

**CV for Dr. Terence Brady;  
Farmington Scholar in Education – The  
Farmington Institute – University of Oxford,  
Principal and former Head at Repton, Jordan**



**Profile:**

I am currently the **Principal** of a new school in Dodoma, Tanzania. This is a new international school foundation employing the Cambridge International curriculum. As founding Principal I am responsible for ensuring that this new school becomes one of the leading schools in Tanzania. I have shaped and direct school strategy whilst ensuring that at each level the school is a happy and secure environment for every pupil and teacher.

My overall responsibilities are: to ensure the effective day-to-day operation of the school, to provide dedicated and purposeful leadership, to gain Cambridge accreditation, COBIS accreditation, inspiring pupils, staff and parents staff, to appoint and retain high-performing staff, to develop and foster on-going professional development of staff and to implement effective appraisal and performance management systems.

As a new school community, I; promote this new school in a clear and compelling way, building strong and trusting relationships with prospective parents, establishing and administrating effective student admissions processes, build close links between other learning communities and the Dodoma community.

For Academic, Pastoral, Co-curricular development: to establish high academic standards which foster an inquisitive mind, scholarship and a love of learning , to direct and oversee the effective implementation of the curriculum, to deliver the highest standards of safeguarding, pastoral care, ensuring that pupil welfare, and their spiritual, social, moral and personal development are central to school life, to provide a varied and inclusive co-curricular programmes that develops character, confidence and leadership skills.

Stakeholder relationship; to ensure effective communication with staff, students and parents and to build a strong, productive working relationship with school Governor's.

Financial Management and Accountability; to assume responsibility for the financial effectiveness of the school with the Head of Finance and Administration, to seek to emulate the high standards achieved by employing blended curricula and to be accountable to the Board of Governors.

I was the former Head of Secondary and founding Principal of an Autism School at The Repton New English School, Jordan. There I was a member of the 6-person 'Executive Board' for the whole school and the secretary to the Board of School Governors.

I have over 17 years management experience as Head of Department, as Pupil Experience Coordinator, as a member of SLT, PLT, as Head of Inclusion, Head of Pastoral Care (Secondary), as Designated Safeguarding Lead (DSL - whole school), Deputy Head, Head and Principal. I will complete the NPQH in May 2019 (Kent).

As a qualified SENCo in the UK I have also supported student's learning across the 3-18 age range.

I have taught within both the British and IB curricula with over 20 years' experience. I have taught KS3, 4, 5, MYP, DP Humanities and BTEC. I have taught History, Geography, PSHE, Citizenship, Philosophy, and R.E at these levels holding QTS.

I have successfully completed a 'Research Fellowship in Education' at Oxford (June 2015) and in 2016 I gave a TEDx talk at the Xi'an Art Museum, China. My topic was: 'Universal Design for Learning – a paradigm for maximum inclusion'. This TEDx talk / video represents my personal educational philosophy and guiding ethical praxis.

Please see: <https://www.youtube.com/watch?v=MRZWjCaXtQo>

### **Personal details**

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Nationality:	Northern Irish (UK)
Date of birth:	07/07/1975
Marital status:	Single

Email and Skype are my most reliable form of communications.

### **Academic Education (Most recent first)**

University of Oxford – 2014-2015 - Farmington Institute, Harris Manchester, University of Oxford – Awarded the Title 'Farmington Scholar' in Educational Research.

St. Patrick's College, Maynooth, Ireland & Newburgh Theological Seminary, USA - 2008-2012 - Doctorate in Theology – Ecumenical - Passed with the Rights, Honours and Privileges conferred.

Angelicum University, Italy - 2001-2002 - MA in Ecumenical Theology - Magnum cum Laude.

St. Patrick's College, Maynooth, Ireland - 1998-2001 - B.Th. (Hons) Theology & History - Honours 2:2.

St. Peter's College Seminary, Wexford, Ireland - 1995-1998 - Diploma in Philosophical Humanities - Passed with Merit (Awarded student of the Year).

### **Professional Education (most recent first)**

NPQH (Qualified Principal Qualification for International Schools)– Canterbury, England (May 2018 – May 2019).

Diploma of Education Psychology - (December 2016 – Dec 2017)

PGCSENCO – MA Level 7 - (Post Graduate Certificate in Special Educational Coordination) - Leeds Beckett University, Leeds - 2014-2016 - Passed – Certificate awarded. (Qualified SENCO status)

Emergent Middle Leadership Programme - Regional Training Unit (RTU) N. Ireland - 2011-2012 - Passed – Certificate awarded

PGCE in Secondary Education - Maryvale Institute through the Open University - 2003-2005 P/T - Passed – Certificate awarded – Qualified Teacher Status (3/7/05)

Registered Teacher (QTS) in UK: DfES Number: England – 1667088 – Northern Ireland - 99918.

Member of: General Teaching Council for Northern Ireland (Reg. number: 1349576); QTS in England (DfES:1667088), QTS and Induction period in N. Ireland (Department of Education N.I (99918). Member of: NASEN; European Institute of Child Development and Psychology and Oxford Online CPD.

### **Work History (Most recent first)**

**One Planet International School, Dodoma – Tanzania (July 2018 – present)**

July 2018 – (Present) One Planet School sought an inspirational **Founding Principal** to launch and lead an International School in Dodoma, Tanzania. I applied last March and participated in four interviews, the concluding interview in Dodoma. I was appointed Principal in June 2018. By June 2019 I will have established and accredited the school ready for a local Principal to be employed. The school opened in August 2018 as a private day school for pupils aged 3-18 years, this was an exciting new venture bringing the International British ethos of rigorous scholarship, extra-curricular excellence and outstanding pastoral care to Dodoma in preparation for Dodoma becoming the 'capital city' of Tanzania.

To date I have established and shaped the development of a school which aims to become Dodoma's leading educational institution. I have employed a full complement of qualified and experienced staff for EYFS through to all the Key Stages. The School's foci is inquiry /subject-based learning, individual pastoral care and a rich extra-curricular provision which is nurturing confident and committed scholars who are active international citizens.

My appointment continues my track record of highly successful educational leadership experience, developed in the UK and Internationally; with the cultural awareness, political nous and a global perspective to inspire an entire school / local community and manage diverse stakeholder relationships. I have excellent communication skills with the gravitas to act as a visible leader and ambassador for the school, particularly when a school needs a commercial drive.

### **The Repton New English School – Jordan (August 2016 – June 2018)**

August 2016 – June 2018. Head of Secondary and Founding Principal of the Autism School. As Head of Secondary School I am the instructional leader and administrative manager of the Secondary School. I am an informed, reflective practitioner who uses enquiry learning strategies to create positive learning environments which motivate and challenge all learners to become self-regulated, life-long learners and leaders. I am responsible for:

- Establishing goals and expectations: includes the setting, communication and monitoring of learning goals, standards and expectations, and the involvement of staff and others in the process so that there is clarity and consensus about goals
- Strategic resourcing: involves aligning resource selection and allocation to priority goals. This includes the provision of appropriate expertise through involvement in staff appointments
- Planning, coordinating and evaluating teaching and the curriculum: direct involvement in the support and evaluation of teaching through regular classroom visits and provision of formative and summative feedback to teachers. Direct oversight of curriculum through school wide coordination across subjects and year levels and alignment to school goals
- Promoting and participating in teacher learning and development: leadership that not only promotes but directly participates with teachers in formal or informal professional learning
- Ensuring an orderly and supportive environment: protecting time for teaching and learning by reducing external pressures and interruptions and establishing an orderly and supportive environment both inside and outside classrooms.

As founding Principal I have headed and project managed the founding of the new school. I headed a team of ten. I have hired all staff and training will begin in July when the new Head will take up her new position.

### **Hanova International School – China (August 2014 – June 2016)**

August 2015 – June 2107 – **Deputy Head**, SENCo and Head of Inclusion whole School (3-18). I established an SEN / Inclusion Department to fulfill the IB requirements for 'inclusion'. As a result, the school gained MYP & PYP validation. SEN was named as a strength in the final written reports. I established a Gifted and Talented after-schools club to support the G&T students giving them space to share ideas, support each other and I drafted subject specific assistance. This resulted in IGCSE results of 100% A to A\*.

August 2015 – Present: SLT: as a member of SLT I brought in and established standardised testing (SAS), tracking and target setting (departmental & academic mentoring). This was noted in the IB final report for the MYP verification and the WASC accreditation report. This led to the establishment of a Quality Assurance team of which I was a founding member.

August 2015 – Present: PLT: as a member of the PLT I with others oversaw the introduction of a 'model lesson' plan and a programme for teacher professional review. Pro formi have been written and teacher / peer observations occur regularly now to ensure the sharing of best teaching and learning practices. I delivered teaching staff INSET on differentiation and SLD's within the classroom including EBD's. I had responsibility for training the TA's in the area of learning support and how they can maximize their impact in the classroom for the learner and the classroom teacher. I regularly hold Parent in Partnership afternoons to involve parents in policy and procedures.

August 2015 – Present: Head of Child Protection – I reviewed the Child Protection Policy in line with statutory obligations and disseminated this policy, but most importantly the procedures, to all staff in the school, including all auxiliary staff. I reviewed this policy each term.

Head of Pastoral Care (Secondary) – This role belonged to the Head of Secondary but due to the demands of curriculum development the role was delegated to me in August 2016. My role was to maintain the overall welfare of all of the students through excellent levels of provision for every student. Ensure fire and safety procedures are displayed and adhered to, including regular fire drills and accommodation checks. Plan ahead with room allocations for students. Run a weekly Welfare Desk to provide information to students, group leaders and staff to ensure all needs and concerns are being addressed. Create 'rotas' utilising the student council hours to ensure the supervision of students throughout the day and allowing senior students to assist with these welfare duties including meal supervision.

#### **St. Colm's High School, Northern Ireland (August 2004 – June 2014)**

2004 – 2014: Teacher of Religious Education, Ethics, History, PSHE and Learning Support. I taught ages 11-18, IGCSE, GCSE and A' Level. I had an excellent pass rate at GCSE and A' Level.

2007-2010: Head of Department for Religious Education and Ethics. I lead a team of four teachers in my department. I lead the department through an Ofsted (ETI) inspection in which the school was deemed outstanding in all areas (2010). I lead the department to review schemes of work, to target pupils at risk of not achieving and adopting intervention strategies – this led to measurable progress in my department results consecutively. I was also the PGCE Teacher Tutor during this period also.

2009-2015: I was an exam marker for IGCSE, GCSE and A' Level Ethics, Philosophy and R.E. I marked for AQA and Edexcel UK examination boards.

2008-2014: Pupil Experience Coordinator. (Member of the Extended Leadership Team) I reviewed and implemented curriculum and pastoral initiatives according to pupil profiles in order to make the school 'experience' as enriched, enjoyable and successful as possible. Through SIMS I created a Pupil Experience Log, I recorded all school experiences a pupil had throughout their school career. The information was used to inform parents of their children's successes, it allowed SLT to identify students not fully participating in school life and to intervene. It was also used to inform school governors about the full extent of school

activities. This was also used when applying for universities via UCAS. This was a middle leadership role.

2007-2013: Extended Schools Coordinator. My role was to organise all school activities including as Head of Trips and Residentials. I supervised most trips (health & safety), overnight and long trips etc. I controlled the extracurricular budget, sourced and communicated with bus companies, travel agents to organise trips. I recorded teacher input and time for SLT. I recorded and reported on costings. I was also tasked with the organisation of our 'night school', opening the school to local community for learning.

2013-2014: SENCo and a member of SLT. I was tasked with all aspects of inclusion and making the school SEN Code of Practice and SEN legislation compliant. I managed all TA's overseeing timetables and effective deployment of TA's according to the SEN register, which I kept.

**Edmund Rice College**, Northern Ireland (My alma mater) 2002-2004.

I was a substitute teacher in the secondary school I attended as a boy. I taught all humanities including Geography KS3, History GCSE, R.E GCSE and A' Level and GCSE foundation math's (learning support).

### **Most Relevant Training Courses**

NPQH – May 2018 - CURRENT

Global Schools Partnership Conference (British Council), (Three-day course) – March 2018.  
Theme – Innovation in 21<sup>st</sup> Century Education.

AQA Oxford – Vocational Courses Conference – February 2018

EduCare (COBIS) – Level 3 Child Protection – November 2017.

Universal Design for Learning. (Feb 17 – April 17). (40 Learning Hours). European Institute of Child Development and Psychology.

IB Training – Category 3 – Unit Planning in MYP. Three-day course – March 2017.

Best Practice with Dyslexic pupils. (Oct 16 – Dec16). (40 Learning Hours). European Institute of Child Development and Psychology.

Applied Behaviour Analysis (ABA). (Oct 16 – Dec16). (40 Learning Hours). European Institute of Child Development and Psychology.

British Heart Foundation – June 2014. CPR Training for Schools.

Oxford University Learning Online (CPD) – Certificate – 'Theory of Knowledge'. January 2015. (60 learning Hours).

Department of Education - Dissemination of Good Practice: Self-Evaluation and Approaches to Value-Added. This course is about sharing good practice at a whole school level. 19 Aug 2014 – RTU Queens University, Belfast.

Leading for Impact. This course is about leading in a school setting. 18 Aug 2014 – RTU Queens University, Belfast.

Assessment for Learning: Active Learning Strategies, Effective Questioning and Two Stars and a Wish. 20th Aug 2014 – RTU Queens University, Belfast.

### **Interests and Skills**

I am a keen 5-a-side soccer player.

I am a keen skier, normally skiing once a year for a week in the Alps.

As a Farmington Scholar I continually research in the area of religious education and return to Oxford each June for a weekend residential professional development course, which is always certified and admissible for CPD. This always takes place at the last weekend in June.

I delivered a Tedx talk in Xi'an Art Museum, China, on the topic: 'Universal Design for Learning – a paradigm for maximum inclusion'. 29/10/2016.

I like to learn new languages and get to know the local history, cultures and beliefs of all areas and countries I travel to.

### **References**

1) Mrs. Jacqueline Brook Smith - Principal – Whole School Line Manager / Executive Board Chair – Repton New English School, PO Box 154, Khalda, Amman 11821, Jordan. +962 (0)796797509

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2) Mr. Bahati Habib – Head of Academics (Senior Leader) - One Planet Schools Dodoma, PO BOX 2205 Dodoma, +255765652207 Email: [bahatihabib79@gmail.com](mailto:bahatihabib79@gmail.com)

3) Mrs. Dominique Delpech – Primary Years Coordinator - Primary Head - Hanova International School - 188 Yudou Road, Yanta District, Shaanxi Province, 710077, PR China, (86) 88693780 Email: [dgdelpetch@hotmail.com](mailto:dgdelpetch@hotmail.com)

**Terence Brady** – October 2018