



HEAD OF HIGH SCHOOL

TO START JULY 2021



RSACADEMICS
HELPING SCHOOLS THRIVE



INTRODUCTION

Keystone Academy has set out to be unusual, to be a 'new world school', a school that is simultaneously national and international. Keystone brings together the best in Chinese, American and international pedagogy and practice on its campus in Shunyi District, Beijing. Established in 2014, Keystone is moving into the next phase of its development. It now seeks a new Head of High School to succeed Diana Martelly.

In its first six years, Keystone Academy has rapidly grown to 1,500 students from Foundation to Grade 12, and further growth to around 1,800 is anticipated. The first High School class graduated in 2018. 90% of the students are Chinese, although this will likely settle at a slightly lower figure as Keystone reaches capacity.

Keystone is a not-for-profit bilingual school and is fully residential in Grades 9-12, with boarding optional in Grades 7 and 8. The commitment to bringing together the distinctive traditions of eastern, western and international education is apparent throughout the school, from the design of its campus to the language immersion program and classroom practice, the structure of the curriculum and the range of co-curricular activities.

Keystone's first six years have been highly successful. Its challenge now is to build on this success, to consolidate where appropriate, and to develop and innovate further, constantly seeking to make the concept of a new world school a reality, while also redefining the idea so that it can remain relevant to changing contexts. One challenge that defines Keystone is its overt ambition to be about more than examinations grades, including selecting students not only on the grounds of academic potential and cultivating rounded young people who will be able to succeed in a variety of walks of life, while balancing this against the need and desire to be results-focused as well.

The Head of High School position offers a wonderful opportunity for a world-class educator who is fully committed to Keystone Academy's mission and approach, who believes in the power of bilingual education, and who is attracted by the excitement and the benefits, the challenges and the tensions that come from intentionally bringing together such different cultural and pedagogical traditions.

A NEW WORLD SCHOOL

Keystone brings together the best of three distinguished traditions of teaching and learning:

- The Chinese tradition, by far the oldest, which is renowned for its rigorous intellectual discipline, respect for the nature of learning and concern with the development of character.
- The American tradition, which is a discussion-centered, inquiry-based pedagogy and informs Keystone's development of a residential school community.
- The international education movement, which over the last 60 years has focused on critical and creative thinking and cultural fluency.

This approach was the driving vision when Keystone was conceived and founded and has been at the heart of its first four years of operation.

Mission and Values

Keystone's name originates in the idea of a keystone as the central piece of an archway, bringing the two sides together, bearing their weight and making the whole structure stable and durable. An archway is itself a useful metaphor for an education that opens new worlds and frames new visions and views.

Three keystones define the school and inform all its activities:

- Bilingual immersion in Chinese and English;
- Building character and community throughout a residential setting;
- Promoting Chinese culture and identity in a world context.

Keystone is further defined by its mission:

“Our ambition is to share successes generously and to learn from failures bravely, to open our doors to many, and to engage fully with the world of education, and the world at large, beyond our gates.

Our students are hungry for opportunity, bold in their thinking, and creative in their instincts. They are encouraged to become expansive in their dreaming, determined in their actions, collaborative in their teamwork, and humble in their achievement. They learn to be stewards of the environment and to be at ease with otherness.

Our teachers are passionate about learning, rigorous in their standards, and aspirational in their methods. They are respectful listeners, attentive caregivers, interrogative thinkers, compassionate mentors, and world-minded citizens.

Our graduates will possess the intellectual, cultural, and ecological fluency to navigate gracefully the colleges, careers and communities of their choice. They will know how to apply their emotional intelligence, character, and zest for learning to help develop and improve the communities in which they live.

Keystone has also interpreted the Five Traditional Confucian Virtues to become the school's shared values:

- Ren / Compassion
- Yi / Justice
- Li / Respect
- Zhi / Wisdom
- Xin / Honesty

A more detailed articulation of the relevance of these values can be found [here](#).





Structure and Curriculum

Keystone is structured into three divisions: the Primary School (K-Grade 5), Middle School (Grades 6-9) and High School (Grades 10-12), with the Middle and High Schools together comprising the Secondary School. Students up to Grade 9 follow an integrated curriculum, fully meeting the requirements of the Chinese National Curriculum alongside first the International Primary Curriculum and then the IB Middle Years Program. High school students follow the IB Diploma Program, with Grade 10 spent completing the MYP and in rigorous preparation for the IBDP.

Woven through all Keystone's programs is the 'Chinese Thread', which deepens students' understanding and appreciation of China's past, present and future. The Chinese Thread underpins Keystone's ambition of being both a national and an international school and supports the integration of the Chinese and international curricula up to Grade 9. In the High School, the Chinese Thread is focused on a Grade 10 Capstone Project and through Theory of Knowledge courses, as well as providing a more general Chinese context to the curriculum.

Keystone has a deep commitment to experiential learning and is a prominent member of the Round Square. Students have many opportunities for field trips and service learning in Beijing and further afield. Project-based learning fosters the active exploration of concepts, critical thinking and collaboration. The Keystone Activities Program is viewed as integral to the curriculum. The Dean of Curriculum provides support to curriculum innovation and integration across the whole school.

Keystone is licensed in Beijing by the Shunyi Bureau of Education, accredited by the Western Association of Schools and Colleges (WASC), and authorized by the IB to deliver the IBMYP and IBDP Programs.

Bilingualism and Immersion

Keystone takes seriously its commitment to bilingual immersion, which evolves across the school. In the Primary School, more of the curriculum is delivered in Chinese than in English, in the Middle School a balance is achieved, and in the High School the emphasis shifts to English.

Language immersion and acquisition is closely integrated with the delivery of the curriculum. The aim is for students to be able to think, speak, read, analyze, and create with fluency in both languages. The Primary School's immersion program goes beyond language learning and enables students to absorb two cultures, to become accustomed to two learning approaches, and to understand and experience the world and its diversity cognitively, emotionally, socially, and personally. This combination of bilingualism and bi-culturalism is a significant feature of Keystone's identity.

Residential Community

Building leadership skills and character within the context of a boarding community is central to Keystone. All students live in residence from Grade 9 onwards. Most Secondary School faculty and members of the School Leadership Team are also resident on campus. Even in their younger years, students are aware that they are members of a community that is forged from the emphasis on residential life.

The vibrant residential community is organized in a style reminiscent of American East Coast boarding schools. There are hallways of approximately 70 students, each with four or five faculty members, who act as 'dorm parents' to provide supervision, support, mentoring, and advice, as well as organizing certain activities.

All faculty, whether they are residential or day teachers, play a role in the wider life of the school and contribute to the community atmosphere.

Admissions

Admission has become increasingly competitive as Keystone's reputation has grown. The school is therefore selective on the basis of both ability and 'fit'. The admissions process, centrally-organized under a Dean of Admissions, seeks to build a diverse student community, not restricted only to those who are likely to excel academically. In accordance with government requirements, a small number of students are admitted in Grades 1 and 7 without this selection process.

Faculty

The faculty is an approximately equal split of Chinese and non-Chinese teachers, with a greater proportion of Chinese in the Primary School reflecting the balance of language provision there, with the reverse true in the High School (approximately 70% of High School teachers are non-Chinese). The international teachers represent considerable diversity: as well as being drawn from the nations typically well represented in international education – the USA, UK, Canada, Australia, New Zealand and South Africa – there is a good mix from east and southern Africa, central and eastern Europe, and other regions. This leads to a rich diversity of approaches to teaching and learning, far beyond a simple East-West paradigm. There is parity of compensation and conditions between Chinese and international staff, and staff retention is strong.

There is an active faculty community with activities that bring together Chinese and western colleagues and enable all members of the community to build rich lives in their adopted home. For those who are not bilingual, there is a Chinese study group and other opportunities for Chinese language acquisition. The strength of the faculty community was tested during the Covid-19 lockdown when the teaching staff demonstrated a cohesion and shared commitment despite being spread across various parts of the world.

Governance and Leadership

Keystone Academy is a Chinese Independent School that is a not-for-profit organization. Certain dispensations associated with its licence enable it to operate as a national school with international programs. The school was inspired by a group of Chinese friends who had spent time in the USA and saw the potential for a school that would blend the best of the backgrounds they had experienced. Those founders now form the core of the Board of Trustees, which is modelled on governance in American independent schools. The President is Edward Shanahan, who has been prominent in secondary and post-secondary education in New England for more than 40 years.

The Head of School is Malcolm McKenzie, whose strong reputation internationally comes from his leadership of several innovative and influential schools, including as Head of Maru-a-Pula in Botswana, UWC Atlantic College in the UK and The Hotchkiss School in the USA. Many of the ideas that inform Keystone's vision of a new world school originate in Malcolm's experience in these schools, each of which challenges the traditional boundaries between national and international education. Malcolm writes on international and experiential education and is a co-founder of Global Connections, which promotes international cooperation between schools. Malcolm will retire from Keystone in 2022.

The academic and business leadership teams comprise talented individuals with long experience of education in the US, China and internationally. Keystone follows the model of US schools in having a relatively flat leadership team structure, which includes several central functions that work across the whole school. These include the Dean of Curriculum, Dean of Faculty, Dean of Student Life, Dean of Admissions, Director of Activities, Director of Libraries and Director of Digital and Innovative Learning. The Center for Student Development, which provides academic and personal support, is also organized at the cross-school level. The Heads of the divisions need to be able to embrace collaboration with these cross-school functions, understanding that many decisions will be made collaboratively and valuing the additional support and capacity they have as a result.





Keystone also invests in the development of a strong tier of middle leaders. This provides career development opportunities for aspiring leaders and gives responsibility to talented individuals from across the faculty community. It is important for the Heads of the three divisions to give space for these middle leaders to develop their roles and make a meaningful difference.

Campus and Facilities

Keystone Academy is located on a very striking 20-acre campus. The campus was designed by Chinese and American architects and reflects both styles.

The main academic building accommodates the three divisions of the school in distinct areas, with classrooms designed for classes of 14-18 students, more than 25 laboratories for biology, physics, chemistry and robotics, three libraries, and art and design spaces. Facilities are purpose-built for each grade level.

Two multi-storey residences face the academic building across the quadrangle. Between them on one side is a magnificent Performing Arts Center, and on the other the athletic facilities: a field, three gymnasiums, a 25m swimming pool, squash courts, a fitness and training center, indoor and outdoor running tracks, wushu and dance studios, and safe outdoor play spaces.

Covid-19 Response

Chinese schools were the first in the world to transition to a remote learning model at the outset of the pandemic. Since the lockdown occurred immediately after the extended Chinese New Year holiday, a significant number of international faculty were out of China and found themselves unable to return. Nevertheless, Keystone continued to serve its students according to the idea that “the campus is closed but the school is open.” The faculty retained its commitment and cohesion, despite the challenges of remote learning and the difficulty of accommodating considerable time differences. Some students were able to return shortly before the end of the school year, before a Beijing-wide short-term lockdown brought the year to an end a few days early.

Keystone’s investment in educational technology, including with a Director of Digital and Innovative Learning, showed its worth but, like all schools, Keystone learned much in this period about the need for flexibility in the event of future disruptions to the physical community, some of which will be important as the school regains a sense of normality during 2020-2021. The lockdown period was also insightful in showing how some students thrived in such different circumstances, while others struggled to adapt.

The pandemic will not define Keystone’s future leaders. However, it is clear that its leaders must be adaptable, flexible and able to respond creatively to rapidly-changing circumstances.

HIGH SCHOOL

The High School could be described as the youngest part of Keystone Academy. While the Primary School and the first grades of the Middle School have started to reach capacity, the High School's growth will continue year-by-year as the numbers flow through the school. The first graduating class numbered 49 in 2018, this had grown to 68 in 2020, and will climb steadily to around 140 by the mid-2020s. An important priority for the new Head of High School will be to continue to manage this growth.

The High School comprises three years with Grade 10 devoted to the conclusion of the MYP and a rigorous preparation for the IBDP. In addition to the MYP Personal Project, an important part of the second semester is the Capstone Project, which allows each student to focus on an aspect of China's arts, society or development that interests them and to explore China's connections with the world. This element of the Chinese Thread is a step beyond the China and the World course that students take in the Middle School.

In Grades 11 and 12, students are offered a wide choice across all six IB subject groups, with the option of online participation in DP courses not taught at Keystone. Students are encouraged to deepen their critical reasoning and to make interdisciplinary connections. Keystone is committed to exploring further ways to stretch the brightest students. There are opportunities to pursue independent research, including in some cases with universities, and the new Head of High School will need to consider ways to develop extension programs that can be available to students across the range of ability and aptitude.

The single biggest challenge for the High School as it continues to grow will be to maintain a balance between Keystone's distinctive approach – the very real importance in the school of the mission and values, the centrality of the three keystones and the insights coming from different pedagogical traditions – with the pressures of the IB Diploma program and the expectation of high academic standards and a strong record of progression to the world's top universities. Keystone views this as a single aim: to produce well-rounded, thoughtful, creative, and academically-strong graduates. In the words of a student from the first graduating class, Keystone gives students "the courage to face the world... I will never forget the power and strength I have gained at Keystone and the courage to love myself, to love other people and to love the world." Maintaining and effectively communicating this balance will be an important part of the Head of High School's role.

Keystone believes in admitting students for the full IB Diploma examinations even when these will present a student with a significant challenge and regardless of the impact on the school's overall DP performance. Nevertheless, the High School expects to see overall results improve with successive graduating classes that have spent more of their education at Keystone and, in particular, when students start to graduate having progressed all the way from the Primary School. At this point, the High School will see the full impact of Keystone's approach to dual language acquisition, the development of learning habits across the school, and the integration of Chinese and international pedagogies. The Covid-affected class of 2020 was the first to have spent almost all their secondary education at Keystone and, despite the difficulties of the revised grading formula for a young school, achieved an IB Bilingual Diploma pass rate of 92% with an average score well above the world average.

Keystone students also strive to achieve the Keystone Diploma, which assesses their contribution and achievement across all aspects of Keystone life. It concludes at the end of Grade 12 with a Character and Community presentation.

The bilingual program continues in the High School, but with the emphasis now firmly in favour of English. Most classes are in English, but Chinese language and literature courses continue for all, and there is an innovative dual language approach to Theory of Knowledge (TOK).

All High School students are in residence, as are most High School faculty. This allows full immersion into the life of the school and its sports and activities and provides more scope to support each student's social and emotional development. It also provides opportunities for academic support and extension.

Keystone offers a comprehensive college counselling program, including sessions for parents and students, one-to-one advice and support, and visits from many international universities. In 2020, students received more than 300 university offers, including from Ivy League institutions and prestigious universities in the UK, Australia, Canada, and elsewhere.





LIVING IN BEIJING

Keystone Academy is located in Shunyi District, in north-eastern Beijing, a spacious, largely residential area, well-provided with shopping and entertainment facilities. A major shopping mall is located a short drive, a bicycle ride or a walk away and includes restaurants, bars and other facilities that are popular with members of the school community. The school provides weekly shuttles to neighboring locations, and a subway station is located nearby. Beijing Capital Airport is a 20-minute drive away.

The Head of High School will be resident on campus and undertake residential responsibilities alongside other members of the School Leadership Team. On-campus accommodation is provided in well-furnished and spacious two- or three-bedroom apartments within the multi-storey residential buildings.

Beijing is a fascinating place to live. It is one of the world's most engaging cities, with 3,000 years of history and more than 20 million people. Covering an area of about 16,800 square kilometers, it is the political, cultural and educational center of China. It is an intriguing place packed with exhilarating contrasts: futuristic architecture and ancient temples, an extensive highway system and a mysterious maze of hutongs (alleyways), more austere older generations and bold, creative younger people, thriving urban development and captivating rural landscapes. Its greenness surprises many people. Beijing is a city of opportunity, adventure and expanding horizons, and Keystone's proximity to the Beijing subway affords convenient access to all the city has to offer.

Beijing's air quality is significantly better than in the past, and the city is no longer in the World Health Organisation's list of 50 major cities with the most serious air pollution issues. While there are days with poor air quality, the government continues to implement measures to reduce emissions. These have had rapid results and poor air quality days are outnumbered by those when pollution levels are low: blue, clear skies are more and more frequent. Nevertheless, Keystone uses air and water purification systems to ensure high levels of air and water quality on campus.

Beijing's climate is characterized by cold winters and hot summers. While the summer months, largely coinciding with Keystone's vacation period, can be humid, many visitors to Beijing are surprised by how dry the climate is for most of the year.

Expatriate faculty can certainly expect to experience some culture shock in Beijing, but very quickly the unfamiliar becomes normal and the city blooms in the mind and heart. Prior research, being open-minded and patient and having a positive attitude are essential to adjusting to life in Beijing and appreciating a breadth, depth and richness of experience beyond that likely to be encountered elsewhere.

NATURE OF THE ROLE

This is an outstanding opportunity to replace Diana Martelly, who has served with distinction as Keystone Academy's first Head of High School. The position would suit an experienced Head of High School or a Head of School who can embrace the opportunities afforded by a school with Keystone's structure, level of complexity and ambition – indeed, several Heads of Division at Keystone have previously been Heads of School. Equally, it could be an excellent move for an experienced, highly capable and inspiring deputy Head currently in an environment that bears some similarities to Keystone.

The next Head of High School will need to be passionate about all that Keystone stands for and is seeking to achieve, but with the ideas and vision to be able to combine this with high standards and a consistency of quality as a means of balancing Keystone's holistic approach with strong academic outcomes. This will require understanding where to build on work-to-date and where new ideas are needed.

Keystone's structure calls for the most collaborative of leaders. The cross-school leadership functions provide capacity and are an important strength of the school, but they require divisional leaders who are willing to work collaboratively in such an environment. This appointment will coincide with the appointment of a new Head of Middle School, and the ability quickly to forge the closest of relationships with this colleague will be especially important.

Keystone seeks to achieve its learning goals by attracting teachers with intelligence, experience, a good nature, and a healthy sense of humor, who are committed to making their classrooms places where students feel the trust and respect necessary to explore and take risks in their learning. In turn, the school makes available significant funds for professional growth and faculty training and aims to afford every teacher the same trust and respect to enable them to develop their classroom practice and to take risks within a supportive and positive learning environment. The Head of

High School will be in the frontline of nurturing such a supportive and professional community. They will need to be able to recognize and celebrate success, but also to be excited about the opportunities of a still-young school. There is a level of intellectual discourse and school-based academic research within the Keystone community which provides a stimulating environment for teaching and leadership.

Keystone takes seriously its responsibility as a school primarily for Chinese students and bringing together Chinese, American and international pedagogical traditions. It does not see any of these traditions as superior and its objective is to bring out the best of each. All its leaders need to be deeply curious about China and its approach to education, deeply sensitive culturally, and respectful of China as a society and of Chinese students, parents and colleagues.

Keystone Academy is a tight-knit community and the Head of High School will be resident in the heart of this community. Not only will they need to be enthusiastic about that lifestyle and the associated responsibilities, they will want to immerse themselves in the life of the school.

The response to Covid-19, in Keystone as in so many other schools, has emphasised the need for adaptability, flexibility and creativity in school leadership.

Start Date

The Head of High School position will be available from July 2021.





ROLE DESCRIPTION

Overall Purpose of the Role and Working Relationships

The Head of the High School is a member of the School Leadership Team and reports directly to the Head of School. The incumbent must understand fully and support enthusiastically and articulately the stated mission and purpose of Keystone Academy, both in talking and in writing. All senior administrators are expected to model behavior and attitudes that build community, courtesy, and compassion in Keystone's boarding and day student society. Positive enjoyment of the job and a lively sense of humor will be highly valued.

The Head of High School is the administrative and organizational leader of the High School. Working closely with the overall Academic Leadership Team of Keystone, the Head of High School provides pedagogical leadership that envisions and inspires the learning program in the High School. Also working closely with the members of the Secondary School Leadership Team, the Head of High School has responsibility for the operational and day-to-day quality of the High School's educational programs and scheduling and the committed and creative practice of all its personnel.

Main responsibilities include but are not limited to the following. The Head of High School will:

Pedagogic, Academic and Curriculum Leading and Managing

- Continue to develop the High School in line with Keystone Academy's mission, values and aspirations, ensuring that the High School's own vision aligns fully with the mission and values.

- Ensure that the academic programs meet the standards and requirements of the IB Diploma program and other relevant accreditation and school improvement processes, while also making sure there is appropriate alignment with the Chinese National Curriculum, the MYP, bilingual immersion, the Chinese Thread, and other Keystone characteristics.
- Ensure that the High School continually strives for high academic standards, while preserving and developing the distinctiveness of Keystone's approach.
- Keep under review the Grade 10 program to ensure that it serves its purpose as a year of transition and as a rigorous preparation for the IBDP.
- Respect Keystone's commitment as a bilingual school, and the changing emphasis on language acquisition across the school.
- Work with the Dean of Curriculum to integrate the Chinese Thread fully into the High School's programs and in support of vertical articulation across the whole school.
- Work with department leaders and teachers to build and nurture an academic and experiential learning environment that is challenging, creative, and caring.
- Ensure that there are appropriate policies, procedures, guidelines, and systems in place to support the High School's programs and ambitions, working with colleagues with cross-school responsibilities when appropriate.
- Assist with the design, implementation, and review of the timetable and staffing requirements.
- Assist with the design, implementation and review of school-wide initiatives, curriculum development, special projects, and strategic planning.
- Assist in ensuring that the space and infrastructure allocated to the High School are used effectively and innovatively in pursuit of teaching and learning outcomes and Keystone's mission and values.

- Support the effective use of technology in the High School.
- With the Dean of Curriculum, keep current on and critically assess educational thinking relating to High School education and IB Diploma Program.
- Work closely with the Head of School and Dean of Faculty to ensure a consistently high quality of faculty across the whole school.
- Assist with the hiring of teaching and non-teaching staff where appropriate.
- Oversee the assessment and evaluation of teachers in the High School.
- Promote an atmosphere of continual personal and professional development and help to monitor needs and opportunities for professional growth and improvement in the High School.
- Coordinate High School Faculty Meetings and other significant meetings.

Administrative Leading and Managing

- Maintain a strong, reassuring, and supportive presence within the High School community.
- Represent the High School within the School Leadership Team and Academic Leadership Team, balancing the interests of the High School with the whole school and other divisional interests, and understanding the collective responsibility of the School Leadership Team.
- Coordinate and lead the Secondary School Leadership Team, and keep under review the High School's leadership and organizational structure.
- Facilitate and support the close collaboration of all colleagues across the pedagogical traditions represented in the High School, promoting effective communication and constructive relationships.
- Ensure the efficient and effective day-to-day operations of the High School, through imaginative planning and appropriate delegation to line managers.
- Oversee, with the Director of Security, safety and security issues in the High School.

- Produce and review, with the Marketing and Communications Department, all High School publications to make sure they are accurate and convey the High School's key messages and priorities.
- Establish mechanisms for parental engagement and communicate sensitively, punctually, and clearly with parents on matters of interest and concern to them.

Financial Leading and Managing

- With the Chief Financial Officer, and the Assistant Head of School, Business, help to construct the High School financial budget and oversee its implementation.
- Assist with the budget for department resources, academic equipment and furniture, IBDP expenses, professional development, library resources, and unexpected contingencies.

Serving Students

- Ensure that the High School works closely with the Middle School to facilitate successful student transition of well-prepared students between the two divisions.
- Liaise with the Admissions Department concerning student applications and admissions to the High School.
- Work closely with the Dean of Faculty and the Dean of Student Life to ensure a consistently high quality of student life and well-being across the whole school, with a focus on residential life for the High School boarding students.
- Monitor student performance with the Dean of Student Life and the IBDP Coordinator.
- Take on residential responsibilities as required and play a full part in the residential life of the school.
- Ensure that there is a high level of collaboration between the High School and the residential life program to support cohesion between students' day and residential lives, and to take advantage of the opportunities of students being in residence.
- Work with appropriate colleagues to ensure that college counselling provision can meet the needs of the High School and its students.

Other duties as assigned from time to time by the Head of School.





PERSON SPECIFICATION

While one person is unlikely to be able to meet every element of the person specification, this is an indication of the strengths and qualities that Keystone Academy will be seeking in its Head of High School.

Experience and Qualifications

The successful candidate will be educated to university level and is likely to have graduate/postgraduate qualifications in a relevant field. In addition, he or she is likely to have:

- At least five years' senior leadership experience, including in a high school environment.
- Experience of the IB Diploma Program (and possibly also the Middle Years Program).
- Experience of having worked in an international environment, with experience in China or elsewhere in Asia an advantage.
- Experience of leadership in a bilingual environment and with language immersion and acquisition programs.
- Experience in a residential, school environment.
- A strong record of having participated in continuing professional development and training.

Values, Attributes, Skills and Personality

The successful candidate will be excited about Keystone's mission and values and share the school's commitment to bringing together the Chinese, American and international pedagogical traditions. Beyond this, the successful candidate is likely to be:

- Deeply culturally sensitive and able to work seamlessly in two or more cultures at once.
- If non-Chinese, eager to learn more about and highly respectful of China, its culture, people, and educational traditions.
- A collaborator, someone who is able to work with a variety of leadership colleagues.

- A strong representative of the High School, but also a strong relationship builder whose default position is to work collaboratively.
- An innovator and visionary, able to see ways of developing the High School in line with Keystone's mission and values and committed to balancing good academic results against Keystone's broader outcome aspirations.
- Committed to high standards and to continually improving the consistency of educational quality.
- Enthusiastic about working in a dual language environment.
- Enthusiastic about the opportunities of residential life and an extensive activities program, and committed to playing a full role in residential life.
- An effective and consistent manager, able to inspire colleagues but also able to say no when necessary.
- Able to give leadership to classroom management strategies that will work with teachers from different pedagogical traditions.
- An effective delegator.
- An effective, articulate, and reassuring communicator, equally comfortable with colleagues, students, parents, and other external audiences.
- Able to understand the expectations of parents.
- Adaptable and resilient, comfortable working in a fast-developing country where the physical, cultural, political, and regulatory frameworks are subject to rapid change.
- Open-minded, flexible, and able to find solutions, including when confronted with challenges to a school's normal means of operation.
- Able to embrace new uses of technology for teaching and learning.
- Pragmatic, able to adjust position and to compromise when required.
- Energetic and determined.
- Approachable, warm, and a good listener.
- Thoughtful, considerate, and able to engage intellectually with concepts and colleagues.

REMUNERATION

Keystone offers highly competitive salary packages for all faculty and leadership positions. It does so deliberately in recognition that the quality, commitment, sense of purpose, and sheer enjoyment of its staff are its most important assets. All faculty, whether Chinese or expatriate, are on the same pay scales, except that expatriate staff receive 10% of their base salary in lieu of a pension fund while Chinese staff follow the mandatory government insurance program. Candidates can therefore be assured that the remuneration offered will be excellent and rewarding.

The Head of High School will be resident on campus. Residential staff are provided with furnished, spacious two- or three-bedroom apartments.

In addition to salary and accommodation, the package of additional benefits will include substantial relocation allowances, comprehensive medical coverage, including for dependents, annual return flights home, and school tuition support for up to two children at Keystone. Staff members can use the school's dining halls, sports and recreational facilities, and libraries.





APPLICATION PROCESS

This recruitment process is being managed by RSAcademics Ltd on behalf of Keystone Academy. Unless stated otherwise, all communication about the role and the appointment will be conducted via RSAcademics.

Two members of the RSAcademics team are engaged on this process:

Keith Clark

Senior Advisor

+44 (0)7941 018042

keithclark@rsacademics.com

Jean Sullivan

Head of International Search

+44 (0)7885 879887

jeansullivan@rsacademics.com

Interested candidates are invited to contact Jean Sullivan by email or telephone for an initial discussion or to arrange a confidential discussion with Keith Clark.

How to Apply

The closing date for applications is **25 January 2021** at 10:00 (GMT)/18:00 (China time). **However, Preliminary Interviews will be held on a rolling basis after 11 January and so early applications are advised.**

You should submit:

- A completed application form (available alongside this candidate information on the RSAcademics website).
- A copy of your Curriculum Vitae/Résumé.
- A covering letter addressed to the Keystone Academy Head of School, Malcolm McKenzie. The letter should explain your reasons for applying, the relevance of your experience, and how you relate your personal educational philosophy to your understanding of the role.

Applications should be made electronically to RSAcademics. Please email your completed application form, CV and covering letter (all as PDF files please) to Alison Hooper at applications@rsacademics.com. Alison can also be reached by calling our Head Office on +44 (0)1858 383163.

The recruitment process will proceed as follows:

- All applications will be acknowledged by email. If you have not received acknowledgement that your application has been received within two working days of sending it, please contact RSAcademics by telephone (+44 (0)1858 383163).
- Selected candidates will be contacted by RSAcademics colleagues for a confidential preliminary interview by videoconference. Preliminary interviews will commence after 11 January and so applications ahead of the deadline are encouraged.
- Candidates proceeding to the next stage, will have a subsequent videoconference interview with members of the Keystone Academy leadership team. These interviews are also likely to take place on a rolling basis.
- Final round interviews will take place either remotely or, pending travel restrictions at that time and the location of candidates, at Keystone Academy.
- RSAcademics will collect full references for candidates invited to attend the final round interviews. If you have a specific preference that we do not contact one or more of your referees, please notify us accordingly. No referees will be contacted until RSAcademics has received your express permission to do so.

Keystone Academy is committed to safeguarding and promoting the welfare of children and young people. The post is subject to appropriate safeguarding checks, satisfactory references and a medical.



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