



Shanghai Singapore International School

Job Title: Principal of Early Years

Our School:

Founded in 1996, the Shanghai Singapore International School aims to develop each student into a responsible global citizen, with a strong sense of character preparing them for success in any life or career path they may choose. Our philosophy, vision, and mission is to educate students in an environment that will not only equip them with a high level of content skills and information, but also help them to learn the behaviors associated with global citizenry and the concept of being humanitarians and caring individuals.

Purpose:

The Principal of Early Years responsible for Leading, managing, organizing, executing and facilitating, the necessary functions of an Shanghai Singapore International School's Early Years Division. The position is responsible for assuring the implementation of quality early childhood programming and family engagement within Shanghai Singapore International School and the wider community.

The role forges strong strategic partnerships with the other divisions of SSIS, the parent community and the wider shanghai educational sector. This position must also guide and facilitate a smooth transition from the early years of education to primary school.

Reports to:

The Principal of Early Years reports to the Head of School.

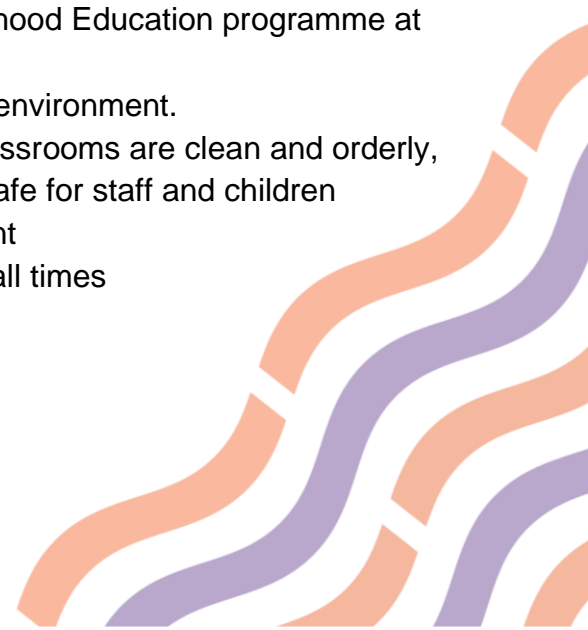
Organisational relationships:

The Principal of Early Years works closely with the Divisional and Campus Principals on the development and management of the school and its academic programmes.

Key Accountabilities:

ESSENTIAL FUNCTIONS

- Responsible for monitoring and implementing Standards, policies, procedures, and guidelines in the day-to-day operation of SSIS Early Years
- Work collaboratively with the CLT members
- Responsible for ensuring that there is a quality Early Childhood Education programme at SSIS
- Responsible for the monitoring of the Early years learning environment.
- Ensure that the Early Years site is maintained properly; classrooms are clean and orderly, equipment and supplies are monitored, and the facility is safe for staff and children
- Assist in student recruitment efforts; assuring full enrollment
- Ensure that confidentiality is respected and maintained at all times
- Implement SSIS Learner Attributes at all times.





1. Leadership:

As a leader, the Principal of Early Years:

- Develops and defines a clear vision of the mission for Early years at SSIS and communicates it to the School Community.
- Sets the focus and direction for SSIS Early Learning according to the School's vision and mission, and in alignment with SSIS Education Policies and values
- Role-models commitment to values in the day-to-day activities and decision-making is committed to quality in each task undertaken.

2. Teacher Development:

- In consultation with the Core Leadership Team, design and support the overall framework for teacher professional learning and the recruitment process.
- Provide a bi-weekly report to the Head of School on the progress of teacher development and recruitment process. Meet weekly with Head of School

3. Teachers' Professional Learning

- In consultation with the Core Leadership Team, design the overall framework for the teachers' professional learning, including the supporting and monitoring individual Professional Learning Plans for all Early Years teachers.
- Work with and assist the Director of Teaching and Learning on the Professional learning identification and approval process.
- Provide leadership on the school-wide initiatives
- Provide a bi-weekly report to the Head of School on the progress of Professional learning
- Review the Professional Learning process and recommend recalibration, if any.

4. Other Duties as Assigned

Responsible to carry out any other duties assigned by the Head of School.





Qualifications and experience required:

- a) Demonstrated knowledge of current best practice in international pedagogy and innovation
- b) Experience in senior leadership in international schools
- c) Excellent written and verbal communication skills
- d) Relevant university credentials in an academic field. A leadership postgraduate degree is highly desirable.
- e) Work experience with other cultures and nationalities within an international education environment
- f) Proven ability to bring about and support change
- g) Successful management of substantial budgets
- h) Experience in implementing effective systems for the management of staff performance and wellbeing
- i) Experience in leading and monitoring student performance and wellbeing

