Keystone Academy is unique. It has consciously set out to be a ‘new world school’, a school that is simultaneously national and international. It brings together the best in Chinese, American and international pedagogy and practice on its campus in Shunyi District, Beijing. As Keystone starts to move beyond its founding phase and into the next stage of its development, it seeks to fill two key Primary School leadership positions.

Keystone Academy opened in 2014. It has rapidly grown to 1,200 students from Foundation to Grade 12, and saw its first High School class graduate in May 2018. Further growth to 1,800 is planned. At present, 90% of the students are Chinese, with this figure expected to settle at approximately 75% as the school reaches capacity.

Keystone is a 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.

By any measure, Keystone’s first four 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. This sense of development will include the planned and phased transition of Keystone’s founding leadership. Since the Primary School has been the engine of Keystone’s growth so far, it is fitting that it will lead the school into the next stage of its journey.

The Head and Deputy Head of Primary positions offer wonderful opportunities for world-class educators and leaders who are fully committed to Keystone Academy’s mission and approach, who believe in the power of bilingual education, and who are 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 up 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 in 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 is available on Keystone’s website.
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). 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 in rigorous preparation for the Diploma. Keystone’s first IBDP class graduated in 2018, achieving an average score of 33, considerably above the world average.

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, supports the integration of the Chinese and international curricula up to Grade 9, and provides a Chinese context throughout the High School.

Keystone has a deep commitment to experiential learning, both in the classroom and outside, and is a prominent member of the Round Square organisation. 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 will be undertaking its first full WASC self-study and accreditation process in 2018-19, having gained initial accreditation, for a three-year period, in its second year of operation.

Bilingualism and Immersion

Keystone takes seriously its commitment to bilingualism, which evolves across the school. In the Primary School, 70% of the curriculum is delivered in Chinese and 30% in English, in the Middle School a balance is achieved, and in the High School 70% is in 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 central feature of Keystone’s identity.

Residential Community

Building leadership skills and character within the context of a boarding community is also central to Keystone’s purpose. All students live in residence from Grade 9 onwards. Secondary School faculty and all members of the School Leadership Team are also resident on campus. While Primary School students do not board, they are full members of the community that is forged from this 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 since Keystone opened in 2014 and as its reputation grows. The school is therefore increasingly selective on the basis of both ability and ‘fit’. Admissions is centrally organised under a Dean of Admissions.

While the proportion of international students is expected to grow to about 25% of the student population, this rebalancing is likely to take place mainly in the Middle and High Schools rather than in the Primary School.
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. While many of the international teachers are drawn from the USA and other nations typically well-represented in international education — the UK, Canada, Australia, New Zealand — teachers from east and southern Africa, central and eastern Europe, and other regions add diversity to the faculty. 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 ranging from book clubs to swimming groups. Many of these 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.

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 modeled 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.

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 and in cooperation with each division. Examples include the Dean of Curriculum, Dean of Admissions, Dean of Students, Director of Activities, and Director of Libraries. The Center for Student Development, which provides academic and personal support, is also organised at the cross-school level.

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 small 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. There is a high level of IT infrastructure and support.

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 gymnasia, 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.
Keystone Academy’s Primary School delivers a pioneering program that brings together language immersion, the requirements of the Chinese National Curriculum, and the International Primary Curriculum. It has achieved a great deal under the leadership of the Head, Mary Jew, who has considerable and distinguished experience in bilingual immersion education, Assistant Head, Gary Bradshaw, who has expertise in the IPC, and Assistant Head, Pan Fun, who directs the Chinese curriculum.

The Primary School aims to provide students with the social, emotional and intellectual building blocks that they will need to flourish. Students study, play and learn throughout the day using both Chinese and English, and follow a progressive model of language acquisition that builds linguistic competency and cultural understanding. The average class size is 15, and students cover nine subjects, integrating Chinese and western approaches, so that they can compare China with other cultures in authentic and engaging ways. For example, in arts courses, students study ceramics, painting, and calligraphy in the context of Chinese artistic skills and traditions, and classes in music and dance reference Chinese performance arts. A robust program in wushu, and Chinese conceptions of health and wellbeing, serve as the cornerstone for Physical Education and Wellness courses.

The Primary School is a happy place, notable for the high levels of enthusiasm among the students. Most run from the school gates to class each morning. They move eagerly between classes, switching easily between languages and approaches. In their classes and activities, they confront new ideas, cultivate new forms of knowledge, practise different skills, and learn in new ways. For most Chinese students, the western approach to pedagogy and classroom style represents a radically different approach, while the same is true for the international students when they are learning in Chinese. That is part of what it is to be a student at Keystone.

As the Primary School moves into its next phase of development, some of the issues that will require attention include the further integration of the Chinese and IPC curricula, identifying where the students’ experience can be made more coherent and can better balance quality and quantity, facilitating greater collaboration between the faculty teaching in the two traditions, and finding ways to introduce more consistency in the principles that inform classroom management practice.
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 other downtown locations, and a subway station is located nearby. Beijing Capital Airport is a 20-minute drive away.

While most Primary School staff do not live on campus, it is expected that the Head and Deputy Head of Primary School will be resident 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 recent past, and the city is no longer in the World Health Organization’s list of 20 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 characterised 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 ROLES

Both Mary Jew, the Head of Primary School who steps down in June 2019, and Gary Bradshaw, the Assistant Head, who stepped down in June 2018 to take up a headship elsewhere in Beijing, were members of Keystone Academy’s founding team that was in place a year ahead of the school’s opening. They have been instrumental in shaping the Primary School, developing its alignment with Keystone’s mission and values, and building a school that has unquestionably been a great success.

Identifying appropriate successors will therefore be a vital moment for Keystone, and the new Head and Deputy Head will have to be comfortable with the idea of building on what has been achieved to date and, in conjunction with colleagues in the Primary School and leadership colleagues from elsewhere in the school, refreshing the vision as the Primary School moves onto the next stage of its journey. There will be some further changes in key leadership positions within Keystone over the next few years, with this planned and phased transition helping to ease the whole school into its next stage.

Both the Head and Deputy Head must be fully committed to Keystone’s goals for student learning:

• Linguistic proficiency in both English and Chinese.
• Content mastery in specific subject areas, and exploration of the connections among them.
• Confidence and capability in creative expression.
• Ability to navigate successfully the changing technological landscape.
• Skills development in inquiry, collaboration and active learning.
• Growth in mind, body, and virtue.
• Intercultural communication and global competency.

Keystone seeks to achieve these 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 and Deputy Head 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 new school. They will need to have outstanding track records as educators and leaders, which can equip them to lead the school as it addresses some of the issues that are likely to be important in the coming years.

Above all, these positions require individuals with exceptionally deep cultural sensitivity who will be able to understand and balance the expectations, requirements and contexts of the human, cultural and pedagogical traditions represented in the school. It is expected that the Head of the Primary School will be bilingual in Chinese and English.

Appointing these two positions through a shared recruitment process will have the advantage of ensuring that the individuals appointed have complementary experience and skills. This may, within limits, permit some flexibility in assessing the strongest candidates against the person specifications set out below.

Start Dates

The Head of Primary School position will be available from late July 2019.

The Deputy Head of Primary School position will be available from January or late July 2019. An interim arrangement will ensure cover for this role in 2018-19.
HEAD OF PRIMARY SCHOOL

Start date: Late July 2019
ROLE DESCRIPTION

Overall Purpose of the Role and Working Relationships

The Head of the Primary 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 Primary School is the administrative and organizational leader of the Primary School. Working closely with the overall Academic Leadership Team of Keystone, the Head of Primary School provides pedagogical leadership that envisions and inspires the learning program in the Primary School. Also working closely with the members of the Primary School Leadership Team, the Head of Primary School has responsibility for the operational and day-to-day quality of the Primary 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 Primary School will:

Pedagogic, Academic and Curriculum Leading and Managing

- Continue to develop the Primary School in line with Keystone Academy’s mission and values, the dual requirements of the Chinese National Curriculum and the International Primary Curriculum, and the requirements of the language immersion program.
- Ensure that the academic programs meet the standards and requirements of the Chinese National Curriculum, the IPC, and relevant accreditation and school improvement processes.
- Maintain the centrality of an effective bilingual program, ensuring the Primary School’s academic and experiential programs are aligned with the needs of language immersion and acquisition.
- Assist in integrating Chinese National Curriculum standards and the IPC program, and aligning them with the Keystone standards, bilingual immersion, the Chinese Thread, and other Keystone characteristics.
- Work with the Dean of Curriculum to integrate the Chinese Thread fully into the Primary School’s programs and in support of vertical articulation across the whole school.
- Work with department heads 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 Primary School’s programs and ambitions, working with colleagues with cross-school responsibilities when appropriate.
- Assist with the design, implementation and review of the timetables 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 Primary 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 Primary School.
- With the Dean of Curriculum and IPC Coordinator, keep current on and critically assess educational thinking relating to Primary School education and language immersion.
- 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 Primary School.
- Promote an atmosphere of continual personal and professional development and help to monitor needs and opportunities for professional growth and improvement in the Primary School.
- Coordinate Primary School Faculty Meetings and other significant meetings.
Administrative Leading and Managing

- Maintain a strong, reassuring and supportive presence within the Primary School community.
- Represent the Primary School within the School Leadership Team and Academic Leadership Team, balancing the interests of the Primary School with the whole school and other divisional interests, and understanding the collective responsibility of the School Leadership Team.
- Coordinate and lead the Primary School Leadership Team, and keep under review the Primary School’s leadership and organizational structure.
- Facilitate and support the close collaboration of all colleagues across the pedagogical traditions represented in the Primary School, promoting effective communication and constructive relationships.
- Ensure the efficient and effective day-to-day operations of the Primary School, through imaginative planning, and appropriate delegation to line managers.
- Oversee, with the Chief Operating Officer, safety and security issues in the Primary School.
- Produce and review, with the Marketing and Communications Department, all Primary School publications to make sure they are accurate and convey the Primary 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, help to construct the Primary School financial budget and oversee its implementation.
- Assist with the budget for department resources, academic equipment and furniture, IPC expenses, professional development, library resources, and unexpected contingencies.

Serving Students

- Liaise with the Admissions Department concerning student applications and admissions to the Primary School, coordinating the Primary School’s participation in the admissions process, and playing such roles within the admissions process as agreed with the Dean of Admissions.
- Maintain consistent principles of classroom management that reflect the different pedagogical traditions represented in the Primary School.
- Work closely with the Dean of Faculty and the Dean of Students to ensure a consistently high quality of student life and wellbeing across the whole school.
- Monitor student performance with the Dean of Students and the IPC Coordinator.
- Oversee student academic counseling and course selection.
- Work where appropriate with the Dean of Curriculum and Head of the Middle School to support the smooth transition of students between the Primary and Middle Schools.
- As a member of the School Leadership Team, take on residential responsibilities as required.

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 specification is an indication of the strengths and qualities that Keystone Academy will be seeking in its Head of Primary 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 in a primary school.
• Experience of leadership in a bilingual environment and with language immersion and acquisition programs.
• Experience of having worked in an international environment, with experience in Asia an advantage.
• Experience of working with more than one educational system, with experience of the IPC and some understanding of the IB an advantage.
• 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, in particular to bring together colleagues from very different cultural traditions.
• Bilingual in Mandarin Chinese and English.
• Highly enthusiastic about language immersion, preferably because of experience as a practitioner.
• An innovator and visionary, able to see ways of developing the Primary School in line with Keystone’s mission and values.
• An effective and consistent manager, able to inspire colleagues but also able to say no when necessary.
• An effective, articulate and reassuring communicator, in particular in communicating with Chinese and non-Chinese parents and faculty.
• Able to understand the expectations of parents.
• Able to give leadership to classroom management strategies that will work with teachers from different pedagogical traditions.
• Adaptable and resilient, comfortable working in a fast-developing country where the physical, cultural, political, and regulatory frameworks are subject to rapid change.
• A pragmatist, able to adjust position and to compromise when required.
• A strong representative of the Primary School, but also a strong relationship builder whose default position is to work collaboratively.
• Energetic and determined.
• An effective delegator.
• Open-minded, a good listener, and culturally curious.
• A strong proponent of experiential education.
• Committed to high standards and continued improvement.
• Thoughtful, considerate and intelligent.
• Able to thrive in the residential environment of a school.
DEPUTY HEAD OF PRIMARY SCHOOL

Start date: Late July 2019 or earlier
ROLE DESCRIPTION

Overall Purpose of the Role and Working Relationships

The Deputy Head of the Primary School is a member of the School Leadership Team, who reports directly to the Head of the Primary School. The Deputy Head is also the Primary School Curriculum Coordinator. 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 Deputy Head is the academic and curriculum program leader of the Primary School. As a key member of the Primary School Leadership Team, the Deputy Head works closely with and in support of the Head of the Primary School in providing the pedagogical leadership and training that envisions and inspires the learning program in the Primary School and promotes the committed and creative practice of its teaching staff. The Deputy Head is responsible for academic curriculum development and oversight and planning for curriculum documentation. These responsibilities also require close collaboration with the Dean of Curriculum for the whole school.

Main responsibilities include but are not limited to the following. The Deputy Head will:

- Lead the school’s implementation of the International Primary Curriculum such that it is able to deliver the intended teaching and learning outcomes in the context of Keystone’s dual curricula and bilingual program.
- Work with the Dean of Curriculum to integrate the Chinese Thread into the Primary School’s programs, and support vertical articulation across the whole school.
- Ensure that the IPC can support an academic and experiential learning environment that is challenging, creating, and caring.
- Collaborate with the Dean of Curriculum, divisional Heads and curriculum coordinators in the implementation of a school-wide instructional and assessment program that provides consistency, continuity, and varied approaches to curriculum implementation appropriate to the strengths and needs of students.
- Support the Head of Primary School and divisional faculty to advance ongoing curriculum initiatives.
- Support Primary School teachers with the planning, development, and delivery of high-quality units of inquiry and assessments.
- Assist the Head of Primary School to clearly identify and communicate staff development plans.
- Provide coaching, demonstrations and co-teaching to support effective instructional practices.
- Ensure grading and reporting practices align with the assessment philosophy of the IPC.
- Assist with the design and delivery of training workshops for faculty and learning assistants.
- Assist the Head of Primary School in ensuring that relevant policies, procedures, guidelines, and systems are in place.
- Keep current on instructional best practice, provide modeling and support classroom teachers in the instructional program.
- Coordinate curriculum meetings and assist with Primary School faculty meetings.

Pedagogic, Academic, and Curriculum Leading and Managing

- Support the Head of Primary School and work with other members of the Primary School Leadership Team to continue to develop the Primary School in line with Keystone Academy’s mission and values, the dual requirements of the Chinese National Curriculum and International Primary Curriculum, and the requirements of the language immersion program.

- Lead the school’s implementation of the International Primary Curriculum such that it is able to deliver the intended teaching and learning outcomes in the context of Keystone’s dual curricula and bilingual program.
- Work with the Dean of Curriculum to integrate the Chinese Thread into the Primary School’s programs, and support vertical articulation across the whole school.
- Ensure that the IPC can support an academic and experiential learning environment that is challenging, creating, and caring.
- Collaborate with the Dean of Curriculum, divisional Heads and curriculum coordinators in the implementation of a school-wide instructional and assessment program that provides consistency, continuity, and varied approaches to curriculum implementation appropriate to the strengths and needs of students.
- Support the Head of Primary School and divisional faculty to advance ongoing curriculum initiatives.
- Support Primary School teachers with the planning, development, and delivery of high-quality units of inquiry and assessments.
- Assist the Head of Primary School to clearly identify and communicate staff development plans.
- Provide coaching, demonstrations and co-teaching to support effective instructional practices.
- Ensure grading and reporting practices align with the assessment philosophy of the IPC.
- Assist with the design and delivery of training workshops for faculty and learning assistants.
- Assist the Head of Primary School in ensuring that relevant policies, procedures, guidelines, and systems are in place.
- Keep current on instructional best practice, provide modeling and support classroom teachers in the instructional program.
- Coordinate curriculum meetings and assist with Primary School faculty meetings.
Administrative Leading and Managing

- Support the Head of Primary School to facilitate the close collaboration of all colleagues across the pedagogical and cultural traditions represented in the Primary School.
- Oversee the management of training for teachers and learning assistants.
- Ensure that the faculty have access to up-to-date curriculum documentation and information.
- Ensure communication and information about the curriculum is shared with the school community.
- Ensure that school publications are in line with the IPC where necessary.
- Assist the Head of Primary School in establishing mechanisms for parental engagement.
- Play an effective role in the School Leadership Team, balancing the interests of the Primary School with the whole school and other divisional interests, and understanding the collective responsibility of the School Leadership Team.
- Deputize for the Head of Primary School when required.

Financial Leading and Managing

- Assist the Head of Primary School in the implementation of the Primary School budget.
- Work with the Head of School, divisional Heads and Deans to ensure that appropriate financial resources are available to support faculty development objectives.

Serving Students

- Assist the Head of Primary School to ensure a high quality of student life and wellbeing.
- Be a visible and engaged participant in Primary School activities and events.
- Collaborate with the Primary School Leadership Team, teachers, counselors, and the school psychologist to communicate student academic, social and emotional information as needed.
- Work with the Primary School Leadership Team to analyze individual student achievement data to ensure school improvement targets are met.

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

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

- A minimum of five years’ experience of leadership responsibility in a primary school, preferably in a curriculum capacity.
- Experience of the International Primary Curriculum and curriculum development more generally.
- Experience of bilingual education.
- Experience of having worked in an international or multicultural environment, with experience in Asia an advantage.

Values, Skills Attributes, 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.
- Highly enthusiastic about language immersion.
- An excellent and articulate communicator, in particular to be able to communicate effectively with Chinese and non-Chinese faculty.
- Innovative and able to see ways of developing the Primary School curriculum in line with Keystone’s mission and values.
- A strong advocate for professional development.
- Strongly collaborative.
- Adaptable and resilient.
- A problem solver and good at putting ideas into practice.
- Open-minded, a good listener and culturally curious, especially about living and working in China.
- A strong proponent of experiential education.
- Committed to high standards and continued improvement.
- Adaptable, resilient, and pragmatic.
- Thoughtful, considerate, and intelligent.
- Able to work effectively in support of, and to deputize for when necessary, the Head of Primary School.
**REMUNERATION**

Keystone offers highly competitive salary packages for all faculty and administrator 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 for both the Head and Deputy Head roles can therefore be assured that the remuneration offered will be excellent and rewarding.

Both the Head of Primary School and the Deputy Head will be expected, as members of the School Leadership Team, to be resident on campus. Residential staff are provided with furnished, spacious two- or three-bedroom apartments. The school’s licence means that pets are not allowed in campus accommodation.

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

The recruitment process for both positions 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.

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

Aaron Ashton
Head of International Leadership Appointments
+44 (0)7584 564944
aaronashton@rsacademics.co.uk

Keith Clark
Senior Advisor
+44 (0)7941 018042
keithclark@rsacademics.co.uk

Jean Sullivan
Search Consultant
+44 (0)7885 879887
jeansullivan@rsacademics.co.uk

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

How to Apply

The closing date for applications for both positions is 4 September 2018 at 10:00 (BST)/17:00 (China time).

You should submit:

• A copy of your Curriculum Vitae/Resumé. Please include the details (name, address, email address and relationship to you) of at least two professional referees.

• A covering letter addressed to the Keystone Academy Head of School, Malcolm McKenzie, outlining:
  • the position for which you are applying and your reasons for applying;
  • relevant professional experience that you feel is aligned to the needs of the role;
  • how you relate your personal educational philosophy to your understanding of the role.

Applications should be made electronically to RSAcademics. Please email your completed CV and covering letter (both as PDF files please) to Alice Matcham at applications@rsacademics.co.uk. Alice can also be reached by calling our Head Office on +44 (0)1858 467449.

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 467449).

• Selected candidates will be contacted by RSAcademics colleagues for a confidential preliminary discussion before 14 September.

• First stage interviews with members of Keystone Academy will be held in the week commencing 8 October – these interviews will be conducted by Skype.

• Final round interviews will take place at Keystone Academy Beijing in the weeks commencing 29 October and/or 5 November.

• RSAcademics will collect full references for candidates invited to attend the final round of 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 posts are subject to appropriate safeguarding checks and satisfactory references.

RSACADEMICS
HELPING SCHOOLS THRIVE

Founded in 2002 by Russell Speirs, RSAcademics specializes in schools, in the UK and internationally, advising on marketing strategy and research, leadership consultancy and the search and selection of Heads and senior staff. Comprising a team of the best executive search consultants, schools’ marketing professionals and respected former school leaders, RSAcademics provides a high-quality service to schools with rigour, experience and warmth. Please visit www.rsacademics.co.uk for more information.