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## **Implementing Regulations for the Appointment of Assistant Deputy Directors of the European Schools**

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Approved by the Board of Governors of the European Schools on  
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Entry into force: 1<sup>st</sup> January 2020.

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# **IMPLEMENTING REGULATIONS FOR THE APPOINTMENT OF ASSISTANT DEPUTY DIRECTORS OF THE EUROPEAN SCHOOLS**

## **I. ACCESS TO CANDIDATURES**

1. The function of Assistant Deputy Director is open for seconded as well as for locally recruited staff.
2. Priority shall be given to secondment. Therefore, the function shall be first published for secondment.

In case no qualified candidature for secondment will be received in a first call, the function will be published in a second call within the European Schools for 'locally recruited teachers' as defined in Article 4.3 of the Service Regulations for Locally Recruited Teachers in the European Schools.

In case also the second call will not be successful, the function will be published in a third step externally for locally recruited teachers.

3. The nationality of the candidate has no impact. The candidate may have the same nationality as another member of the executive staff of the school or as his/her predecessor.
4. A candidate may not participate in more than one selection procedure at the same time.

## **II. LENGTH OF TERM OF OFFICE**

1. The term of office of Assistant Deputy Directors will be nine years.
2. The term of office will be subdivided into three periods:
  - an initial period of two years. An evaluation will be made during the second year.
  - a second period of three years. A further evaluation will take place during the fifth year.
  - a third period of four years.
3. The length of the term may be extended by one year in the interests of the service at the end of nine years in the same school.
4. In the case of a transfer, the total length of the term in the two schools is ten years. It may not, under any circumstances, exceed ten years.
5. Existing contracts of an indefinite period of locally recruited Assistant Deputy Directors shall be suspended during the term of office. This suspension does not affect their advancement in step in accordance with Article 36 of the Service Regulation for Locally Recruited Teachers.

### **III. APPLICATION PROCEDURE**

1. The candidate's file must contain the following information:
  - date of birth,
  - civil status,
  - educational background and qualifications,
  - professional experience,
  - knowledge of languages (to be documented and assessed on the basis of the Common European Framework of Reference for Languages self-assessment grid produced by the Council of Europe),
  - special abilities, skills and achievements,
  - names of referees.

Official documents to be attached to the Curriculum Vitae:

- copies of diplomas, certificates and other evidence of formal qualifications
- an official document testifying that the candidate has no criminal convictions which would be incompatible with the post.

It is recommended that the 'Europass' Curriculum Vitae be used.

Seconded candidates should send their applications to their national delegations, which will deal with them and forward them to the Director.

2. The file of seconded candidates will be accompanied by a declaration by the seconding authority to the effect that the candidate fulfils the prerequisites for any candidature, namely:
  - that he/she has the background and formal qualifications required in the job descriptions provided in annex 1 and
  - that he/she is eligible to commit to serving at least the first five-year term of office (subject to a positive evaluation during the second year of service).
3. The Director will satisfy himself/herself that all the required documents have been provided with the application. Should the application file be incomplete, the candidature might not be taken into consideration.

### **IV. SELECTION OF ASSISTANT DEPUTY DIRECTORS**

1. In the call for secondments (first call) each Member State may propose a maximum of two candidates for each function.
2. Candidates for the post of Assistant Deputy Director must have the competence, skills and qualifications required in the job description provided in the annex of these regulations.
3. A preselection committee composed of the Director, the Deputy Director of the cycle concerned and a national inspector, who is appointed in accordance with paragraph 4, will establish a short list containing a maximum of six candidates who will be invited for an interview
4. For the interview, a Selection Committee will be set up, composed of the Director of the School (chair), the Deputy Director of the cycle concerned and a national Inspector of the cycle concerned who should not have the same

nationality as the Director and the involved Deputy Director or any of the preselected candidates. The national inspector will be nominated by the president of the Joint Board of Inspectors. A representative of the teaching staff committee will participate in the interviews as an observer.

5. The Report of the Selection Committee should give a résumé of the Committee's overall judgement regarding each candidate, making reference to the qualities itemised in the profile provided in the annex of these Regulations. The Committee will rank the candidates in order of preference.

## **V. APPOINTMENT**

The Director will appoint the selected Assistant Deputy Director and will inform the Secretary-General and – in case of a secondment – the seconding authority hereof.

## **VI. EVALUATION**

The Assistant Deputy Directors shall be evaluated by the Director and a national inspector in their second and fifth year of term<sup>1</sup>.

## **VII. ENTRY INTO FORCE**

These Regulations will enter into force on 1 January 2020.

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<sup>1</sup> A particular evaluation form for the Assistant Deputy Directors will have to be established by the end of the 2019/20 school year.

## Job description - Assistant Deputy Director – Secondary Cycle

The Assistant Deputy Director Secondary Cycle (ADDS) will be a member of the Management of the school with specific pedagogical, administrative and financial tasks in his or her area of responsibility.

In the event that the DDS is absent, the ADDS acts as the backup by delegation.

The role of the Assistant Deputy Director (ADDS) is to work closely with the Deputy Director Secondary (DDS) and have an understanding of, and be able to take responsibilities in, the following areas **with prior delegation of the DDS**:

### Main responsibilities:

- Responsible for the secondary school by delegation of duties in the areas of pedagogy and administration (including specific budget issues).
  - Recruitment and evaluation of pedagogical staff
  - Assists in the induction of new staff into the school system
- Coordinates the 'Advisory Team' in the school.

### **Core areas of the 'Advisory Team':**

- I. Well-being, behaviour and discipline
- II. Organisation of studies and examinations (S5-S7)
- III. Communication to parents, teachers, students and other stakeholders
- IV. Implementation and development of planning, policies/documents and guidelines (for the areas of competences)

***While the main responsibilities and core areas are the same in all schools, the schools should have some autonomy concerning all parts of the job description, e.g. with respect to the possible tasks from the list below.***

List of possible tasks linked to the core areas of the 'Advisory Team' (in consultation with the Deputy Director Secondary):

### **I. Well-being, behaviour and discipline**

- Coordinating management of student behaviour and promotion of well-being, in liaison with all the stakeholders in the school (support, discipline, pastoral care)
  - Administration of incidents, liaising with all parties (pupil, teacher, supervisors, parents, psychologist, nurses, management). Follow-up and record keeping.
- Promotes team spirit and positive mind-set across the Secondary school.

- Coordinating student's participation with responsibility for organizing the pupil's committee and follow-up.

## **II. Organisation of studies and examinations S5-S7**

- Working with the DDS to ensure full compliance with the standards for European Schools at all times.
- Providing efficient organization and coordination of the S5-S7 exams.
- Monitoring of the follow-up of the implementation of new syllabuses in cooperation with the subject-referents.
- Supports Continuous Professional Development and ongoing educational development, e.g. through Action Plans, monitoring peer-observations, organization and cooperation with internal and external experts and trainers.
- Liaises with coordinators to ensure harmonisation and cooperation across sections.
- Ensuring the organisation of, and monitoring, the replacement for teachers.
- Supports mentors and provides support to coordinators and teachers in sharing good practice.
- Involvement in the organisation of languages tests in accordance with Article 47 e).

## **III. Communication to parents, teachers, students and other stakeholders**

- Supporting effective communication by ensuring appropriate and timely dissemination of information.
- Chairs and attends meetings and working groups and shares necessary information with other members of teaching staff.
- Under the direction of the DDS, reports to the relevant councils on different matters of school life.
- Communicating with the local authorities in the best interest of the school e.g. the police.
- Initiating activities of good professional practice for the improvement of his area of responsibility in the benefit of all the stakeholders

#### **IV. Implementation and development of planning, policies/documents and guidelines (for the areas of competences)**

- Is involved in the development and implementation of the school ethos and philosophy.
- Is involved in the development and implementation of the annual/ multi-annual plan.
- Ensures that all annual and periodic forward-planning is available on schedule.
- Liaises with coordinators to ensure harmonisation and cooperation across sections.
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- Ensures that all members of the secondary team understand and act in accordance with the school's policies and procedures.
- Ensures the proper transition between the primary and the secondary school.
- Ensures that Secondary school pupils, staff and parents have up-to-date handbooks and other relevant documents.

**Carry out any other tasks during working hours requested by the Director or the DDS.**

#### **Qualifications/Professional Experience:**

##### **Knowledge:**

- Educated to degree level
- Qualified teacher status
- Knowledge of languages:
  - Fluency in one of the vehicular languages of the European Schools (DE-EN-FR)-C1 level; and a good working knowledge of a second vehicular language, preferably HCL.
  - Good knowledge (level B2) of other official languages of the EU spoken in the School is an asset.
- Experienced in one or more pedagogical function(s)

##### **Experience:**

- Previous management and leadership role
  - The leadership and management skills necessary to lead change and secure excellence
  - Proven ability to develop and implement policies that contribute to a school's vision
  - Significant pedagogical/pastoral experience and know-how developed through training for work on prevention in the area of bullying, drugs, and other welfare issues.

- Abilities and willingness to manage, train, coach, motivate and support colleagues to perform to the best of their abilities
- Work-experience in an International/European School environment would be an asset.
- School management software

**Skills:**

- Excellent organisational, communication and interpersonal skills
- Managerial skills
- Digital competence (being able to use IT tools is essential for the effectiveness of administrative monitoring - knowledge of the tools used in ES would be an asset)
- Good presentation skills
- Deal sensitively with issues and resolve conflicts where these may arise
- Manage stress in complicated situations

**Attitudes:**

- Energy, enthusiasm and a commitment to excellence
- Persistence, reliability and flexibility
  - A commitment to personal and professional development
  - Empathy with and commitment to the global ethos of a European School

***These lists are non-exhaustive and will be subject to review when the needs of the school changes. The Director and DDS have the right to allocate other tasks in the best interests of the students and the School.***



## **Job description - Assistant Deputy Director – Nursery and Primary Cycle**

The Assistant Deputy Director Nursery and Primary Cycle (ADDNP) will be a member of the Management of the school with specific pedagogical, administrative and financial tasks in his or her area of responsibility.

In the event that the DD is absent, the ADDNP acts as the backup by delegation.

The role of the Assistant Deputy Director (ADDNP) is to work closely with the Deputy Director of N/P (DDNP) and to have an understanding and to be able to take responsibilities in following areas with prior delegation of the DDNP:

### **Main responsibilities:**

- Responsible for the N/P school by delegation of duties in the areas of pedagogy and administration (including specific budget issues). In the event when the DD is absent, the ADDNP acts as the back-up.
  - Recruitment and the evaluation of pedagogical staff.
  - Assists in the induction of new staff into the school system

### **Core areas:**

- I. Well-being, behaviour and discipline.
- II. Organisation of studies.
- III. Communication to parents, teachers, students and other stakeholders.
- IV. Implementation and development of planning, policies/documents and guidelines.

While the core function and key areas are the same in all schools, the schools should have some autonomy concerning all parts of the job description, e.g. with respect to the list of possible tasks from the list below

### **List of possible tasks in consultation with the Deputy Director Nursery and Primary Cycle:**

#### **I. Well-being, behaviour and discipline.**

- Coordinates the well-being of pupils, is part of the care-team and discipline management team. Administration of incidents, liaising with all parties (pupil, teacher, supervisors, parents, psychologist, nurses, management). Follow-up and record keeping.
- Promotes the team spirit across the Nursery and Primary school.
- Promotes an inclusive environment.
- Is involved in the development and implementation of the school's philosophy and annual/ multi-annual plan.

#### **II. Organisation of studies.**

- Involvement in the organisation of languages tests in accordance with Article 47 e).
- Liaises with coordinators to ensure harmonisation and structuring across sections.

- Organises and supervises timetables for teachers.
- Supports mentors and provides support to coordinators and teachers in sharing good practices.
- Chairs and attends meetings and working groups and shares necessary information to other members of teaching staff.

### **III. Communication to parents, teachers, students and other stakeholders.**

- Promotes an inclusive environment.
- Promotes the team spirit across the Nursery and Primary school.
- Is involved in the development and implementation of the school's philosophy and annual/ multi-annual plan.
- Chairs and attends meetings and working groups and shares necessary information to other members of teaching staff.

### **IV. Implementation and development of planning, policies/documents and guidelines.**

- Is involved in the development and implementation of the school's philosophy and annual/ multi-annual plan.
- Liaises with coordinators to ensure harmonisation and structuring across sections.
- Supports mentors and provides support to coordinators and teachers in sharing good practices.
- Monitors that annual and periodic planning is available on due time.
- Assist in the organisation and monitors the Transition.
- Monitoring of the follow-up of the implementation of new syllabuses in cooperation with subject-referents.
- Supports Continuous Professional Development and ongoing educational developments, e.g. through Action Plans, scheduling peer-observation, organization and cooperation with internal and external experts and trainers.

**Carry out any other task in working hours requested by the Director, the DDP.**

## **Qualifications/ Professional Experience:**

### **Knowledge:**

- Experienced in one or more pedagogical function(s)
- Qualified teacher status
- Knowledge of languages:
  - Fluency in one of the vehicular languages of the European Schools (DE-EN-FR)-C1 level; and a good working knowledge of a second vehicular language, preferably HCL.
  - Good knowledge (level B2) of other official languages of the EU spoken in the School is an asset.

### **Experience:**

- Management and leadership role
  - The leadership and management skills necessary to lead change and secure excellence (Form/ lead a team) Proven ability to develop and implement policies that contribute to a school's vision
  - Abilities and willingness to manage, train, coach, motivate and support colleagues to perform to the best of their abilities.
- Significant pedagogical/pastoral experience and know-how developed through training for work on prevention in the area of bullying, drugs, and other welfare issues.
- Work-experience in an International/European School environment would be an asset.
  - School management software
- Teaching qualification and experience
  - In-Service-Training abilities
  - Assertiveness
  - Empathy
- Digital competence (being able to use IT tools is essential for the effectiveness of administrative monitoring - knowledge of the tools used in ES would be an asset).

### **Skills:**

- Excellent organisational, communication and interpersonal skills
- Managerial skills
- Digital competence (being able to use IT tools is essential for the effectiveness of administrative monitoring - knowledge of the tools used in ES would be an asset)
- Good presentation skills
- Manage stress in complicated situations

**Attitudes:**

- Energy, enthusiasm
- A commitment to personal and professional development
- Empathy with and commitment to the global ethos of a European School
- Assertiveness

*These lists are non-exhaustive and will be subject to review when the needs of the school changes. The Director and DDP have the right to allocate other tasks in the best interests of the students and the School.*