



CAYMAN PREP & HIGH SCHOOL

(Owned and Operated by the United Church in Jamaica and the Cayman Islands)

JOB DESCRIPTION

Head of Assessment and Inclusion HIGH SCHOOL

Post: Head of Assessment and Inclusion- High School
School: Cayman Prep and High (High School)
Salary: CI\$61,500 – CI\$67,500
Responsible to: Principal
Liaising with: Head of Curriculum, Learning and Teaching
High School – Heads of School
Data Manager and Office Manager
School Counsellor and School Nurse
All External Stakeholders, including parents and students

Purpose

- To share in the professional leadership and management of the school, in keeping with the Christian principles and ethos of the United Church in Jamaica and the Cayman Islands;
- To lead in Quality Assurance, Assessment and Reporting across the school to monitor, track and raise student progress and attainment;
- To develop and implement a single assessment policy to ensure cohesive and consistent assessment practice, common to all faculties.
- To lead in the strategic development of Inclusion practice across the school, ensuring individual student needs are met;

Key Responsibilities

- Strategic Leadership of the Data Cycle process across the school to track, monitor and raise individual and group student progress
- Monitoring student progress, ensuring that all data systems are effective and efficient.
- Ensure effective and consistent formative and summative assessment methods and procedures are being planned for and delivered effectively;
- Provide Leadership, guidance and coaching to support staff to deepen practical data-driven teaching practices;
- Strategic leadership and overview of inclusion practice ensuring appropriate intervention and support across the school
- Strategic leadership, organisation and implementation of Student Reporting practices, including written reports and parent teacher consultations;
- Carry out the professional duties of a teacher as required (up to 50% load)

Detailed responsibilities

a) Assessment

- Design and implement a single, standard means of assessment, with clear progression throughout Key Stages
- Work with the Data Manager to access data in order to facilitate its prudent use for analysis and intervention
- Design and implement a single tracking system to monitor student performance for easy accessibility for Heads of Faculty.
- Liaising with Primary School Head of Assessment to ensure the robust take-up and use of Year 6 data and efficient learning focused transition.
- Work with Faculty Leaders and KS Coordinators to ensure that they can effectively disseminate data, action and use for development planning
- Liaise with Faculty Heads to ensure that target grades are aspirational.
- Liaise with the Head of Teaching, Learning and Curriculum to ensure that assessments are rigorous.
- Provide a cohesive and consistent policy on assessment and document for use in handbooks and other materials
- Create sustainable systems for external moderation of data and assessment
- Liaise with Faculty Heads and classroom teachers to ensure that data management at a class teacher level is efficient and impactful.
- Provide effective CPD, in collaboration with the Head for Teaching, Learning and Curriculum, on the use of data in the classroom.

b) Reporting

- Update, develop and disseminate a fit-for-purpose reporting cycle
- Liaise with Data Coordinator to ensure MIS is accurately set up for timely and accurate production of reports.
- Lead on organisation of parent student teacher consultations and ensure that all information is accurate and timely.
- Documenting reporting policies for inclusion in handbooks and other mediums

c) Inclusion

- Liaise with Admissions Coordinator to ensure data is gathered to effectively assess candidates access to curriculum
- Monitor student progress and attainment to ensure that support is put in place where needed
- Assist Heads of Faculty with data to ensure gifted and talented students are appropriately challenged.
- Work with SfL Coordinator to generate annual report/audit to quality assess inclusion

d) Developing Self and Others.

- Keep up to date with developments in educational and current thinking in assessment and inclusion.
- Ensure effective assessment and inclusion documentation and procedures for staff induction and integration;
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory, in line with whole school policies;
- Lead training and model high quality Learning and Teaching Methods.

e) Leading the organisation.

- Be personally visible and committed across the school, demonstrating a strong, collaborative and flexible leadership style;

- With the High School Academic Leadership Team, critically evaluate the school’s performance through ongoing structured and strategic School Evaluation;
- Implement the performance management appraisal performance for designated staff members

Position Requirements:

The Head of Assessment and Inclusion should be an inspirational and dynamic leader committed to the highest standards in every area of the work of the school. They will be required to meet the following requirements:

Spiritual

- Fully adhere to and support the Christian ethos and values of the school.

Education and Experience

- An honours university degree with an internationally recognised teaching qualification;
- In-depth and up to date knowledge and understanding of the National Curriculum for England and Wales and in-depth and up to date knowledge and understanding of examination boards requirements
- A minimum of six (6) years of outstanding and varied teaching practice and experience in school(s)
- Successful experience in school, educational and/or curriculum leadership and development;
- A clear understanding of the assessment and teaching and learning processes, recent developments in education and of the factors and strategies that can impact upon student performance;
- A clear understanding and experience of Child Protection and Safeguarding policy and procedures;
- Knowledge and successful experience of budget management and reporting procedures and personnel leadership and management;
- A commitment to gaining further qualifications and/or accreditation in Educational Leadership.

Skills / Attributes

- Excellent leadership, organisational, communication and ICT skills;
- High level of personal integrity and confidentiality;
- Think strategically, analytically and creatively
- Outstanding interpersonal skills with the ability to work collaboratively, coach, mentor and maintain respectful and trusting relationships;
- Ability to work independently, multi task, manage multiple priorities and meet deadlines;
- Be quality conscious, dynamic and results oriented;
- Effective change management skills, including those related to assessment procedures;
- Proficient in the use of Management Information Systems, including Excel and spreadsheets, in order to collect, analyse and manipulate data.

This Job Description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future.

Signature of Postholder _____ Date / /

Signature of Principal _____ Date / /

Instigated January 2019