

The Wolfert van Borselen school group's mission

'A high-quality education for active, engaged students in a nurturing, internationally-oriented learning environment – an education in which involved parents can put their trust.'

The Wolfert van Borselen school group is looking for a new executive principal

Background

The Wolfert van Borselen school group for public-authority secondary education falls under BOOR, the governing body of the public-authority schools in Rotterdam. BOOR stands for quality in education, which is reflected in the work of the 3,800 staff members we employ at our 75 schools for public-authority primary and special primary education, secondary and special secondary education, all located in the Rotterdam area.

Wolfert van Borselen school group

The Wolfert van Borselen school group is attended by around 4,500 students and provides employment to the tune of 480 FTEs. Yet the school group is organised on a small scale, with six schools at seven locations:

- Wolfert Dalton (recognised Dalton school for junior general secondary education (MAVO), senior general secondary education (HAVO) and pre-university education (VWO),
- Wolfert Lyceum (recognised Dalton school for HAVO and VWO (with and without Greek and Latin),
- Wolfert College (two schools for MAVO, HAVO, VWO and an international top-up class),
- Wolfert Bilingual (recognised school for bilingual HAVO and VWO),
- Wolfert Lansing (pre-vocational secondary education (VMBO), MAVO and HAVO)
- RISS-Wolfert van Borselen (international school providing courses leading to the International General Certificate of Secondary Education and the International Baccalaureate).

Each school has its own head and team of mentors and teachers.

Organisation

The Wolfert van Borselen school group is run by a central management team comprising the executive principal and a member. The central management team and the heads of the six schools together form the management board. The development, delivery and achievement

of overarching policy is a central theme. The central management team has been mandated by BOOR's executive board to perform certain tasks and bear certain responsibilities, all of which are set down in a management statute. Distribution of responsibilities between and the portfolios of the members of the central management team and further distribution of tasks and responsibilities within the school are also described in the management statute. The central management team systematically assesses each school's results and the resources and methods used to achieve them.

The executive board has issued a broad mandate to the central management team. Overarching strategic frameworks, to which the executive principal contributes, are decided by the executive board. The executive principal is responsible for developing strategic frameworks and objectives for the school group, ensuring integrated management and determining the school group's profile. The executive board systematically monitors and assesses the Wolfert van Borselen school group's results and the resources and methods used to achieve them.

The challenge

The Wolfert van Borselen school group has firm roots in the vibrant Rotterdam region – a region that is constantly moving forward. An extremely interesting challenge awaits the new executive principal in

- continually monitoring, strengthening and improving the quality of teaching at the various schools through the quality assurance cycle;
- continually working on a warm and challenging working and learning environment;
- guiding processes of change;
- providing strategic leadership and vision in developing the international curriculum;
- strengthening external and international relations;
- setting up the international campus within the Wolfert school group, adding primary education to its tasks;
- contributing to building a joint BOOR culture of learning.

BOOR's main priority is to provide high-quality education, and we are constantly seeking ways of improving teaching. Our ambition is to promote citizenship and equal opportunities in the schools. We work with schools outside BOOR's remit, and with organisations and student-centred organisations and services, and we link support to education. Intake at and progression between schools and sectors run smoothly, as does throughput to further education. Customisation is our watchword. The executive principal applies BOOR's generic priorities to the Wolfert van Borselen school group, taking on board the specific situation at each of its schools. The executive principal also facilitates collaboration with other BOOR schools in relation to policy on quality and achievement of a joint BOOR culture of learning. This may involve the following: peer reviews, overarching committees and working groups

and joint seminars. The executive principal is a member of the board of principals of BOOR schools, and contributes to the development of policy under the leadership of the executive board. The members of the board of principals share responsibility for every school in their remit.

The Wolfert van Borselen schools have adopted a shared ambition for quality assurance. Quality assurance must be efficient, cyclical, systematic and comprehensive, using valid and reliable information. Within the school group, the executive principal is responsible for evaluating and improving the quality of teaching, needless to say in collaboration with the heads of school. BOOR's secondary education sector works at overarching sector level on cyclical, planned quality assurance through cohesive implementation of essential quality assurance activities. These quality assurance activities are included in the secondary education sector's joint quality assurance cycle. The executive principal plays an important role in all of this.

The person we are looking for

The executive principal is a charismatic and decisive leader. They are flexible, with a strong desire to connect and to build on the innovations that have been introduced in the past few years. They respect the qualities and experience of their staff members, trust in them, give them space and create frameworks for them. They are sincerely interested in staff members' motivations, feelings and needs. They combine eloquence with openness, a transparent attitude and the desire to keep stakeholders informed.

The executive principal should in any event possess the following qualities:

- university level intellectual and professional skills;
- 'experience in education' in the widest sense;
- experience in secondary school management;
- experience in managing professionals in a complex organisation;
- experience in managing cultural change;
- understanding of the consequences of urban-related problems for the development and operational management of the organisation;
- the capacity to communicate clearly both in person and in writing in both Dutch and English (near-native level);
- a clear, bold vision of education and the ability to translate this into policy, striking a balance between socially-driven and business-driven activities;
- the capacity to allow teachers considerable autonomy, without this forming an obstacle to innovation;
- the ability to encourage the schools, generate their enthusiasm and challenge them productively and constructively to achieve a higher level (bottom-up approach);

- the capacity to maintain close contacts, both at regional, national and international level;
- a wide social, political and educational network, preferably in the Rotterdam region;
- media skills.

We are also looking for the following features and style. The new executive principal

- is pro-active and development-driven;
- can work well in collaboration with others;
- inspires and is accessible to all groups within the school group;
- works on the basis of plans and cycles;
- is able to delegate responsibilities;
- ensures support for and quality of change by engaging effectively with others in addressing problems and seeking solutions to them;
- regularly and systematically evaluates their own work, behaviour and attitudes;
- responds openly and respectfully to solicited and unsolicited feedback;
- takes care of support staff and addresses the various interests of each group efficiently;
- identifies situations in which change within the organisation is both desirable and necessary.

Our new executive principal must:

- be able to strike a healthy balance in focusing on the Wolfert van Borselen and on external parties;
- be able to synchronise words and deeds;
- link empathy to self-assuredness;
- safeguard the autonomy of the various Wolfert heads and schools, within established frameworks;
- have an understanding of the various educational systems and types provided by the Wolfert – specifically in bilingual and international education;
- be a skilled financial and operational manager;
- possess media skills and be accessible;
- devote attention to networks within vocational, bilingual and international education, and be prepared to travel abroad.

What we offer

- Scope to use your knowledge and experience in your work as executive principal and to devote attention to your personal development.
- A salary within scale 16 as agreed in the collective labour agreement for secondary education (on the basis of experience and education).
- Excellent conditions of employment.

- A full-time management job.

Application procedure

Please email your CV and letter of application, in both Dutch and English, to kirsten.vijver@stichtingboor.nl by 30 November 2020. For more information on the job, please contact Kirsten Vijver, Corporate Recruiter, tel. (+31) (0)6 343 655 18. The procedure may include an assessment or task.

www.wolfert.nl

For more information on the schools in the Wolfert van Borselen school group, please go to the relevant website.