



The American School of Johannesburg seeks High School Principal to commence in August 2019

Beginning August 2019, AISJ is seeking an exceptional educational leader for its high school program.

The AISJ community is seeking applications from individuals motivated to advance best practices and foster teaching excellence. The High School Principal needs to be able to serve a diverse and transient community, honoring our social context. It is essential that this individual be able to manage the changes and challenges inherent in delivering a high quality educational program against a backdrop of flattening enrollment. As a member of the Leadership Team, the High School Principal will be a key driver in the refinement and implementation of the school's strategic vision.

A detailed position overview including qualifications, attributes and job responsibilities is included at the end of this document.

School Description:

The American International School of Johannesburg (AISJ) is a Pre-Kindergarten through Grade 12 co-educational school founded in 1982. It offers a standards-based curriculum which develops the understanding, knowledge and skills base for all students to be successful. AISJ strives to offer a diverse and balanced program across the Four Pillars of Academics, Athletics, the Arts, and Service. The school is fully accredited by the Middle States Association of Colleges and Secondary Schools in the United States and authorized by the International Baccalaureate Organization (IBO). It is also a member of the Association of International Schools in Africa ([AISA](#)), Association for the Advancement of International Education ([AAIE](#)), and the Collaborative for Innovative Education ([CIE](#)).

The school comprises two campuses. The original school is located in Johannesburg and is a campus serving Pre-K through grade 12. An additional Pre-K to grade 8 campus in nearby Pretoria works closely with the Johannesburg Elementary and Middle schools, while retaining its own intimate atmosphere.

At the Johannesburg campus the high school offers the IB diploma program and an American high school diploma program. A highly committed staff of local and international teachers, administrators, and support staff make the school a warm and welcoming environment for students and parents alike. The high school currently has a faculty of 50 resulting in a staff/student ratio of approximately 1:7. With students from over 109 countries and no single nationality forming a majority, the school is truly diverse in culture, background and perspectives. The school has a long history of community service and has embarked on an ambitious expansion of its service-learning program by making it a graduation requirement of the high school.

Location:

AISJ's Johannesburg campus of 80 acres is based in a beautiful semi-rural setting midway between the ancient Magaliesberg hills to the north, and the towers of Sandton to the south. The campus is notable for its gardens featuring indigenous trees and flowers, its expansive sporting facilities and its spacious walkways, courtyards and architecture. A short drive away lie both the luxurious suburb of Dainfern and the sprawling township of Diepsloot, making the country's disparity between rich and poor immediately apparent.



[Click here](#) to take virtual tours of the Pretoria and Johannesburg Campuses

Student Body:

Current enrolment on both campuses is 1145. Planned capacity is 1450, 280 of which will attend the Pretoria Campus. The High School is expected to remain relatively stable at 340 students

Teaching and Learning at AISJ:

The divisional principal is responsible for teaching and learning within their division with the support of a teaching and learning team. A Director of Teaching and Learning and three instructional coaches staff the Teaching and Learning Center along with the Director of Technology, and Pre-K-12 Service Learning Coordinators. Technology Integration Coaches operate in each division. AISJ's dedicated Center for Teaching and Learning is the professional development hub for educators in Africa.

An extensive Teaching and Learning action plan was developed in 2011-12 along with the implementation of new teacher standards with accompanying rubrics. Focus is on curriculum planning using backwards design and incorporating differentiation to meet the needs of diverse learners, as well as integration across the curriculum. As part of the work the school developed its own Professional Teaching rubrics which were extensively revised 2017-18 considering the new strategic plan.

[Click here](#) to view the Teaching and Learning Portal.

Facilities Development:

Facilities have been extensively expanded and upgraded based on Master Facilities Plans for both campuses. On the Johannesburg campus a five-year building plan has been completed, which includes extensive Elementary and Middle School classroom developments, a new aquatics center, dining commons and plaza, additional arts facilities, MS/HS Arts complex, 550 seat theater, a new HS wing, an additional double gymnasium and accompanying dance studio and workout room, a separate Middle School complex has also been completed together with a golf facility.

Strategic Direction

The school's strategic direction was solidified during the 2015-16 academic year through an extensive community process. The work resulted in the development of Leading School Indicators and an innovative learning-centered Strategic Plan. During the process, the school's vision was reaffirmed and the mission statement and core values were reviewed and modified:

Vision - Together we dare to imagine, inspire to succeed, and courageously make a difference

Mission Statement - Inspired Learners: Connected, Creative and Courageous

Core Values

- Honesty, integrity, and accountability are fundamental

- Personalized, differentiated, authentic, and inspired teaching and learning are essential for achievement and growth
- A culture of continuous improvement is critical to success
- Diversity and inclusion encourage open-mindedness and empathy
- Learning is cognitive, creative, active, and purposeful
- Creativity, adaptability, curiosity, and inquiry equip us to thrive in a changing world
- Strong community is built through participation, communication, collaboration, and mutual respect
- Contributing positively to society is our responsibility

Work on the Strategic Plan began in August 2016 and is slated to be accomplished by 2020. Three Strategic Goals were set, as well as a set of specific objectives and measures to provide a definitive work agenda for each Strategic Goal.

Strategic Goals:

1. **Conceptual**
To develop conceptual thinkers by providing meaningful opportunities for learners to apply acquired knowledge, skills and understandings to different contexts.
2. **Connected**
To develop interconnected learners who have the skills, understanding and desire to collaborate and actively engage with the world.
3. **Personalized**
To develop engaged and motivated learners by supporting them in ways that are relevant to their life, interests, and ambitions.

[Click here](#) to view the Strategic Plan

In addition, AISJ developed six Leading School Indicators to serve as ongoing benchmarks and standards the school is committed to monitoring and maintaining as a leading international school. Sub-indicators and measures were developed and are reported on annually.

Leading School Indicators:

1. AISJ considers student learning to be the highest priority.
2. AISJ attracts, develops, and retains excellent teachers and leaders.
3. AISJ offers a balanced, well rounded program.
4. AISJ students achieve strong academic results.
5. AISJ values a diverse and inclusive community with its ethos and actions.
6. AISJ has the resources and finances to support and grow its programs.

[Click here](#) to view the LSI sub-indicators and measures

Future challenges:

AISJ has committed to an aggressive agenda in actualizing its Strategic Plan. Critical to supporting that agenda will be the ability to work closely with our Teaching and Learning team to collaboratively develop and embed the three strategic goals of Conceptual, Connected, and Personalized Learning.

At the forefront of these changes is the aim to develop a truly balanced program and align the HS with best practices. Although the school community has embraced this change, there is still much work to be done to maintain an ethos of acceptance and collaboration. The new HS Principal will have to be skilled in managing and consolidating change, including developing and sustaining an inclusion model with the relevant support systems. Inherent within this system will be improving the differentiation of instruction, and a more inquiry driven and integrated conceptually-based program.

In discussion with the school community, the following were identified as key challenges facing the incoming High School Principal:

- Continue to deliver a rich and balanced learning program, consistent with the four pillars, that provides meaningful opportunities and personal growth for all high school students
- Institute genuine and authentic pathways that support diverse learners and their aspirations through varied approaches and programs
- Promote the AISJ core values to nurture a culture of mutual respect and responsibility
- Ensure that learning communities in all dimensions remain at the forefront of all actions
- Foster the personal, social and emotional wellbeing of all students and teachers
- Cultivate conceptual, independent and connected learners
- Ensure student advocacy and student voice is integral to the school culture

The Position:

Position Overview:

In collaboration with the School Director and the Leadership Team, the High School Principal's role is to manage Grades 9 through 12. The Principal is accountable for the effective development, delivery, and evaluation of the school's educational programs. In exercising this responsibility, the High School Principal is required to make important decisions regarding the program, budget, and staff that lie within his/her jurisdiction of the whole school's plan. The management of the school's programs requires the High School Principal to analyze the needs of the students to ultimately transform the educational structures into the most promising teaching program with respect to the strategic mission, vision and core beliefs of the school.

Qualifications and Experience:

- Minimum of a Master's Degree in Educational Leadership or Master's Degree with additional qualifications in administration/leadership
- Administrative experience and leadership endorsement
- Teaching and leading Experience in international schools
- Experience in the implementation and supervision of the IB Diploma Program and American/international systems
- Experience in the leadership of technology initiatives.
- Experience in curriculum and assessment development

- Experience in creating and supporting genuine service learning programs
- Ability to communicate effectively with others
- A deep understanding of high school students and their diverse needs
- Quality and relevant teaching and leadership experience at high school level
- Experience in the implementation of a conceptually-based curriculum focusing on inquiry, integration, and differentiation practices
- Experience in leading effective professional growth
- Experience in standards-based assessment
- Experience and understanding of best practices in inclusion

Attributes:

In discussion with the school community, the following were identified as key attributes of the person we are seeking:

- Personable, approachable, with the ability to build strong connections with others
- Empathetic and supportive
- Thoughtful, reflective, decisive strategic thinker
- Innovative, risk taker, resilient

General Responsibilities:

The High School Principal will be part of the AISJ Leadership Team along with the School Director (CEO), divisional Principals, the Director of Teaching and Learning, the Director of Technology and the Director of Operations.

The High School Principal will

- Provide educational leadership and support throughout the High School.
- Oversee course offerings and ensure appropriate scope and sequence of courses throughout High School, as well as from Middle School.
- Assist and support the School Director in the recruitment of appropriate staff.
- Assign, organize, and monitor staff for greatest effect in accomplishing the mission of the school.
- Ensure collaborative development of divisional, departmental, and individual professional goals.
- Continue the development of a strong culture of professional growth through dynamic support, supervision and evaluation of High School teachers and instructional support staff.
- Promote a collaborative and cohesive learning culture.
- Ensure that all decisions and processes within High School have 'improved student learning' as the focus and goal.
- Facilitate the development of a school climate that appropriately meets the social and emotional needs of high school students.
- Provide clear protocols and processes to ensure there is regular, quality communication between school and home.
- Ensure that student performance data is used to improve High School programs and student learning.
- In collaboration with the IBDP coordinator, oversee the development and refinement of the IB Diploma Program at AISJ.
- Manage and further develop a vibrant and sustainable service learning program.

- Ensure appropriate balance, rigor and support for academics, arts, activities, athletics and service learning programs.
- Work with the Teaching & Learning team on curriculum development and PD planning.
- Promote school spirit among the High School community.
- Manage student behavior and attendance.
- Oversee student admission, the awarding of credits and graduation requirements.
- Manage the High School divisional budget and oversee the ordering and distribution of supplies and materials.
- Manage maintenance issues and make recommendations for the improvement of facilities.
- In conjunction with the Middle School Principal, coordinate the Student Scholarship Program (SSP).
- Work with parents in a dynamic, thoughtful and proactive way.
- Work collaboratively with HS Leadership Team, nurturing, mentoring, and supporting HS Assistant Principal(s) and other leadership personnel.
- Perform other tasks as assigned by the School Director.

Salary and Benefits:

Salary is highly competitive and will be commensurate with qualifications and experience of the successful candidate. Benefits include a tax free salary, housing, health, life and long-term disability insurance, annual home leave, shipping allowance, a generous retirement contribution, and tuition benefits for K-12 school age dependents.

Candidates wishing to learn more about the American International School of Johannesburg should visit www.aisj-jhb.com .

Application Procedure:

Interested candidates should send an application no later than July 30, 2018. (The review of files will begin as soon as applications are received). Candidates should note that, in the event an outstanding applicant is identified early in the search process, AISJ reserves the right to make an appointment before the deadline mentioned above and to bring the search to a close. For this reason interested candidates are encouraged to apply at the earliest possible time.

Candidates should email the information requested below as a single document in PDF format to recruitment@aisj-jhb.com. The subject line should read High School Application and the applicant's name. The application should include:

- Cover letter of application
- Photograph
- Resume, generally not more than two-pages
- Educational philosophy
- A list of references (at least three) - the list should include their names, positions, current email addresses, and the current Superintendent/Director of your present school.



Short-listed candidates will be contacted and invited for an interview in Johannesburg in September. The school hopes to make an appointment in early October 2018.