DURHAM
INTERNATIONAL
SCHOOL



Candidate Brief for the Position of

Head of Inclusion

Durham International School
Kenya

To commence January 2027

Message from the Head of Prep, Durham International School Kenya



Thank you for your interest in joining Durham International School.

Durham is a young, ambitious and rapidly growing school, but what makes it particularly special is the warmth and sense of community that have been at its heart from the very beginning. We want every child to be known, valued and inspired to flourish - and we believe the same should be true of our staff.

A school's greatest strength is its people. At Durham, relationships matter. We want our children to experience the highest standards of teaching and learning, alongside the happiness, curiosity and sense of belonging that make childhood so special. Our talented and dedicated staff bring this to life every day, nurturing a love of learning and helping every child develop the 'Confidence for Life' to embrace new opportunities, challenge themselves and fulfil their potential.

Our MARK values - Moral Integrity, Ambition, Responsibility and Kindness - are central to the culture of our school. They are not simply values we teach our children; they shape how we work together as colleagues and the community we continue to build.

We are proud to be a Patron Accredited Member of the Council of British International Schools (COBIS). During our accreditation, COBIS commended the strong relationships across the school and the culture of kindness, support and reciprocity that is a cornerstone of life at Durham.

Our Prep School extends across two campuses in Nairobi. Our youngest learners, from Little Durham to Year 1, enjoy the welcoming, home-from-home environment of our Thigiri Campus, while Years 2 to 6 are based at our purpose-built Rosslyn Campus. Together, they provide a distinctive and nurturing primary education, laying strong foundations for children as they progress into Senior School and beyond.

As Durham International School continues to grow and develop, this is an exciting time to join us. We are ambitious for our school and equally ambitious for our staff. If you are passionate about children, excited by excellent teaching and learning, keen to contribute beyond the classroom and eager to play an active part in shaping the next chapter of our school, you will find much to inspire you at Durham. We are committed to supporting professional growth through opportunities to learn, collaborate, take on new responsibilities and develop as leaders.

In return, you will join a warm, supportive and forward-looking community where your contribution matters, your professional growth is valued and you have the opportunity to make your own MARK.

I very much look forward to receiving your application.

Andrea Brown

Message from the Principal of Durham School UK



Since 1414, in the historic city of Durham in the north of England, Durham School has been a prestigious seat of learning. Now established in Nairobi, Dubai and Doha, the vision of Durham International Schools is to deliver outstanding education to young people around the world. At the very heart of this initiative is the resolve to inspire young minds and to instil in students a 'Confidence for Life'. This stems from Durham School's long-standing tradition of academic, pastoral, sporting and cultural excellence.

The Durham International family of four schools spanning three continents has quickly established its global reputation of delivering an inspirational education and providing its teachers exciting and rewarding careers. Durham Kenya is the only British independent school brand currently in East Africa. The School collaborates closely with its sister schools and this extended community gives both students and teachers unique opportunities to participate in a range of network activities and events.

Now entering its 5th year of providing academic excellence to families in Nairobi, Durham Kenya has strongly established itself as a school where academic ability is fostered, creativity is valued, and diversity is celebrated. With The school is now on the cusp of significant expansion and change as it adds a second campus and takes on older children.

It is an exciting time in the growth of the school and we are seeking experienced and passionate educators to join our talented Durham Kenya team for the next stage of our journey.

Dr Michael Alderson





Durham International School

Durham International School is a highly successful, growing school with a committed and inspirational team of teaching professionals at its heart. The school delivers the UK National Curriculum, IGCSE and Sixth Form.

Since it opened in 2021, Durham International School has exceeded expectations. It has captured the imagination of families – local and international alike – who are seeking a high-quality UK school education that goes out of its way to create a family feel and an environment where young people are able to flourish. The School currently has over 50 nationalities enrolled.

The Durham connection is of vital importance. Most obviously, this is manifested in the centrality of the MARK values and 'Confidence for Life' aspiration, but the association runs much deeper. The UK school is a part of Durham International School's governance and there is frequent contact between the schools at all levels as well as regular quality assurance visits. The schools learn from each other, and this is an important way for Durham International School to stay abreast of educational and curriculum developments in the UK.

The recent bold and exciting next stage of the school's expansion was the opening of the new purpose-built school at the Rosslyn campus in September 2025 together with the launch of the Senior School.

The School's new purpose-built state of the art Rosslyn campus is outstanding and provides an ideal opportunity to support the school's ambition to be the best international school in Nairobi. It is well-situated to serve important residential and business communities (including embassies, the UN and major organisations) and is close to the Thigiri campus, which remains the home of the Pre-Prep School up to Year 1. It is on a substantial campus that makes possible a world-class approach to holistic education, with the flexibility to adapt to current and future pedagogical developments.

Our Mission

Our Mission is to provide a rounded education; one which inspires and nurtures a love of lifelong learning, an aspiration for achievement, respect for others, and 'Confidence for Life'.

Whilst academic life is at the heart of the school, we set out to provide a host of opportunities in sport, music and drama so that every student is given a chance to explore their potential.

Our Aims

Within a community shaped by MORAL INTEGRITY and KINDNESS, Durham International School aims to cultivate RESPONSIBILITY, respect and AMBITION to ensure that every student can thrive, be happy and make a positive MARK in the world.

The three pillars of a Durham International School which support this aim and shape the environment where students can learn and grow are:

Academic challenge: providing students a lifelong appetite for learning.

Pastoral care: supporting students' emotional, moral and spiritual strength.

Co-curricular opportunities: providing opportunities to enrich and develop the individual fostering collaboration, teamwork and leadership.

We do this by nurturing and supporting our students to become:

- Thinkers who can research, evaluate, innovate, solve and create both collaboratively and independently,
- Individuals who are reflective, emotionally resilient, and effective communicators.
- Global citizens who act with responsibility and humility and are ready to make a positive contribution to society.



Our Values

The MARK of a Durham Education

MORAL INTEGRITY

Choosing what is right, even when it is difficult.
Integrity is the foundation of trust, respect, and true character.

"The time is always right to do what is right."

AMBITION

The drive to dream big, to persevere, and achieve one's full potential.
Ambition turns vision into reality.

"Aim for the moon. Even if you miss, you'll land among the stars."

RESPONSIBILITY

Taking ownership of our words, actions, and choices.
Responsibility develops accountability, strengthens character, and builds confidence.

"You are always responsible for how you act, no matter how you feel."

KINDNESS

The simple act of caring, sharing, and showing respect.
Kindness has the power to inspire, to heal, and to change lives.

"If you can be anything, be kind."

Together, these values guide us — shaping who we are and who we aspire to become

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Living in Nairobi



One of Africa's most dynamic cities, Nairobi is a vital commercial and financial hub and home to the regional headquarters of major international companies and organisations, including the United Nations. Nairobi's growth rate has been one of the highest of any African city, with major real estate projects making up its burgeoning skyline.

Modern Nairobi is still considered the Safari Capital of Africa, with Nairobi National Park only 20 minutes from the centre of town, where lions and rhinos can be seen with a backdrop of skyscrapers and landing planes. With spectacular game parks all over the country and a stunning Indian Ocean coastline on your doorstep, there is plenty to see and do.

Nairobi boasts a vibrant social scene, with its cosmopolitan community offering an incredible variety of cuisines from around the world. From luxury hotels and fine dining restaurants to lively markets and local eateries, there's something to suit every taste and budget. The city's many coffee houses have become favourite spots for both business meetings and relaxed catch-ups with friends.

Nairobi has numerous shopping malls as well as large supermarket chains, complemented by local produce markets offering fresh fruit and vegetables bought directly from farmers. Local craft markets offer an excellent choice of handmade items such as clothes, art, jewellery and footwear.

Life in Kenya can also have its frustrations. Power cuts do happen, bureaucracy can be difficult, and real poverty exists in many areas. Personal security requires a degree of caution in some areas, as it does in almost every big city.

With its warm and friendly local population, great schools, a number of good private hospitals and a near-perfect climate, many expats have chosen to settle in this "green city in the sun", enjoying the wonderful quality of life it offers.

Job Description

Title: Head of Inclusion
Reporting to: Head of Prep School and Principal, Senior School
Location: Nairobi, Kenya

Summary of Responsibilities and Accountabilities

- The Head of Inclusion is responsible for providing strategic and operational leadership for inclusive education across Durham International School, ensuring that all students are known, supported and challenged to achieve their full potential.
- Working closely with the Heads of School, senior and middle leaders, teachers, teaching assistants, parents and external professionals, the Head of Inclusion will lead provision for students with special educational needs and disabilities (SEND), students for whom English is an additional language (EAL) and students with high academic potential.
- The Head of Inclusion will promote a whole-school culture in which inclusion is understood as a shared responsibility and excellent classroom teaching is accessible, ambitious and responsive to the strengths and needs of all students.



Strategic Direction

- Work with the Heads of School and senior leaders to develop and implement a clear whole-school strategy for inclusion, aligned with the School's MARK values, educational philosophy and strategic priorities.
- Lead the development, implementation and review of policies and procedures relating to SEND, EAL and high academic potential.
- Ensure that inclusive practice is embedded within curriculum development, teaching and learning, assessment, pastoral care and the wider life of the School.
- Monitor and evaluate the quality and impact of inclusive provision, identifying priorities for continuous improvement.
- Contribute to School Development Planning, self-evaluation and inspection/accreditation readiness in relation to inclusion.
- Remain abreast of relevant educational research, statutory requirements and international best practice.

Leadership and Management

- Lead and develop Learning Enrichment provision across the School, ensuring consistently high standards of support for students.
- Line manage and develop staff within the Learning Enrichment Team, ensuring that expertise and resources are deployed effectively.
- Build the capacity of teachers and teaching assistants through high-quality professional learning, coaching, modelling and professional guidance.
- Work collaboratively with academic and pastoral leaders to ensure a coherent approach to students' learning, progress, wellbeing and development.
- Develop positive partnerships with parents and ensure that they are appropriately involved in decisions regarding their children.
- Coordinate effective multidisciplinary working with educational psychologists, speech and language therapists, occupational therapists and other external professionals.
- Advise the Heads of School on staffing, resources and budget priorities relating to inclusive provision and manage allocated resources effectively.





Teaching, Learning and Curriculum

- Promote excellence in inclusive teaching and learning, supporting and challenging teachers to provide high-quality adaptive teaching and appropriately ambitious learning experiences.
- Work with academic and curriculum leaders to ensure that the curriculum is accessible, inclusive and appropriately challenging for all students.
- Oversee high-quality provision for students with SEND and other additional learning needs, ensuring that targeted support complements access to excellent classroom teaching and the wider curriculum.
- Provide strategic oversight of provision for students for whom English is an additional language, including appropriate identification, assessment, support and monitoring of progress.
- Lead the School's approach to identifying and supporting students with high academic potential, ensuring appropriate challenge, enrichment and extension.
- Ensure that targeted interventions and specialist support are purposeful, evidence-informed and evaluated for impact.

Assessment, Progress and Provision



- Establish and maintain robust systems for the early identification, assessment, monitoring and review of students requiring additional support or challenge.
- Use teacher assessment, observation, standardised assessment data and specialist assessment to develop a holistic understanding of students' strengths and needs and inform appropriate provision.
- Maintain accurate records and ensure that individual student support plans are of consistently high quality, with clear outcomes, appropriate classroom strategies and regular review.



- Monitor the progress, attainment and wellbeing of students receiving additional support and evaluate the effectiveness and impact of interventions and provision.
- Provide regular analysis and reporting to the Heads of School and senior leaders, using evidence and data to inform strategic planning, professional development, staffing and resourcing.
- Lead the identification and evidence-gathering process for examination access arrangements, ensuring that approved arrangements comply with relevant examination-board requirements.

Communication and Partnerships

- Develop positive, trusting and respectful relationships with students, parents, colleagues and external professionals.
- Ensure clear and timely communication with parents regarding students' strengths, needs, provision and progress.
- Ensure that relevant information and specialist recommendations are communicated effectively to staff and translated into appropriate classroom practice.
- Chair or contribute to student review meetings involving parents, teachers and external professionals as appropriate.
- Promote a shared understanding across the School that inclusion is a collective responsibility and integral to excellent teaching and learning.

Safeguarding and Wellbeing

- Work closely with pastoral and safeguarding leaders to ensure that students' learning, wellbeing and pastoral needs are understood holistically.
- Promote an inclusive culture in which every student feels known, valued, safe and able to participate fully in the life of the School.
- Fulfil all safeguarding responsibilities in accordance with School policy and procedures and contribute actively to a strong culture of safeguarding.

Wider Professional Responsibilities

- Contribute actively to the strategic development and continuous improvement of the School.
- Participate fully in the wider life of the School, including parent meetings, assemblies, events, trips and the co-curricular programme.
- Engage actively in professional learning and remain current with developments in inclusive education, curriculum, assessment and pedagogy.
- Model the School's MARK values and contribute positively to its culture and community.
- Undertake other reasonable duties consistent with the seniority and responsibilities of the role.



Person Specification

Qualifications and Experience

The successful candidate will:

- Be a fully qualified teacher with QTS, PGCE or an equivalent internationally recognised teaching qualification.
- Have a minimum of five years' successful teaching experience.
- Hold a relevant specialist qualification in SEND, specific learning difficulties or inclusive education at Level 5 or above, or an equivalent qualification.
- Have successful experience of leading or coordinating SEND, inclusion or learning support provision within a school setting.
- Demonstrate strong knowledge of inclusive pedagogy, adaptive teaching and evidence-informed approaches to supporting additional learning needs.
- Have experience of identifying needs, coordinating provision and evaluating impact on student progress.
- Demonstrate the ability to analyse and use assessment information and student data effectively. Have experience of working collaboratively with teachers, teaching assistants, parents and external professionals.
- Demonstrate the ability to lead professional learning and develop the practice of others.
- Have excellent organisational, interpersonal and communication skills.
- Demonstrate a strong commitment to safeguarding and promoting the welfare of children.

Experience of working within an international or British-curriculum school, supporting students with EAL and high academic potential, coordinating examination access arrangements and contributing to school self-evaluation, development planning and inspection or accreditation processes would be advantageous.

For candidates applying from Kenya, appropriate registration with the Teachers Service Commission will be required.

Personal Qualities

The successful candidate will:

- Be an inspiring, knowledgeable and credible leader with high expectations for all students.
- Be passionate about inclusive education and committed to ensuring that every student is able to participate, progress and achieve.
- Be collaborative, reflective and solution-focused, with the ability to build strong professional relationships.
- Have the confidence and professional credibility to support and challenge colleagues constructively.
- Be highly organised, adaptable and able to balance strategic leadership with the operational demands of a busy school.
- Demonstrate warmth, empathy and sensitivity when working with students and families.
- Be committed to the MARK values, ethos and wider life of Durham International School.

Application Process

Interested applicants are invited to send their application by email to hr@durhamkenya.com.
Applications will be reviewed on a rolling basis until the position is filled.

Applications should include:

- A letter of application addressed to the Head of Prep School, of no more than one side of A4, explaining why you would like this role and the skills and experience you would bring to it.
- A fully completed Durham International School Application Form ***Click here***
- The names, addresses, email addresses and telephone numbers of three referees, one of whom must be your current employer, completed in full on the Application Form.

Please note that incomplete applications, or applications that do not include both a covering letter and completed Durham International School Application Form, will not be considered.

The Interview

Only shortlisted applicants will be contacted for interview. Interviews may be held online.

Applications will be reviewed as they are received, and the School reserves the right to make an earlier appointment.

Candidates are therefore encouraged to apply at the earliest opportunity.

Confidentiality

References will only be requested at short-list stage and we will let you know before we approach referees.

We will not contact your present school unless you reach the short-list and applications can be kept confidential until then. Please contact **hr@durhamkenya.com** if you have any specific concerns.

Start date

Candidates should be available to start **preferably January 2027**

Safeguarding and Child Protection

Durham International School is committed to safeguarding and promoting the welfare of our children and young people and expects all staff and volunteers to share this commitment. All applicants must be willing to undergo the appropriate pre-employment checks relevant to the role.

Applicants will be expected to show evidence of their most up-to-date child protection screening details including a police clearance form each country they have worked in and Disclosure and Barring Service (DBS) record where relevant. Checks will also be made with past employers.

Equal Opportunities Statement

At Durham International School we strive to create a supportive and nurturing environment for all individuals. We are dedicated to promoting equality and diversity, providing a level playing field for all our staff and students. We aim to foster an inclusive culture where diversity is celebrated and where everyone feels empowered and encouraged to reach their full potential.

More Information

For more details see: www.durhamkenya.com



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