

Brief for the position of

**PRIMARY SCHOOL
PRINCIPAL**



CONTENTS

The School	3
The Role	8
The Person	10
How to Apply	11



THE SCHOOL

The International School of Lausanne (ISL) is a leading, not-for-profit, multilingual international school set in the French-speaking part of Switzerland. The school employs approximately 250 members of staff on its open and spacious campus, and welcomes approximately 900 students from over 60 nationalities, from 3 to 18 years of age.

ISL aims to be a world leader in international education and the school's mission commits it to recognising the unique potential of each student so that they are prepared to go on to play an active and responsible role in a complex, multicultural world. From this mission flow four operational objectives:

To offer a world-class, forward-looking, values-based education that is broad, holistic, challenging, and based on research and evidence.

The quality of teaching has a direct impact on student achievement, student engagement and motivation for learning, and a core part of the future focus in the Primary School will be the continued development of the PYP programme and the introduction of a coaching model to support an outstanding set of teachers in their professional learning.

To make belonging, happiness and mental health a cornerstone of an ISL education.

By putting happiness and mental health first, the school aims to enable all parts of its community to make the most of their individual talents and abilities. There has been extensive work in the development of a well-being curriculum, around the place of diversity, equity and inclusion, and in provision of accessible and highly-targeted student support to help to build an environment in which success of all types is recognised and celebrated.

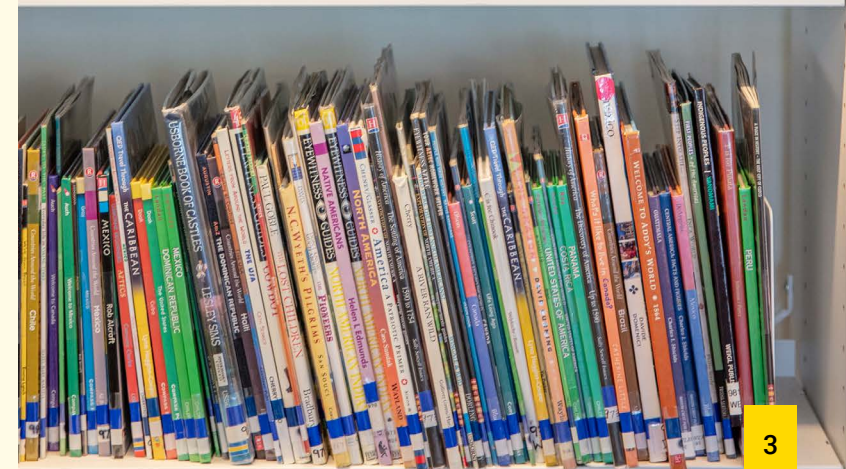
In the next three years the school expects to continue to invest significantly in the development of expertise in dyslexia, dyspraxia, dyscalculia and ADHD, as well as in provision for students with high potential.

To help young people develop the knowledge, attitudes, skills and competences to find their place in Switzerland, and to be able to make friends, work and collaborate with people locally or internationally, across borders, languages and cultures.

The Primary School has spearheaded the development of ISL's highly successful dual language programme, which is being rolled up into the Secondary School. The next stage of this development is the implementation of an immersive bilingual approach in Early Childhood. A key future project in this area is the development of aspects of our programme that will support children in being creative, innovative and entrepreneurial.

To ensure that the campus and the school's practices fully reflect its commitment to excellence.

How the school functions, just as much as what and how we teach, is an essential part of offering an exceptional educational experience. Fundamental to this is the future development of operational systems based around sustainable and effective practices, and the school is part way through a major strategic project led by the Board to develop an overarching sustainability framework.



Community expectations

ISL's community expectations define how the school's five core values are put into practice everyday:

HONESTY

We believe in gaining trust from others by being true to our word and acting ethically. We do this by giving credit to the work of others and having integrity, being truthful, modelling expected behaviour, and being able to admit when we have made a mistake.

RESPECT

We believe in treating people with respect and acting with diplomacy and tact. We do this by standing up for others who are vulnerable or discriminated against, respecting the privacy of others and not sharing information or images without consent, being aware of the language we use, and by considering how it may impact those around us.

SELF-CONTROL

We believe in being aware of our actions, and creating a positive outcome for ourselves and those around us. We support this by ensuring our personal and general presentation is clean, tidy, and appropriate, being approachable, and by understanding that speaking about others without their consent may be damaging.

EQUITY

We believe in treating people equitably regardless of differences. We are committed to inclusion and to accommodating a wide diversity of identities, including but not limited to gender, sexual orientation, religion, age, physical ability, ethnicity, nationality, status, etc. We do this by supporting equal opportunity and fair treatment, looking to understand different perspectives and cultures so that we avoid discrimination, bias, and misunderstandings, and by valuing and engaging with the diversity of backgrounds that exist in our community.

CARE AND CONCERN FOR OTHERS

We believe in positive relationships. We support this by showing kindness, understanding, empathy, and behaving in a constructive manner, by emphasising and cherishing collaboration with one another, by developing and maintaining positive relationships, and by continuously motivating, inspiring, and celebrating each other.



A dynamic community

The ISL community is diverse, and whether a student, parent, or staff member, each individual is valued and listened to. The Parent Teacher Association (PTA) is an important part of school life, welcoming new families, coordinating social and cultural events, and enhancing lines of communication. All parents are encouraged to benefit from the school facilities, such as daily adult French classes, talks and activities such as yoga.

A diverse and values-based environment

While we want to develop young people's knowledge, understanding and skills, above all we want to help them develop their values, learn how to make moral judgments, and distinguish right from wrong. An understanding and appreciation of the richness that diversity brings is an essential part of this, and as a community we are committed to actively working towards an inclusive environment. Diversity is seen broadly - not just in the fact that ISL has representatives of 60 nationalities who between them speak 40 languages – and students benefit from this diversity in innumerable ways. The school's continuing work in diversity, equity and inclusion (DEI) aims to create an environment where a strong sense of belonging is a product of how we interact with each other, and the terminology in our DEI policy is carefully chosen to say that all members of our community have a role to play in building the environment we want to see. We hope, through this, to contribute to the development of a more just society for all.

Family life in Lausanne

Lausanne is a small city of 140,000 inhabitants. The surrounding areas offer an incredible number of activities for students and their families. In the summer, you can swim in, sail or paddle on the lake. In the winter, you can hike, ski, sleigh or snowshoe in the mountains. The city is culturally vibrant, with theatre, music and dance on offer. It is also the home of the International Olympic Committee as well as many international sports federations. French is spoken locally, but you frequently hear English and many other languages spoken too. Switzerland is a European hub and Geneva airport is only 45 minutes away.



Student Life

From student journalism, drama, and music to the Student Council, Model United Nations, Culture Club, and Primary School Umbrella Squad, ISL works hard to create an environment where young people can find their voice and be who they want to be.

After School Activities

The After-School Activities (ASA) programme encourages students to explore their passions or develop new skills, laying the groundwork to remain active and involved throughout their lives. There are 125 after-school activities to choose from, most of which are included in the school fees, with more than 90% of students participating in at least one activity per week.

The Arts

ISL offers a large variety of arts activities to allow students to express their passions. The school hosts student art exhibitions every school year, and primary and secondary school students perform spectacular drama productions throughout the year, such as High School Musical and Romeo & Juliet. A large group of musicians play a wide variety of instruments such as violin, drums, guitar, and more. The many music practice rooms on campus allow students to develop their skills in a professional environment. For those who enjoy performing with others, there is also a concert band, choir, and string ensembles.

Sports

ISL offers a wide range of sports including basketball, skiing, netball, and gymnastics. The school offers competitive sports, with teams attending seasonal competitions, as well as recreational teams and other chances to get involved throughout the year. ISL participates in approximately 200 competitions throughout the school year, either hosted at ISL, at other Swiss venues, and internationally. A team of dedicated coaches from within the ISL faculty, along with external coaches, ensure that each student has a memorable time.

Community Engagement

At ISL, both students and staff are encouraged to engage in various community service projects throughout the year. Community service and action are integrated into the curriculum, enabling the ISL community to engage personally and meaningfully in a range of local and global initiatives. These projects create genuine learning opportunities and have tangible effects in improving the natural environment and the lives of others.





Learning

Primary School (Reception 3 to Year 6)

The Early Childhood programme (Reception 3 to Year 1) immerses children into an exceptional multilingual setting. The International Baccalaureate Primary Years Programme (PYP) encourages children to explore the principles of respect, responsibility, and community. The result is an atmosphere of collaboration where children learn while playing in a welcoming, positive, and safe environment. The philosophy is based on developing the whole child, focussing on the key developmental domains of language, physical development, cognitive development and social and emotional development.

The purpose built Early Childhood building is spread over three floors with each classroom opening out onto an outdoor play area. The top floor is used as a French atelier space and has a kitchen area specifically adapted for the safety and enjoyment of the EC learners. The Forest school programme ensures students gain an appreciation of the world around them whilst making authentic links to their Units of Inquiry.

Children in the Primary School (Year 2 to Year 6) continue learning according to the principles of the International Baccalaureate Primary Years Programme (PYP). Through a carefully designed learning environment which places strong emphasis on student well-being, children at ISL are nurtured towards being caring and active participants in a lifelong learning journey.

Grounded in inquiry and concept-based learning, the curriculum aims to achieve a balance between the search for meaning and understanding, and the acquisition of essential skills and knowledge. Character learning, articulated through the learner profile and approaches to learning skills, underpins all that ISL does in their pursuit to develop the whole child. At ISL, through a curriculum that is both rigorous and significant, they cultivate human connection, physical and emotional well-being, and cultural awareness to ensure that children are well poised to make a positive difference in the world.

In order to create truly enthusiastic students and lifelong learners, the ISL curriculum also gives children meaningful opportunities to use their skills as both members of a community and independent learners. In the Primary School, teachers implement hands-on, experiential activities so students acquire skills, engage in creative thinking, broaden knowledge, and deepen understanding

Secondary School (Year 7 to Year 13)

The Secondary School is subdivided into the Middle School (Year 7 to Year 9) and the High School (Year 10 to Year 13).

The Middle Years Programme (MYP) of the International Baccalaureate encourages students to make links between their studies and the real world. The MYP is an international curriculum designed to help students develop the knowledge, understanding, attitudes, and skills necessary to participate actively and responsibly in a changing world. In the final two years, an intellectually rigorous academic programme is delivered through the IB Diploma Programme (DP). The school aims to nurture the skills, ideas, talents, and capacities students will need to face the challenges and opportunities of the 21st century, and outstanding exam results mean that many students go on to study in the world's most respected universities.

ISL offers a fully recognised US High School Diploma in addition to the IB Diploma, and is accredited by the New England Association of Schools and Colleges (NEASC) as well as by the Council of International Schools (CIS). The IB Diploma and the ISL High School Diploma are two separate qualifications. However, students who complete the IB Diploma also gain the ISL High School Diploma.

Further information on ISL can be found at www.isl.ch

THE ROLE

The International School of Lausanne seeks to appoint an inspirational, passionate, and experienced educator to be the pedagogical and operational leader of the Primary School. Their vision, commitment, and enthusiasm for teaching and learning will shape the continuing development of an already outstanding IB Primary Years Programme.

Key in this will be the further strengthening of the place of language and multilingualism, the strategic expansion of our student support services, and the evolution of the place of technology and innovation.

The Primary School Principal reports to the Director. They are a member of the school's operational and academic leadership teams, attend all Board meetings, and are expected to contribute significantly to the development of the whole school strategy.

Leadership

- Share an inspiring vision of excellence in education, and demonstrate a mindset of continuous improvement.
- Together with the Director and the Primary Educational Leadership Team, set priorities and develop short, medium and long term plans that are consistent with the overall strategy, philosophy, and the mission of the school.
- Define the responsibilities of staff and allocate resources in accordance with the school's mission and values.
- Ensure that the ethos and philosophy of the school are reflected in all activities.
- Develop and manage the academic budget; oversee and monitor expenditures across all areas of the Early Childhood and Primary School.
- Lead the recruitment and placement of students and, together with the Head of Admissions and Marketing, design an effective marketing and admissions strategy.





Well-being

- Ensure that the safety and welfare of students and staff is at the centre of all actions and all decision-making.
- Oversee the development and implementation of policies, programmes, and activities that promote the well-being of all students and staff.

Curriculum

- Oversee the design, articulation, and implementation of a programme which complements and enhances the experience of all children.
- Oversee ongoing curriculum review, development and implementation; ensure cohesion and consistency in programmes.
- Set and communicate the highest standards for curricular/ instructional quality and student achievement.
- Ensure the continued development and success of both the anglophone and the dual language programmes.
- Ensure that the student's academic and extracurricular experiences prepare them for a dynamic, interconnected, rapidly developing world.

Communication

- Communicate regularly the school's strategy and priorities to the staff, the students, the parents, and the wider school community.
- Ensure that people have a clear understanding of, and commitment to, the vision and ambitions of ISL.
- Oversee assessment and reporting procedures so that parents feel connected to the school's programme of study and their children's progress.

Staff development

- Promote a culture of continuous professional development amongst staff.
- Regularly observe staff members and ensure the implementation of effective teaching strategies to promote student learning.
- Identify staff training needs and development opportunities in collaboration with the leadership team.

THE PERSON

ISL warmly welcomes applicants from different backgrounds and with varied experience gained in settings around the world. This person will be an inspirational, committed, and values-led leader with a preparedness to invest in the ISL community.

The ideal candidate will:

- Be a learning-focused leader with a passion for primary school education.
- Have knowledge of the PYP programme [this is desirable but not an essential requirement] and a minimum of 3 years of experience in a leadership role.
- Have experience in leading and managing recruitment, admissions, staffing, scheduling, and budget.

- Have a proven track record of effective leadership by creating a collaborative and cohesive working environment, and managing change at a whole school level with demonstrable positive outcomes for students.
- Have the ability to personally model ISL's core values (honesty, respect, self-control, equality, care and concern for others), as well as approachability, optimism, warmth, presence, and personal flair.
- Be capable of leading in a manner that builds trust and consensus and empowers staff to be innovative and creative teachers.
- Be able to think strategically and have strong organisational skills.
- Be able to effectively and engagingly present the school to prospective parents and members of staff.
- Have adaptability, flexibility, dynamism, and drive.
- Have empathy, humility, and a high level of interpersonal skill and emotional intelligence.
- Be open-minded, honest, and transparent.
- Have an appreciation of cultural differences.
- Have excellent written and spoken communication skills.
- Be proficient in English. The ability to communicate effectively in French or the willingness to learn is highly desirable.
- Have excellent digital skills and a knowledge of their effective use to support pedagogy.
- Be committed to self-reflection and continuous professional development.



HOW TO APPLY

The International School of Lausanne has engaged the services of Odgers Berndtson to assist with the recruitment of the next Primary School Principal.

The closing date for applications is **9am BST on Friday 17 May**.

Initial interviews with Odgers Berndtson will take place during the **week commencing 20 May**. Shortlist interviews with the selection panel will take place on **Wednesday 5 June**. Candidates invited to the final stage will be offered in-depth briefing visits to the School on **either 17 or 18 June** and final interviews will take place on **Wednesday 19 June**.

In order to apply, please submit a comprehensive CV along with a covering letter which sets out your interest in the role and encapsulates the aspects of your experience relevant to the required criteria. Please include current salary details and the names and addresses of three referees. Referees will not be approached until the final stages and not without prior permission from candidates.

The preferred method of application is to send a CV and covering letter to 91442@odgersberndtson.com

All applications will receive an automated response.

All candidates are also requested to complete an online Equal Opportunities Monitoring Form which will be found at the end of the application process. This will assist the client in monitoring selection decisions to assess whether equality of opportunity is being achieved.

The International School of Lausanne is committed to equal opportunities and maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding (Child Protection and Staff Behaviour) Policy'. Please note, it is an offence to apply for this position if barred from engaging in regulated activity relevant to children. All employees are subject to pre-employment checks including a Disclosure and Barring Service check.

Any information collated from the Equal Opportunities Monitoring Forms will not be used as part of the selection process and will be treated as strictly confidential.

For an initial discussion, please contact:

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Personal data

In line with GDPR, we ask that you do NOT send us any information that can identify children or any of your Sensitive Personal Data (racial or ethnic origin, political opinions, religious or philosophical beliefs, trade union membership, data concerning health or sex life and sexual orientation, genetic and/or biometric data) in your CV and application documentation. Following this notice, any inclusion of your Sensitive Personal Data in your CV/application documentation will be understood by us as your express consent to process this information going forward. Please also remember to not mention anyone's information or details (e.g. referees) who have not previously agreed to their inclusion.



