

Deputy Head/Director of Academics

from September 2018

Candidate Briefing

	Page
The Nature of the Post	2
Le Rosey: Background	3
Academics at Le Rosey	3
The School Atmosphere	4
Features of Rosey Life	5
In Conclusion	6
The Future	6
Job Description	7
Characteristics of the Ideal Candidate	7
Salary and Conditions	8
Application and Appointment Procedure and Schedule	8



Institut Le Rosey, Switzerland's oldest and most prestigious boarding school, is seeking an outstanding educational leader from September 2018.

Given the unusual nature of Le Rosey, it is envisaged that the person appointed will work closely with the current post holder, Mr. Michael Robert Gray, from September 2018 and take over completely in September 2019 when Mr. Gray steps down.

The Nature of the Post

Le Rosey, as a Swiss proprietary school originally drawing inspiration from French as well as from both British and North American boarding school models, has a hierarchical structure and terminology of its own.

Its *Directeur-général* (DG), M. Christophe Gudin, combines the role of an on-campus Chairman of the Board with some of the traditional British Head Teacher's responsibilities. The latter role is however largely shared with the deputy DG (*Directeur-général adjoint*), whose official title is currently "Headmaster" (a traditional Rosey term perhaps imitating US usage).

This is therefore a role which encompasses that of Academic Head or Principal and is at the same time slightly more than that of a Deputy Head – although it is this term (DH) that will be employed in this document.



Background

Established in 1880, Institut Le Rosey (often referred to as Le Rosey or simply Rosey) is the most well-known and academically successful as well as the oldest and, with over 430 students, the largest Swiss boarding school. While its fame and reputation principally spring from three sources – its fees, its alumni and its winter campus – none of these, except perhaps the last, reflect the character of the school. A separate winter campus and a winter sports programme are indeed unusual (and arguably unique), yet while it is true that the school's facilities are exceptional and that its students hail from wealthy and often eminent families, the campus atmosphere is one of civilized, community values rather than privilege: students and their parents are more interested in academic results and a good all-round education than they are in prestige.

Academics

Although committed to holistic educational principles, Le Rosey is an academically demanding school. Admission is selective although not based on exclusively academic criteria. The admissions committee – in which the DH plays a leading role – looks for students who will enrich Le Rosey's international mix and character and who will, in their turn, flourish at the school.

In the Juniors (US grades 3 to 5) students follow a predominantly French curriculum with some UK and considerable IPC (International Primary Curriculum) input and overlay. In grades 6 to 10 a bilingual English-French curriculum operates. Students choose one of these as a principal language of instruction and follow most of their subjects in this, their L1. All must also study the other of the school's two languages (their L2) and, as soon as they are able, at least one subject in the L2.



In grades 11 and 12 (UK years 12 and 13) all students without exception sit the full diploma of the IB or the French *baccalauréat*. Pass rates are very nearly 100%, and results in both examinations have risen steadily to high levels (an average of 36 points at the IB and over 15/20 at the FB). It is worth noting that over 60% of IB and *bac* candidates are not native English or French speakers (and most IB students obtain a bilingual diploma).

All students go on to college or university, the majority to highly-regarded institutions and with an average of about 15% to Ivy League schools and Oxbridge.



The School Atmosphere: Past and Present

When Le Rosey was founded by Paul Carnal in the nineteenth century it was of course an educational institution for young men only, although the girls' school less than a mile away at La Combe, and established at the same time by Carnal's brother, was destined to become the Rosey *campus féminin* a century later.

With relatively few students and its premises limited to a fifteenth-century manor house (the *château*) and adjoining farm, Le Rosey's dormitories, apartments and classrooms were not far apart. The model was in some ways rather like that of a house in British "Public School", but with classes taking place in the house itself rather than in a separate school building. Elements of this set-up remain, and unlike either British or US models, Le Rosey teachers, whether single or with their family, are still for the most part housed alongside students. They occupy purpose-built apartments within the boarding houses (*maisons*), usually at the end of corridors on boarding house floors (*étages*) resulting in much more daily contact with students than might otherwise be the case.

M. et Mme Carnal were also known for the warmth and courtesy of their relationship with the students, and the relaxed civility of former days remains: students and teachers greet each other in a friendly way while school uniform is reserved for special occasions. Although no school is without occasional disciplinary issues, Le Rosey has an informal, unstuffy yet organized atmosphere, as well as an "open-door" policy which means that any student can see any director (including the DG and DH) at any time without an appointment.

While the above can make the school sound alarmingly easy-going, Rosey is also quietly Swiss in its daily routines and efficiency, and students are well-mannered, unpretentious and friendly and parents highly supportive.



Other Features of Le Rosey Life

The uniqueness of Le Rosey's winter term has already been mentioned, but the impact of moving over 400 pupils and over 200 staff to an entirely different campus cannot be exaggerated. The school day changes, as do boarding arrangements: chalets replace *maisons* and the school week is spread over five long mornings (including Saturday) and one complete day. Academic facilities are also different. In fact, so far-reaching is this aspect of Rosey life that it probably has to be experienced rather than described.

There are two other features of Rosey life that have notable implications for the DH. The first is the school's bilingualism. Academic programmes can be followed in either English or French and most students will study parts of their curriculum in both languages. Members of staff are either English- or French-speakers, and however good their level in both languages, they expect to be able to use their strongest language in exchanges with a Director.

The other, related, feature of Le Rosey is its extraordinarily international student body. There are between 60 and 70 nationalities on campus and a quota system limits the number from any one nation or language group to 10% so as to encourage international attitudes. Although English and French are the two campus languages and will be used by students in most communication, many may speak Arabic, Spanish, Russian, Chinese or Japanese among themselves and with their teachers (and there are teachers of over 20 languages on campus), meaning that the DH needs an international sensitivity in dealings with staff, students and their parents.

As in most boarding schools, sports and extra-curricular activities (and especially the arts, in a school with a 900-seat concert hall and a season which has welcomed the Berlin Philharmonic and many other top orchestras) play a crucial role in educational programmes. Although the DH's primary responsibility is towards academics, he or she will therefore need to be sensitive to broader educational principles.

In Conclusion

Candidates should not expect a British “public school”, an American “prep school”, a French lycée and collège or an international school. Although certain facets of school life will be redolent of all of these, Le Rosey is very much *sui generis* – a unique balance of “Anglo-Saxon” and French and Swiss approaches to learning. Gstaad, the bilingual programmes, the cultural and linguistic diversity of the staff and student body, and the unusual but very successful boarding system all give a particular character to the school, while the warmth of community life – or “Rosey Spirit” as its Admissions Director calls it – probably comes from the combination of these and something else.



This means that the person appointed will need flexibility as well as the vision and mind-set that will allow him or her to appreciate (in the words of the IB) that other people, with their differences, can also be right.

The Future

Le Rosey is at a genuinely exciting time in its history. At its head is a relatively young and highly dynamic Director general, supported by experienced and competent staff. An ambitious campus plan is in the making and will add a state-of-the-art Science and Entrepreneurship Centre to the already impressive facilities in Rolle. Linked to future developments in Rolle and Gstaad is a renewed focus on professional development and curriculum. The latter is one area where the DH may make a significant contribution.



Job Description/Cahier de charges

The DH:

- i. Reports directly to and works closely with the DG
- ii. Is one of three members of the General Direction (*la Direction générale*) and is directly involved in all major decisions regarding the daily life and the future of the school.
- iii. In the absence of the DG, is the acting head of Le Rosey

More specifically, the DH:

- has responsibility for the daily running of the school
- is the line manager of all academic staff
- is the Director of all academic programmes, including the IB and French *baccalauréat*
- oversees and coordinates the school's activities
- appoints and directs the work of Academic Principals (doyens), HoDs, and class tutors
- is in charge of the recruitment and appraisal of teaching staff
- chairs teachers' meetings, disciplinary and academic councils
- oversees the school academic timetable and teaching allocation
- is responsible for curriculum change and reform
- is in charge of accreditation procedures
- is the principal point of reference for parents and students in all academic matters
- oversees all public communication in English
- is a member of the admissions committee
- represents the school at conferences and meetings

The current Headmaster has always chosen to combine his role with a small teaching load but this is not a requirement.

Characteristics of the ideal Candidate

Le Rosey is the sort of school where individual personalities and qualities are recognized and encouraged, so there is no ideal profile for this post; nevertheless, a strong candidate will:

1. possess a clear philosophy of education aligned with that of the school
2. have the background and qualifications to be the credible academic leader of a leading international boarding school
3. be an articulate and accomplished native English speaker and writer
4. have a good command of French
5. have a genuinely international outlook preferably with international experience
6. be able to inspire confidence and be at ease communicating with families from more than 60 countries
7. have a good grasp of curriculum design and development for students aged 8 to 18
8. have an understanding and appreciation of the IB Diploma programme
9. be familiar with the nature of the French *baccalauréat* and national education system
10. have experience of boarding school education and be committed to holistic educational values

Salary and Conditions:

The salary and conditions will be discussed at interview but will be commensurate with the importance of the position. It may be helpful to know, however, that any children will be educated free of charge.

Although the DH benefits from about six weeks' holiday per year, it is expected that he or she will be on call and available if the need arises at any time.

Application and Appointment Procedure and Schedule:

All applicants must download and complete the cover sheet on the employment page alongside this Candidate Briefing.

The application proper will include:

- The completed cover sheet
- A full CV
- A recent photo
- A letter of application
- Names and contact details of three referees including current employer

The final date for the receipt of applications is 15 November, 2017. They should be sent "For the attention of the Headmaster" to job@rosey.ch.

All applications will be acknowledged. Candidates called for interview will be informed by mid-November at the latest.

Interviews in Rolle and/or London will take place in November, December and possibly January, but there is no fixed interview date. It is hoped that an appointment will be made by 31 December but this may be extended to late January if circumstances require it.