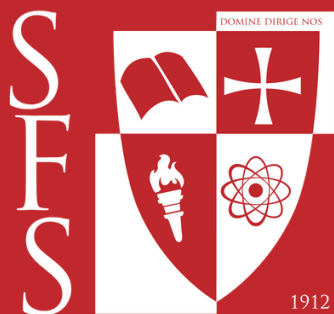




DIRECTOR OF STUDENT SUPPORT SERVICES

Start date: July 2027

Seoul Foreign School

Seoul, Korea | seoulforeign.org

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Carney
Sandoe
& ASSOCIATES

MISSION STATEMENT

Seoul Foreign School, Centered in Christ, inspires a passion for learning, pursues academic and creative excellence and is dedicated to the service of others.

At a Glance



1912
established



1,573
total enrollment



55 (PK-12)
nationalities represented
in the student body



182
total teaching faculty



126
teaching faculty with
advanced degrees



1:8.64
student-faculty ratio



OVERVIEW

Established in 1912, Seoul Foreign School (SFS) currently serves over 1,500 students from PK-2 through 12th grade, drawn from over 50 different countries. We are a Christian school for everyone as defined through our Christ-like attitudes that guide the way of our faculty members and students. Continuing its long-standing reputation as one of the leading international schools in Asia. A wealth of information on Seoul Foreign School, including video clips of our school and community, can be found on our website <http://www.seoulforeign.org>.

Situated on 25 acres in a park-like environment within the city of Seoul, SFS is a not-for-profit school, with an annual operating budget in excess of US \$50 million. All overseas faculty and administration are housed on campus or in apartments close to campus. Administrative and faculty turnover is normally low with faculty staying six or more years on average.

Seoul Foreign School is fully accredited by the Western Association of Schools and Colleges (WASC). As a IB (International Baccalaureate) World School, we offer the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP). In the British school, we offer the English National Curriculum (ENC) along with the International Curriculum Framework which includes International Early Years Curriculum (IEYC) and International Primary Curriculum (IPC).

This is an exceptional opportunity to shape this new role in the school community, the Director of Student Support Services (DSSS) will partner with an outstanding leadership team and dedicated faculty to drive consistency in inclusive practices and ensure operational excellence across the school's Multi-Tiered Systems of Support (MTSS).

Providing high-level oversight for Learning Support (LS), English as an Additional Language (EAL), Pastoral Counseling, and Safeguarding, the Director serves as a strategic leader tasked with transitioning the school from sectional silos to a unified, school-wide system of support. It is advantageous for candidates to have strong experience in Learning Support and EAL.



KEY RESPONSIBILITIES

Strategic Leadership & Vision (The "Why")

- Unify Services: Integrate LS, EAL, and pastoral counseling into a consistent and cohesive school-wide MTSS framework.
- Mission Alignment: Articulate and lead a unified vision that operationalizes the SFS Inclusion Policy and Belonging Statement.
- Culture of Trust: Foster a leadership culture grounded in Trust, Collaboration, Clarity, Accountability, and Knowledge to bridge gaps between school sections.

MTSS Design & Implementation (The "How")

- Framework Development: Oversee the creation and integration of a consistent, school-wide MTSS framework.
- Intervention Thresholds: Establish and monitor standardized, data-driven thresholds for Tier 2 and Tier 3 interventions.
- Service Delivery Models: Transition service delivery toward inclusive approaches supporting Tier 1 instruction:
 - co-designing units with UDL
 - true intervention on foundational skills
 - consultative classroom strategies
- Service Delivery Models: 3. Operational Clarity & Systems (The "Structure")
- SSS Handbook: Develop and maintain a comprehensive "SSS Handbook" containing standardized terminology and procedural flow charts.
- Admissions & Transitions: Provide feedback on student application assessments and align transition processes (e.g., MS to HS) to ensure necessary resources for incoming students.



Data-Driven Decision Making (The "Evidence")

- Dashboard Management: Oversee data protocols to track student progress and ensure data-informed interventions across all sections.
- Implementation Fidelity: Monitor and ensure accountability for the fidelity of MTSS implementation school-wide.
- Audit & Review: Conduct regular audits of resources and intervention impact to evaluate program effectiveness.

Professional Learning & Community (The "Engagement")

- Staff Development: Identify training needs and lead professional development; evaluate the impact of these programs on student achievement.
- Team Growth: Lead the training process for Teaching Assistants and co-supervise SSS specialists in partnership with sectional principals.
- Parent Partnerships: Launch parent education events to increase community understanding of student support.

Safeguarding & Child Protection

- School-Wide Leadership: Serve as the lead for Child Protection and Safeguarding across all sections of the school.
- Committee Oversight: Lead the Safeguarding Committee, ensuring policies, training, and response protocols are robust and consistently applied.



QUALIFICATIONS AND PERSONAL ATTRIBUTES



Professional Qualifications and Experience

- Certification: Valid teaching certification/license from a recognized educational authority.

The following qualifications and experience are preferred and would be considered beneficial, but are not essential requirements for the role.

- Advanced Degree: Prefer Master's degree in Special Education or related field Leadership Experience: Proven experience in leadership capacity building, including instructional or performance coaching.
- Technical Knowledge: Deep understanding of MTSS frameworks and UDL. Understanding of the IB and ICA Curriculum frameworks is desirable.
- Safeguarding Expertise: Formal training and experience in leading Student Safeguarding and child protection protocols.



Personal Qualities

- Systems Thinker: Ability to see the "big picture" and design sustainable organizational structures.
- Collaborative Influencer: Strong interpersonal skills to balance sectional and whole-school needs and build consensus.
- Emotional Intelligence: Exhibits strong leadership in challenging situations by balancing compassion and empathy with determination.
- Reflective Leader: Committed to continuous growth, self-reflection, and staying current with EAL/LS research.

LEARN MORE

- [School Website](#)
- [Guiding Statements](#)
- [School History](#)
- [Virtual Campus Tour](#)
- [About Seoul, Korea](#)





TO APPLY

Interested candidates should contact the consultants at their earliest convenience. Applicants should submit the following materials as separate PDF attachments in one email:

- Cover letter expressing interest in the Director of Student Support Services position;
- Current résumé;
- Statement of educational philosophy and practice;
- List of five references with name, phone number, and email address of each (references will not be contacted without the candidate's permission) to:

KAREN NEITZEL, ED.D.

Senior Consultant

karen.neitzel@carneysandoe.com



**Carney
Sandoe**
& ASSOCIATES