



CANDIDATE INFORMATION PACK

Deputy Head of Upper School (Pastoral)

JOB DESCRIPTION

Deputy Head of Upper School

The Role

The Deputy Head of Upper School is an expansion role, with the post-holder working alongside the other Deputy Head of Upper School, and will be responsible to the Head of Upper School. The post holder will be an informed, reflective practitioner who believes in using evidence-informed practice to create the very best opportunities for Upper School students. They will take on the responsibilities of the Head of Upper School as agreed and appropriate in their absence and carry out the professional duties of a teacher as required.

The post holder must subscribe fully to DBS's special ethos, the core values of DBS – known as The DBS Way – and understand how academic study, pastoral care and co-curricular activities contribute equally within it. They will actively promote the unique DBS Vision through enthusiastic participation in all areas of School life, leading by example, and serving as a role model of uncompromising ethics, personal honesty, and high professional integrity.



JOB DESCRIPTION

Deputy Head of Upper School

Position Overview

DBS (Denla British School) is looking for an accomplished senior educational leader or one with the potential to serve as Deputy Head. This role is ideal for an experienced Head of Faculty or Department looking to advance their career. As the Deputy Head, you will play a pivotal role in ensuring the smooth and effective operation of our academic and pastoral programs for students in Years 7 to 13. You will work closely with Directors, Heads of Faculty, the Head of Sixth Form, and the Heads of Section to develop, implement, and continuously improve our provision to meet the highest standards of excellence. Your leadership and innovative thinking will contribute to the academic success and personal growth of our students. You will report directly to the Head of the Upper School and also have line management responsibilities.



KEY RESPONSIBILITIES

School Values and Ethos

- To actively promote the DBS Vision through enthusiastic participation in all areas of School life.
- To share and support DBS's commitment to provide an all-round, outstanding education for all our students.
- To always set high expectations, which inspire, motivate and challenge students.
- To have the highest aspirations for all our students' development and achievements, both in and out of the classroom.
- To offer excellent pastoral care for all students.
- To respect and support Thai culture.

Safeguarding Responsibilities

- To uphold the highest standards of safeguarding, consistently promoting the safety and well-being of all students in line with the school's Child Protection and Safeguarding Policy.
- To be vigilant in recognising the signs of abuse or harm, and to follow all school procedures for reporting concerns about students or adults without delay.
- To ensure that safeguarding is embedded in daily practice, including classroom interactions, co-curricular activities, off-site visits, and digital environments.
- To complete all required safeguarding and child protection training, including regular refreshers, and to remain fully informed of policy updates and expectations.
- To support a culture of openness, fairness, trust, and respect where all students feel safe, heard, and valued.
- To contribute to a shared responsibility for safeguarding by proactively collaborating with colleagues, Designated Safeguarding Leads, and relevant external agencies when appropriate.

KEY RESPONSIBILITIES

Pastoral

- Lead the pastoral provision for children across the Upper School.
- Facilitate regular co-curricular opportunities, in which students' happiness, welfare and all-round development can be nurtured.
- Ensure a consistent approach to standards of behaviour, attendance and punctuality is implemented across the Upper School.
- Lead the Heads of Section in the welfare of students; follow up on incidents; maintain detailed records and student files; have meetings with parents during or after school as required, sometimes with other Upper School staff members; communicate with parents.

Policies, Procedures and Parents

- To follow and implement school policies and procedures in and out of the classroom and ensure that they are being followed.
- To provide a safe, purposeful and well-managed learning environment.
- To prepare assemblies and talks as and when appropriate.
- To value the home-school partnership, working closely with other members of staff to establish and manage good relationships with parents.
- To report to parents on the development, progress and attainment of students, in line with the Assessment and Reporting Policy, and ensure that this is being carried out by the teaching team

Professional Standards

- To attend assemblies, departmental meetings, parents' evenings, school functions, residential trips and other meetings as appropriate.
- To undertake supervisory duties during the school day.
- To recognise the importance of being an exemplary role model to all children within the school.
- To maintain high standards of professional behaviour in accordance with the school ethos, including timekeeping and personal presentation.
- To take personal responsibility for evaluating and reflecting upon your teaching to continually develop and improve your practice.
- To always maintain professional and productive relationships with colleagues.

Commitment to Professional Development

- To take ownership of improving one's own practice while also supporting a culture of collective growth across departments and year groups.
- To engage actively in ongoing professional development, demonstrating a commitment to reflective practice and continuous improvement.
- To take full advantage of in-school training opportunities and contribute to the professional learning culture through collaboration, coaching, or sharing best practice with colleagues.
- To participate in professional learning aligned with school priorities, student needs, and personal development goals, including safeguarding, wellbeing, and intercultural understanding.
- To stay informed of current educational research, innovations in teaching and learning, and subject-specific developments, applying them where appropriate to improve practice in line with the school's .
- To seek and respond to feedback in a professional manner, using it to enhance teaching effectiveness and student outcomes.

Contribution to School Improvement, Innovation and Use of Technology

- To contribute actively to the school's strategic goals and improvement priorities, including those linked to accreditation processes.
- To participate in innovation and development projects that enhance learning, wellbeing, or global citizenship across the school.
- To bring creativity and evidence-informed practice to initiatives that improve student outcomes, teacher effectiveness, or community engagement.
- To collaborate with colleagues in project teams, curriculum reviews, and evidence-based professional learning focused on the school's future aspirations.
- To integrate technology meaningfully into teaching and learning in ways that enhance engagement, creativity, and personalised learning.
- To model and promote ethical, responsible, and safe use of digital tools among students, aligned with the school's digital citizenship framework.
- To stay informed of developments in educational technology and incorporate relevant innovations that support high-quality learning.
- To use digital tools effectively for assessment, communication, collaboration, and resource creation.
- To support the development of students' digital literacy and critical thinking skills, preparing them for life in a connected and rapidly evolving world.

Person Specification

(E is Essential; D is Desired)

Qualifications

- Bachelor Degree. (E)
- Postgraduate Certificate of Education (or equivalent). (E)
- Qualified Teacher Status. (E)
- Evidence of further postgraduate study. (D)

Skills and Experience

- Proven experience in leading, developing and motivating high-quality teams. (E)
- A commitment to academic progress and the welfare and safeguarding of students. (E)
- Knowledge and understanding of recent educational developments and best practices. (E) A proven track record of high-quality teaching. (E)
- A strong academic background, stature and experience that will command the respect of students, parents, colleagues and the wider community. (D)
- Experience of teaching Upper School students through to Year 13. (D)
- Experience in leading or overseeing the preparation of students for University. (D)
- Experience of working with children who have English as a Second Language. (D)
- Excellent of working knowledge of the National Curriculum for England. (D)
- An understanding of how Digital Technologies can be used to enhance curriculum. (D)
- An understanding of the demands of an International independent day school environment. (D)
- A proven track record of highly successful school leadership experience. (D)

Personal Qualities

- A highly visible leader with the charisma and energy to inspire and motivate. (E)
- Understanding of how to work effectively and efficiently with stakeholders, building strong teams and delegating effectively. (E)
- Ability to inspire children with a love of learning. (E)
- Strong personal relations and team-working skills. (E)
- Ability to use digital technologies to enhance learning. (E)
- Energy, charisma and dynamism with the vision and drive to create productive learning environments and excellent outcomes for all children. (E)
- Ability to work with and apply all school policies. (E)
- An understanding of the needs, challenges and opportunities of an international school community. (D)



REMUNERATION

The successful candidate will receive excellent salary and benefits commensurate with their experience.

This will include:

- Competitive salary.
- On-site accommodation (if recruited from overseas) for first year of contract at least. Option to move off-site and receive housing allowance from the second year.
- Start and end of contract flights (for dependent spouse and children too).
- Annual flight allowance (for dependent spouse and children too).
- Medical insurance (for dependent spouse and children too).
- 100% Tuition fees contribution for up to two children (50% for subsequent children).
- An end of contract gratuity.



APPLICATION PROCESS

Please apply through TES.

If you have any additional questions about the role then please contact:
Nattavadee Phlages, Headmaster's PA at nattavadee.p@dbsbangkok.ac.th



DENLA BRITISH



DENLA BRITISH SCHOOL



DBS

Always to Greater Things