WESTERN ACADEMY OF BEIJING

China

Seeks: High School Principal

Effective: August 2013

www.wab.edu

THE POSITION
Western Academy of Beijing, a dynamic and robust international school seeks a High School Principal to begin July / August 2013. The High School Principal will guide the high school section of Western Academy of Beijing, which has quickly established itself as one of the leading high schools in Asia and throughout the international school field.

THE SCHOOL
Western Academy of Beijing (WAB) is a non-profit, independent, co-educational day school for foreign children in Beijing that offers a challenging, caring, and community-based educational experience from Nursery through Grade 12. Based on the fundamental premise that children need to be active participants in an inquiry-based learning environment, WAB believes that students have a special responsibility within the greater world community. The school’s philosophy has at its core the deep-seated and conscientious conviction that students must be prepared to act as engaged global citizens of the entire planet, and all school constituents share in the warmth, trust and vitality that are born of such a compelling and passionate calling. Western Academy of Beijing is a school which confidently believes that excellence and inclusiveness can both thrive in the same place.

The school follows a full IB curriculum in all school sections. The Primary Years Programme (PYP for Nursery – Grade 5), Middle Years Programme (MYP for Grades 6–10) and Diploma Programme (DP for Grades 11 & 12) are taught in the following centers: Early Childhood Center or ECC (N-PreK), Elementary School (Grades K-5), Middle School (Grades 6-8) and High School (Grades 9-12). At every level, as students are introduced to the social, environmental and economic issues that affect us all on a global scale, so too are they nurtured and appreciated for the unique gifts and perspectives they bring to the learning process. Across disciplines and school sections, students at WAB experience first-hand what it means to see themselves as “the change” that can exist in the world. Furthermore, as one of its core values, WAB is deeply committed to China engagement; developing within its students the ability to view the world through the lens of our host country, China. This includes both language instruction and cultural experiences, where students learn about China through active, authentic and meaningful opportunities and engagement.

As a community that serves as home to 1,562 students and over 420 faculty and staff, WAB maintains an average student to teacher ratio of 8:1 and an average class size of 20. The full IB Diploma is open to all students and, on average, over 80% of students in Grades 11 and 12 elect to complete the full IB Diploma Programme. Nearly all WAB graduates attend degree-granting programmes at colleges and universities around the globe. The WAB High School also offers a Transition to Work programme for students wishing to transition directly into a number of different careers. For those who choose this option, preparation includes the study of a variety of real-life scenarios and proficiencies, including interviewing, communication skills, writing curriculum vitae, IT skills and team building. As one parent remarked, "WAB is not a school that measures itself by how its best students succeed but by the fact that every student enjoys success."
WAB is governed by a volunteer Board of Trustees comprising 9 to 13 individuals, including one legal representative and four elected parents. WAB is accredited by the International Baccalaureate (IB), the Council of International Schools (CIS), the New England Association of Schools and Colleges (NEASC), and China's accrediting body, the National Center for Curriculum and Textbook Development (NCCT). Most impressively, the school was re-accredited by all four agencies simultaneously during the 2008-09 school year, and is currently preparing for re-accreditation in the school year 2013-14.

SCHOOL HISTORY
WAB was founded in 1994 in response to the increasing need for additional school facilities to serve the growing expatriate community in Beijing. At the time, families refused to move to the capital because the one international English-language school in the city was bursting at the seams, and members of the foreign investment, business, and diplomatic communities were at a loss. There seemed to be few options and no solutions, and expatriate families and enterprises suffered.

Through the vision, energy and passion of a select group of dedicated individuals, teachers, and corporate founders, a new school was created. The original site welcomed 146 students in Nursery through Grade 6 in September 1994. In August 2001, WAB realized the dream of moving into a purpose-built facility that could reflect its values and spirit. Approaching its twentieth anniversary (in the school year 2014-15) WAB continues to offer a truly international curriculum within a child-centered, inquiry-based environment that celebrates the joy of learning, embraces Chinese culture, and invites children to realize their own personal levels of excellence and success.

Mission & Core Values

WAB’s Mission, Philosophy and Core Values provide the context and cornerstones for the school’s daily activities, as well as the framework and foundation for strategic direction.

**Mission**
- Connect
- Inspire
- Challenge
- Make a Difference *(explained on the WAB web site)*

**Philosophy**
- Educate the Whole Child
- Champion the Staff
- Deeply involve the parents

**Core Values**
- Learner-Centered
- China-Global Coherence
- Mosaic of Diversity
- WAB Spirit *(Gong He)*
- Caring

**CAMPUS**
WAB’s internationally award-winning campus opened in 2001. It is conveniently located in Chaoyang District, only 20 minutes from most expatriate housing areas and the downtown business district. Spread across exceptionally well maintained grounds, WAB’s modern facilities are designed to provide welcoming, stimulating and age-appropriate learning environments for children in the four academic centers: Early Childhood Center (ECC), Elementary School (ES), Middle School (MS) and High School (HS). Two additional buildings include the HUB Arts, Sports, and Technology Center shared by the Middle and High School – and the Properties Department (WAB Facilities and Events). Further expansion plans and campus upgrade is currently in progress and will hopefully be accomplished to celebrate the twentieth anniversary.

Other school facilities include three libraries, IT labs, nine science laboratories, music, dance, drama and art studios and theaters, an indoor amphitheater, a soundproof recording studio, specialist classrooms, and number of dining courts and cafeterias, internationally rated (FIFA, IRB – 2 Star Rated) sports fields, three double gymnasiums, tennis courts, indoor and outdoor basketball courts, an athletics track, a fitness center, a swimming pool, vertex climbing walls and an outdoor experiential and environmental education center in the mountains on the outskirts of Beijing. Everywhere in classroom buildings abundant student art and Chinese artifacts intermingle. Students are exceptionally respectful of all the furnishings and decorations in the school. Graffiti is non-existent. The campus lake and reconstructed wetlands area provide an outdoor science center. WAB offers a 1:1 laptop environment for Grades 3-12; with wireless access and Apple help desks across the school. Students in Grade 6 and higher are required by the school to own their own Apple laptop that fulfills the school’s technical requirements; Apple has designated WAB as one of 8 Apple Distinguished Schools across Asia.

In October 2009, WAB opened its Miao Liang Environmental Education Center nestled among the Miyun Mountains on the banks of the Bai He (White River). The facility features a number of state-of-the-art environmental technologies, including a solar PVC system for electricity, solar hot water, dry composting toilets, and bio-digester and ecological grey water systems. Students in Grades 6-12 use Miao Liang for both curricular and extra-curricular programmes, as well as team-building retreats. The Center offers an ideal location from which to explore the historical and cultural heritage of the area, as well as the issues and technologies connected with environmental sustainability.

**SETTING AND LOCATION**

Beijing is the capital of the People's Republic of China and the nation’s second largest city by urban population after Shanghai. With approximately 20 million residents in the city proper, it is widely hailed as China’s political, educational and cultural center, and is one of the world’s great cities, renowned for its opulent palaces, magnificent temples, plentiful parks, and both ancient and contemporary art treasures. The city is divided into sixteen urban and suburban districts, in addition to two rural counties, with Tiananmen Square being at its center and directly south of the Forbidden City, former residence of the emperors of China. Encircling the city are five concentric ring roads (from second to sixth), nine expressways and city express routes, eleven China National Highways, several railway routes including a high-speed rail network connecting Beijing to the rest of the vast country, and an international airport that is one of the largest, and the second busiest in the world.

Despite its size, Beijing is a very safe city. Beijing’s central business district serves as home to a variety of corporate regional headquarters, and finance is one of the city’s most important industries. More than 140 foreign embassies are located within the city limits. The new National Center for the Performing Arts “The Egg” built in 2007 gives the city a modern performance complex covering opera, music and theater, and the Beijing opera is considered the most famous of all traditional opera performed around China. Beijing University and Tsinghua University have consistently been ranked among the top universities in the world in recent times. The 2008 Summer Olympic Games in Beijing
provided the city with some exceptional new sporting and event venues including the astonishing CCTV broadcasting headquarters that the Beijingers lovingly call “The Underpants”.

STUDENTS
WAB students represent more than 50 nationalities, with the greatest numbers hailing from the United States, United Kingdom, Australia, Canada, the Netherlands, Korea and Singapore. Many teachers feel that students at WAB are among the best they have ever worked with. The school encourages risk-taking, prizes individuality, and promotes a culture where students recognize that (as one middle school student expressed), “It’s not about winning [at WAB]: it’s about getting better.”

Graduates from the past years have gone on to universities and colleges in Australia, Canada, Korea, UK, US, France, Netherlands, Switzerland, Japan, Germany, Austria, China, Norway, Sweden and Belgium. WAB graduates’ university and college acceptances have included some of the best education institutions in the world, such as Harvard, Stanford, Princeton, Yale, London School of Economics, Sciences Po-College Universities du Havre, and Korean Advanced Institute of Science and Technology to name a few. Gap year programmes extend the list even further. The learning environment at the school is student-centered and is not only highly effective but also exciting and engaging for students; students are encouraged to be themselves. As one Board member said, “WAB produces students who are confident, versatile, and live to fulfil their dreams. We focus on who we produce.” As a school, WAB believes in teaching students how to think, not what to think.

FACULTY AND STAFF
Individuals who become part of the faculty and staff at WAB recognize the unique caliber and quality of the school community, and are dedicated to helping develop the potential, creativity and sensibility of every child. They are selected for their professionalism, credentials, accomplishments, and skills, and they share the school’s commitment to educate children from an international perspective and genuinely want WAB to demonstrate everything that a true international school can become. In the words of a high school student, “WAB is so different that a faculty member can’t say, ‘I’ve seen this before’.”

WAB has been highly effective in recruiting and retaining excellent teaching staff and has always experienced low levels of staff turnover as compared with other international schools. Average retention for the past ten years is almost 90%, with the majority of teachers coming from Australia, Canada, the United States, the United Kingdom, New Zealand, and China. Professional development is both expected and supported, and the school provides ample opportunities for faculty to share their talents, expertise, and experience with the entire school community. The enthusiasm and enjoyment the faculty feel towards being a part of the WAB community is palpable; as one faculty member puts it, “This is the first school where I might actually enjoy being a teenager again.” Also, one faculty member who has children at WAB once said, “There are many good schools around the world in which to teach, but there is no better school to teach in than the one you also trust your child’s education.”

ACADEMIC AND CO-CURRICULAR PROGRAMMES
At the heart of the philosophy of the Western Academy of Beijing is the desire to foster critical thinking and inquiry-based skills at every grade level, and to educate the whole child to ensure that every student reaches his or her full potential as a member of the global community. In a cooperative educational process that includes students, parents and staff, WAB seeks to develop the intellectual, social, emotional, physical, and aesthetic abilities of each child, along with moral sensitivity and a fundamental respect for the beliefs and values of other people. To this end, WAB has adopted the IB
curriculum with the goal of helping students develop lifelong academic and social skills, preparing them for a changing global community in which they will need to think critically, act responsibly, communicate effectively, and contribute meaningfully. At all grade levels, field trips throughout the year help students appreciate China’s richness and diversity, as do in-school visits from people from a variety of community sectors. In addition, WAB has extensive ESOL, Learning Support and Enrichment programmes.

**Early Childhood Center (ECC)**

The educational programmes and opportunities for WAB’s youngest learners aim to instil in them a lifelong love of learning while supporting their early development of language, social and motor skills. Founded in a constructivist approach, the methods used by ECC educators provide children ample exposure to new experiences, recognizing that learning is most effective when it is derived from a child’s own interests and curiosity. Teachers understand that active play is the most engaging form of learning, and they allow youngsters to explore new situations and stimuli across their experiences in the ECC. Within this framework, the curriculum focuses strongly on developing fundamental age-appropriate skills in the areas of thinking, communication, self-management, social functioning and awareness, research and problem-solving.

The ECC is characterized by spacious, colorful classrooms and engaged, active learning, enhanced through the small maximum class size of 14 students, and the exceptional teaching and support staff. In addition to a teacher and an assistant in each classroom, students benefit from working with specialists in visual and performing arts, and PE. The shared goal within the ECC community is to assist children in making connections and developing an understanding of themselves, the world and their intrinsic human value. While all classes are taught in English, WAB certainly expects students will continue to develop their mother tongue.

**Elementary School**

Students in grades K-5 experience a warm and open environment where exploration and learning are grounded in relevant, real-world contexts. The focus of the WAB elementary programme, through the IBO PYP, is a commitment to structured inquiry as the leading vehicle for learning. Teachers help students understand that they share responsibility for their own learning process and, as a result, the young people in their care approach their daily work with enthusiasm, motivation and dedication. The curriculum is trans-disciplinary and structured around seven curriculum areas: language, mathematics, science, social studies, personal, social and physical education and arts (visual and performing). Learning happens either through the study of integrated units of inquiry or single subject units of inquiry, and students in the ES keep a Student Portfolio which is a paper, digital or combined compilation of their work each year. The PYP culminates with the grade five Exhibition, at which students demonstrate their efforts of a self-developed inquiry.

Each homeroom class from Kindergarten through Grade 5 has a homeroom teacher, and each K class also has a Teacher Assistant. In addition, Teacher Assistants are shared between two homeroom classes beginning in Grade 1 and continuing through the remainder of Elementary School. Regular assemblies, art shows and concerts provide numerous opportunities for student performance and recognition, and an extensive after-school activities programme allows students to explore passions and interests beyond the classroom.
Middle School

Middle School teachers at WAB understand the important transitions that occur in the lives of children between Elementary School and High School, and the curriculum for these grade levels is designed intentionally to address the particular needs of young adolescents. The Middle School programme focuses on the process of learning – helping students learn how to learn – while maintaining the integrity of the eight discrete subject areas: English, mathematics, science, health and physical education, humanities, technology, MADD (music, art, drama and dance), and at least one additional language. It is a holistic, learner-centered programme that recognizes the need for balance among the academic, emotional and physical realms in a young person’s development, and it is a curriculum that incorporates both the greater world view and the opportunities that exist in a more local context.

At the center of the curriculum model put forth in the IBO’s Middle Years Programme are five Areas of Interaction, or AOI. The AOI are key contexts for inquiry that help students and teachers make connections between classroom learning and the outside world, and between learning that occurs in different subject areas. The AOI include Approaches to Learning, Community and Service, Health and Social Education, Environments, and Human Ingenuity. By maximizing use of the AOI through a learner-centered programme, WAB taps into the natural curiosity, initiative, and creativity of students in this age group, supporting them as they develop empathy, compassion, confidence and a more thorough understanding of what it takes to become a responsible global citizen.

Personal and Social Education (PSE) is also an integral component of the Middle School years, and each student is assigned a homeroom and PSE class. Homerooms and classes meet regularly in a manner much akin to an advisory system, whereby teachers are really able to get to know their students outside the classroom setting, and able to serve as mentors to those in their PSE group. In addition, Middle School Student Council provides leadership opportunities for all students in a variety of areas, and a number of extra-curricular clubs and activities allow students to connect meaningfully with one another and with the Chinese community as they grow and develop through these fundamental years.

High School

The goals of the High School curriculum are to promote critical thinking and independent learning, and to ensure that students are well prepared for their next steps toward university and the workplace. The work in these years requires that students take increasing responsibility for their own learning, and that they develop effective time management skills. In a collaborative and challenging environment, students are encouraged to take the most rigorous courses in which they can be academically successful, and all students in Grade 10 complete the IB Personal Project, an individual research project completed outside of class time revolving around independent inquiry and in-depth reflection on a student’s own learning. Students in Grades 11 and 12 can choose between a full International Baccalaureate Diploma Programme (IBDP) or a combination of IB certificates and WAB high school courses. In addition, the Transition to Work programme provides guidance for those students who intend to join the workforce directly after graduation.

The PSE programme begun in Middle School continues in these last years of a student’s WAB career. Interactions in homeroom and in PSE classes serve to create meaningful, supportive relationships between teachers, students and peers, and they provide an opportunity for discourse on social and developmental issues that do not always fit neatly into other curricular areas. As in Middle School, homeroom and PSE seminars function essentially as an advisory
system, providing essential time for students and teachers to be together and develop meaningful connections outside of class interaction.

Essential to the WAB philosophy is the importance of maintaining a healthy balance between academic and extracurricular activities, and the numerous clubs and sports teams supported by the school help students stay motivated and feel valued. A broad range of activities provide students the opportunity to develop talents and pursue interests on a variety of fronts, including athletic teams, music and creative arts groups and performances, Model United Nations, Student Council, Global Issues Network and much more. Not only do these activities contribute to an individual student’s sense of pride and self-worth, but also involvement in group endeavors helps students understand the many ways in which they can contribute to the school community and the world at large. All students are expected to participate in both the High School Community Service Programme and an extensive array of China Studies Field Trips.

Since WAB is committed to enrolling a diverse student body with a variety of unique skills and interests, the highly experienced counseling staff ensures that every High School student receives individualized attention as he or she contemplates the future after WAB. An extensive college counseling programme makes certain that students are exposed to a vast range of educational opportunities, and visits from universities from all over the world give students the opportunity to speak directly with higher education personnel. Some graduates move on to a gap year, while still others move directly into the workforce, enroll in military service, or pursue other post-educational options. An annual Career Fair gives students insight into the realities of where their studies may lead them, and WAB’s High School counselors work closely with students from the outset to make sure they enroll in the graduation path that will best help them realize their goals and aspirations.

**WAB Wild**

WAB Wild is the Outdoor Education department at WAB. Established in 2006 WAB Wild runs more than 20 experiential outdoor expeditions and day trips each year with the goal of fostering personal growth, leadership, and a lifelong participation in physical activity. WAB Wild has a strong environmental focus in all its programmes, challenging students to think and reflect upon how they interact with the natural surroundings in which we live. Since instruction takes place in wilderness areas around Beijing, programmes can be used as a platform to stimulate creative discussion and heighten students’ awareness of global issues.

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<th>WAB Numbers</th>
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<tbody>
<tr>
<td>Grades</td>
<td>N-12</td>
<td>Number of Staff</td>
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<td>Enrollment</td>
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<td>Operating Budget</td>
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<td>Nationalities Represented</td>
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<td>Campus size</td>
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<td>Faculty</td>
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<td>Founded</td>
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<td>Student-Faculty Ratio</td>
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THE POSITION

General Duties

- To ensure that the operation of the High School reflects the whole school's mission and core values and to ensure that those principles are implemented
- To implement Board policies and school procedures in collaboration with other senior leaders and heads of departments
- To provide professional leadership for the High School, ensuring the highest possible quality of education for the students
- To be responsible for all aspects of the day to day management of the High School and to administer and supervise systems and routines to ensure the efficient operation of this school section
- To ensure the production of a timetable which reflects the needs of the students, takes into account the staff strengths, skills and reasonable requests in the High School, and which articulates with the timetables in the other school sections
- To actively monitor instructional effectiveness and intentionally engage instructional staff in activities to continuously improve instructional effectiveness, learning outcomes and student achievement
- To foster a nurturing learning environment that supports the whole child and encourages inquiry-based teaching and learning

Responsibility Areas

Students
- Assuming responsibility for High School student admissions and withdrawals in conjunction with the Admissions Office within the admissions policies
- Promoting activities and programs that help students in their personal development as well as providing for the enrichment of school life
- Active development and fostering of positive relationships with students
- Development of a positive and responsive environment appropriate to the needs of high school students
- Responsibility for High School morale, conduct and discipline at school, on school trips and at all school activities
- Responsibility for health and safety of High School students, staff and visitors to this school section

Curriculum
- Planning, organising, and implementing all aspects of the academic, co-curricular and extra-curricular programs of the High School
- Implementation of the school's curriculum policies and associated professional development activities in the High School
- Maintenance of curriculum continuity
- Leading curriculum review, development and delivery
- Ensuring the regular communication to parents
- Coordinating the design and implementation of the High School schedule of classes
- Assuring that parents are informed of student academic progress through regular communication and grade reporting

Staff
- Recruiting all High School instructional faculty as well as administration and support staff and making recommendations of terminating faculty
Ensuring annual orientations for new High School faculty and students
Ensuring regular supervision, observation, and evaluation of High School faculty, administration and support staff take place
Ensuring the procedures for staff evaluation and High School staff performance management are carried out according to policies
 Provision of professional and personal support and direction to High School staff in order to optimize the effective carrying out of their duties
 Provision of timely advice to the Director in matters pertaining to changes in the staff
 Ensuring that High School staff is given access to appropriate professional development that supports the school’s strategic plan and program
 Maintaining open communication with all staff
 Maintaining open communication in order to keep the Director well informed about High School matters

Management
Serving as a member of the Senior Administrative Team (SAT) and Senior Educational Administration Team (SELT) representing the High School but also contributing to PK-12 program planning and decision-making
Support of the Director, SAT and SELT in management decisions
Ensuring that all leadership decisions are communicated and implemented effectively
Ensuring that the Director is kept informed of significant information
Maintaining the relationship with the Board of Trustees by delivering reports on High School when needed and deemed appropriate by the Director
Performing additional tasks and assuming other responsibilities as deemed appropriate by the Director
Conducting regular, scheduled meetings with High School teaching staff

Finance
Positive contribution to the school budget process and effective administration of the High School budget as delegated by the Director and COFO

WAB Profile
- Oversight of the preparation and distribution of all High School related reports and communication materials
- Attending school activities, functions, and athletic events as appropriate
- Contributing to regular parent newsletters regarding High School matters
- Assisting in raising the profile of the High School and the whole school within the community
- Maintaining a strong relationship and regular communication with the parents’ organisation, Parent Link, to ensure that parental interest and participation in the school is encouraged and that regular parent / teacher meetings occur
- Maintaining a visible and, approachable and welcoming profile for parents, and in particular to those directly associated with the High School

Qualifications
- Successful teaching experience with Teaching Certificate
- Successful administrative experience (preferably as principal), in a High School characterized by cultural diversity and wide-ranging ability levels of student body
- Administrative Certification required. Masters Degree strongly preferred
- IB DP and MYP training, teaching experience, and leadership
- International education and/or experience preferred
- Deep understanding of the college and university study opportunities especially in North America which is popular among WAB graduates

**Characteristics**
- A Visionary with the ability to assess the direction and continued development of the High School
- Can communicate respectfully and effectively with students, teachers, admin and support staff, parents and wider community; strong interpersonal and people skills
- Active listener and articulate speaker and writer
- Eclectic in style; possesses a positive outlook; friendly and approachable, consistent management style
- Flexible and reflective
- Skilled in communicating hence communicates enthusiasm and spirit
- Possesses a full understanding of multiculturalism and multilingual environment, and has demonstrated the ability to work collaboratively with all school constituencies
- Community and team builder
- Ability to work effectively as team leader and team member
- Strong consensus building skills
- Confidently models a collaborative leadership style
- Able to assess, analyze, and adjust accordingly
- Able to deal with and respond positively and creatively to changing conditions, such as the economic crisis or sudden changes in the expatriate community in Beijing
- Proactive problem solver
- Guided by a solid philosophy of education, which aligns with the school’s mission and core values
- Clear understanding of curriculum, curriculum development and a variety of instructional and assessment methodologies
- Embraces and models the attributes of the IB Learner Profile
- Committed to achieving and maintaining high academic standards throughout the school
- Committed to promoting co-curricular activities
- Values quality teaching and learning; and advancing best practices in education to staff
- Committed to supporting staff initiative and nurturing staff professional growth
- Supports teachers and understands the realities of the classroom
- A broad understanding of and commitment to the role of technology in supporting contemporary education
- Commitment and full support in operating in one platform (Mac) environment
- Internationally minded with international residential experience preferably in Asia
- Strong support networks that will facilitate the applicant’s application in relation to longevity and commitment
- Respect of and keen interest in the host country, China
- Ability and willingness to be a visible member of the school community, and on regular basis present confidently and articulately in meetings with parents, teachers and students
- Capability of building a connection with local schools
- Capability to maintain a visible, approachable and welcoming profile in particular to those directly associated with the High School
- Ability to ensure that parental interest and participation in the school is encouraged and that regular parent / teacher meetings occur
- Practice of inviting and engaging parents in the educational process
PARTICULARS OF THE SEARCH

Application Procedure
Application Deadline: September 14, 2012

International Schools Services (ISS) has been appointed to act as consultant in the search for a new Secondary Principal. Candidates are asked to submit their full application and complete all necessary application steps as early as possible as ISS reserves the right to close the selection process at any time if the ideal candidate is found.

Candidates who wish to apply for this administrative position must establish or reactivate their professional file with ISS to facilitate the application process and ensure that credentials are provided to the school in a uniform and consistent manner. Application details can be found on the ISS website (www.iss.edu). Because Western Academy of Beijing has contracted with ISS to assist with this search, applicants for this specific position do not need to pay a fee to originate or reactivate their professional file. Merely proceed to the website and use the coupon named ASWAB2012 when prompted for payment. Further details will be found there.

The cover letter and resume must be submitted electronically to ISS Vice President David Randall (drandall@iss.edu). All other materials will be uploaded into the ISS data base.

Complete applications must contain letter of interest, resume, copies of academic diplomas and degrees, as well as reference information. References should include full names, addresses and daytime contact information; this list should include direct supervisors or persons in senior positions of responsibility who can validate the applicant’s performance in a leadership role. ISS and the WAB High School Principal Search Committee reserve the right to directly contact references for confidential statements.

Candidates who wish to apply for the position must establish or reactivate their professional file with ISS to facilitate the application process and ensure that credentials are provided to the school in a uniform and consistent manner. Application details can be found on the ISS website (www.iss.edu).

Candidates who currently have active professional files with ISS need only send a cover letter, including a CV and a statement of leadership and educational philosophy. The letter of interest should contain a clear statement of the applicant’s objectives and vision if selected for the WAB HS Principal role.

Address any questions to:
David Randall
International Schools Services
Mobile: +1 609 937 5495
Office: For general questions concerning the application process and if you cannot contact David Randall, please call Anna Madeja at +1 609-452-0990 ext. 360
E-mail: drandall@iss.edu
Skype: david.randall116
Website: www.iss.edu