year Established	1973
Accreditation Agency	CIS, MSA
School type	Private, non-profit
Language of Instruction	English
Total Enrollment	934
Elementary School Enrollment	365
Middle School Enrollment	233
High School Enrollment	336
Average Class Size	Multiage (Early Years): 14 Kindergarten: 16 Grade 1 – 5: 18 Grade 6 – 12: 20
Student to Teacher Ratio	1:8

Student Age Range	3-18
Average % Home Country Nationals	20%
Student Nationalities	934 students from 55+ nationalities. The four largest nationality groups are American (26%), Hungarian (19%), Chinese (11%), and Korean (11%)
Percentage of Annual Student Turnover	20%
Number of Faculty	120
Faculty Nationalities	US 46%, Canada 15%, UK 14% The remaining 20% are from 13 countries including: Hungary, Germany, Spain, Australia, New Zealand, Belgium, Columbia, France, Switzerland, Ireland, Romania, South Africa, Sweden
Percentage of Annual Faculty Turnover	8%
Number of Board Trustees	11 - elected or appointed for two-year terms up to a maximum tenure of 6 years.
Tuition (2021 - 2022)	USD \$12,600 to 24,700
Annual Operating Budget	USD \$22m

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Application Instructions

Effective Date: August 1, 2022

Application Deadline: [December 10, 2021](#)

Pauline O'Brien, Director of ISS Global Recruitment, will serve as the lead consultant for American International School of Budapest Elementary Principal search. She will be assisted by members of the ISS Administrative Search Team.

Instructions for Former Candidates

If you have a previous account with ISS-Schrole Advantage or the ISS Admin Search Team and have not yet logged into ISS EDUrecruit here is the [link](#) to get started! You will need to use the email address associated with your ISS-Schrole Advantage account or your ISS Administrative Search account to access your new ISS EDUrecruit account. You will be prompted to update your password and accept the Terms and Conditions.

Once you are logged in, please select the following link to apply to this position:

[American International School of Budapest Elementary Principal](#)

Instructions for New Candidates

If you are a new candidate to ISS, here is the [link](#) to register for an account so you can apply to this search. You are not required to pay for your profile in order to apply for this position. However, if you are interested in the \$75 candidate membership option, you can upgrade to a full membership at any time.

Once you are logged in, please select the following link to apply to this position:

[American International School of Budapest Elementary Principal](#)

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Once you are logged in, please select the following link to apply to this position:

[American International School of Budapest Elementary Principal](#)

ISS has had a longstanding commitment to diversity, equity, inclusion, and justice. One step in our ongoing journey toward more antiracist behavior and outcomes is the removal of photos from candidate profiles. As such, we request the resume and cover letter you upload to your candidate profile not include your photo. *

Our considerations:

- International Schools Services (ISS) is strongly committed to all aspects of child protection and safeguarding. Applications will be thoroughly and rigorously screened.
- International Schools Services (ISS) reserves the right to withdraw an applicant's candidacy if supervisory referees are not provided.
- International Schools Services (ISS) reserves the right to withdraw an applicant's candidacy at any time should information be forthcoming that may suggest the candidate is not suitable to progress in the process.
- Hiring is contingent upon a successful background check.

Applicants are asked to apply as early as possible, as International Schools Services (ISS) and American International School of Budapest reserve the right to close the selection process at any time.

Be sure to use our new contact details if you require any assistance via this handy [form](#) – and remember, we are here to help you with any questions.

* ISS is committed to “Making a World of Difference” in the international education community. We are experiencing a catalytic moment in history and ISS has committed to addressing the systemic prejudices and biases in ourselves, in schools, and in organizations around the world. You can read more about our commitments [here](#).