



WE ARE BBIS

BBIS BERLIN BRANDENBURG
INTERNATIONAL SCHOOL SEEKS
A PRIMARY SCHOOL PRINCIPAL

STARTING AUGUST 2027

WELCOME TO BBIS

Welcome to BBIS Berlin Brandenburg International School, a place where students are empowered to reach their unique potential and thrive on a global stage.

As one of the world's leading International Baccalaureate (IB) schools, BBIS offers three IB programmes in the Primary, Middle and Diploma years of schooling to students from over 70 countries, as well as a huge range of extra-curricular activities. Inclusive, diverse and expansive, we're here to help each student discover and develop their passions in a warm and welcoming environment.

BBIS is proud of its non-profit status. Both BBIS and its sole shareholder, the BBIS Foundation, are non-profit organisations.

*inclusive
innovative
active*



A JOURNEY AT BBIS



NURTURING COMPASSIONATE GLOBAL CITIZENS

While English is our language of instruction, BBIS is a truly international school. Our students hail from families who come from across the globe and share our values of humanity, tolerance and empathy. Together, we are building a caring, internationally minded community of students, staff and alumni – people who truly have the potential to leave a positive mark on our world.

DELIVERING INCLUSIVE EDUCATION

This school year, we welcome more than 900 students, from 3 to 19 years of age. These students spend their days developing invaluable, life-long skills like critical thinking, languages and intercultural competencies across our early education, primary and secondary areas:

- From ages 3-6, children join our early education community and learn within the framework of the IB Primary Years Programme
- From ages 6 to 11, students join Grades 1 to 5 to pursue the IB Primary Years Programme
- From ages 11 to 19, students join our secondary school to pursue the IB Middle Years Programme and IB Diploma Programme

In all of these programmes, we encourage students to be courageous and explore new opportunities, fostering a pioneering spirit that will help them succeed, no matter what the future holds.

BBIS is home to about 60 boarding students from across the globe, who have joined us for Grades 9 to 12 of schooling.

CREATING A SAFE AND HAPPY SPACE FOR STUDENTS

Our overarching goal at BBIS is to help students become happy, well-rounded humans.

Our classes are small – usually with fewer than 20 students – so that everyone receives individual attention and support. Beyond the classroom, collaboration and cooperation between staff, students, parents and the wider community is very important to us.

Growing up is not easy, but we understand the challenges and changes that occur. We support our students with dedicated, caring professionals at every step of the way. This nurturing approach – coupled with 24/7 security and a strong child-protection policy – makes BBIS a safe and supportive environment for our students.



OUR MISSION

To inspire everyone in our learning community to be responsible, compassionate global citizens who make a difference through inclusion, innovation and action.

This can be summarised as:

inclusive
innovative
active



OUR LEARNING PRINCIPLES

HIGH QUALITY LEARNING HAPPENS BEST WHEN ...

... learners feel safe in a positive, supportive and nurturing learning environment where their ideas are valued and respected.

... learning is individualised, using learners' prior knowledge, interests, learning strengths, linguistic and cultural backgrounds and identities.

... learners have the right balance of challenge and comfort, knowing that success is attainable through perseverance.

... learners receive specific, frequent and timely feedback through a variety of assessments connected to stated learning objectives and outcomes, and use that feedback to practice, retry, rethink, and revise.

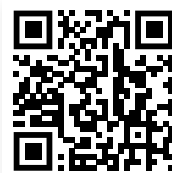
... learning is a social activity that allows learners to collaborate, communicate their thinking, and understand and connect ideas from diverse perspectives.

... learners reflect purposefully on their learning, evaluating the effectiveness of their learning, and developing an understanding of how they learn best.

... learning is embedded in authentic, real-world contexts, allowing students to achieve personal and shared goals as they discover innovative ways to solve local and global challenges through the inquiry learning cycle.

OUR CAMPUS

With only half an hour away from the bustle of Berlin city centre, BBIS feels like it is a world away. The school is located in Kleinmachnow, in the Potsdam-Mittelmark district of Brandenburg, and is well connected by school buses and public transport.



BBIS CAMPUS



WORLD-CLASS LEARNING FACILITIES

Spread across five spacious buildings, our classrooms are modern, comfortable and well-equipped to cater for a broad range of learning needs. The BBIS campus includes:

- Large classrooms in both the Primary and Secondary Schools
- Modern science labs
- Fully networked computer labs
- Art studios
- Music classrooms and practice rooms
- Makers space
- A multi-purpose room
- A performance and exhibition space
- Faculty and student lounges
- A purpose-built design/technology area
- Primary School library
- A learning hub, library, media centre and common room with direct access to the outdoor area for Secondary School students

OUTSTANDING SPORTING FACILITIES

From track and field to tennis, badminton to basketball, our students can pursue their favourite sports at BBIS. Our sports facilities include:

A full-size artificial-turf field – Our sports field features a six-lane running track, a sand court for beach volleyball, basketball courts, plus facilities for high and long jump, discus and shot put. With floodlights and bleachers that can hold 820 spectators, we proudly host larger tournaments with other schools, too.

The BBIS Sports Hall – With three separate gymnasiums, audience seating and a fitness room, our multipurpose sports hall can be combined into one large space for basketball, volleyball, handball, indoor soccer and tennis. There's a climbing wall, rings, climbing ropes, wall bars and other professional-quality sports equipment, too. Beyond sport and fitness, the hall can also be used as an auditorium, theatre and concert hall.

Playgrounds – There are plenty of playgrounds and recreational areas around the campus, giving students healthy, active options during their breaks from the classroom.



BBIS COMMUNITY

The sense of community at BBIS is truly vibrant. We welcome families from all around the world, who take an active role in our school community.

The BBIS Parent Teacher Association (PTA) is made up of parents and staff members who volunteer their time throughout the school year to help with:

- Fostering school spirit and cooperation within the school community
- Enriching the experiences of BBIS students
- Bringing home and school closer together with a variety of activities both on and off campus
- Building real and lasting friendships amongst families

Our diverse and caring team have the students' best interests at heart.

It takes a great team of people to give students the best education. At BBIS, we're proud of the inclusive, innovative, and active people who contribute to our school community. We currently employ over 230 staff from over 35 nations, who each bring a unique perspective and invaluable skills to the school.

CANDIDATE PROFILE

BBIS is recruiting for a dynamic Primary School Principal who has deep pedagogical knowledge and understanding, developed leadership skills, emotional intelligence and empathy who can lead students, parents and teachers in fulfilling the BBIS Mission and values. The Principal is primarily responsible for the leadership of teaching and learning, taking responsibility for IB PYP educational approaches in our Early Education groups (age 3 to 5 years), and in our grades 1 to 5 groups (age 6 to 11 years).

THE POSITION

Strong leadership of the Primary School at BBIS has seen the introduction and/ or development of: prioritising high expectations for personalised student learning outcomes through a workshop approach; a clear focus on developing global citizenship through exploration of sustainability goals, and actions; outdoor and authentic learning experiences that give opportunities for skills development and which help to put classroom learning in a real-world context; and application of design- and systems-thinking to student learning and real-world problem solving, and to the systems and procedures in place to enhance staff productivity. There is a very positive learning culture at BBIS where students have high expectations for themselves and high levels of care and compassion for others.

The next Primary School Principal will therefore have proven leadership experience and personal characteristics, who can build upon current school programme strengths whilst guiding the Primary School in addressing school improvement priorities. They will be committed to developing young people who are lifelong learners and global citizens prepared to make a positive change in their local and wider communities.

PRIMARY SCHOOL PRINCIPAL RESPONSIBILITIES

- Ensure the BBIS mission and vision is supported and maintained by the best possible development, implementation and delivery of curricular, extra-curricular, and social and emotional learning
- Create a climate and culture that is learning focussed, reflective, values relationships and collaboration, is internationally-minded, models global citizenship, and values professional accountability
- Develop rich collaborative relationships with students, staff, and parents through meetings, assemblies, focus groups, small group meetings, and other forums, building strong, supportive, solutions-focussed teams
- Lead learning programmes in the relevant section, overseeing, guiding and supporting the PYP Curriculum Coordinator and other pedagogical leaders and faculty
- Ensure consistency and alignment of curriculum, assessment and reporting through cyclical review and curriculum mapping, while using a detailed knowledge of the latest research in pedagogy, assessment and reporting
- Implement and lead the utilisation of systems to collect and analyse student data, and lead processes that ensure that data analysis contributes to school improvement planning and the improvement of student learning outcomes
- Work closely with the Head of Student Support Services to ensure learning support, English as an additional language, counselling, meets the learning needs of students, and that child safeguarding is a priority
- Responsibility for a school schedule that maximises optimal student learning in all areas
- Responsibility for ensuring the organisation of internal and external assessments, including the requirement that all guidelines and best practices are rigorously observed.
- Practice and lead positive student behaviour management procedures
- Lead school improvement processes in the relevant section and develop plans to deliver on the BBIS strategic plan
- Contribute to the planning and implementation of school-wide school improvement plans, and provide guidance and support to accreditation and programme evaluation
- Ensure that relevant stakeholders are kept informed with up-to-date handbooks and publications, newsletters and briefings, information released by the IB, parent and student information sessions, and individual counselling and advice for students and parents
- Collaborate with the Admissions Office regularly to support prospective and incoming families through the admissions process, and make recommendations for student admissions
- Supervise and evaluate staff while providing constructive feedback on teaching and learning
- Propose staffing changes and work with the Leadership Team and People and Culture team on staff recruitment and recruitment processes
- Collaboratively plan new staff orientation programmes and professional development programmes with the Leadership Team, identifying needs and opportunities, providing approval to requests for training, and ensuring that accurate records are kept
- Prepare the annual budget proposal for the relevant section and manage the budgets approved
- Effectively communicate with various constituencies

- Lead a vision for technology to ensure the effective use of technology to extend the student learning environment, increase teacher productivity, and provide excellent opportunities for learning
- Lead Instructional Assistants to maximise student learning
- Work collaboratively with other divisions to best serve our Early Elementary to Grade 12 students
- Keep the Director regularly informed of critical and strategic matters
- Prepare quarterly reports the Board
- Perform other duties as assigned by the Director

CORE COMPETENCIES AND ATTITUDES

- Strong core values and a sense of moral purpose, a clear vision, a passion for education
- Enjoys working with teaching staff, children and parents, and is a skilful and experienced educator who can demonstrate and model best practice
- Models emotional maturity, emotional intelligence and empathy, and values care and compassion
- Strong intercultural understanding and global mindedness
- A demonstrated commitment to diversity, equity, inclusion and belonging work
- Values openness, fairness, trust, approachability and mutual respect
- Inspires trust and confidence in his or her leadership
- Positive, proactive, reliable and collaborative
- Commitment to improving student learning and well-being, listening to students' views and developing their leadership qualities
- Ability to engage in critical thinking, creative problem-solving, and change management
- Respectful for what has gone before whilst leading towards the future
- Ability to motivate and inspire, build a shared understanding and a common language

- Develops leadership abilities and empowers others
- Ability to reflect and demonstrate a growth mindset, setting goals for personal development
- Strong organisational skills
- Energy and stamina
- Models humility and a sense of humour
- Demonstrated commitment to organisational well-being
- Ability to build and maintain a strong, positive organisational culture

PREFERRED QUALIFICATIONS AND EXPERIENCES

- Previous leadership experience as a Primary Principal or Deputy Principal in an IB school
- International school and international education experience
- Teaching qualifications and experience teaching and leading the PYP
- Training and experience with an IB Educator Network role: Workshop Leader, School Visit Team Member, etc
- Prior experience with international school accreditation
- Demonstrated ability to lead excellence in teaching and learning, and an enthusiasm for professional learning on a continual basis
- Training and experience in staff supervision and evaluation (appraisal)
- Demonstrated experience in leading instruction, programme development, faculty development and faculty evaluation, and improving student learning outcomes
- Good understanding of assessing and teaching for understanding within International Baccalaureate programme frameworks
- Ability to work collaboratively with school stakeholders from diverse backgrounds
- Demonstrated consensus building skills

OUR COMMITMENT TO DIVERSITY, EQUITY AND ANTI-RACISM

In line with our mission, inclusion stands in the centre of our core values at BBIS to inspire everyone in our learning community to be responsible, compassionate global citizens. As such, we encourage applications for all positions from all educators with the relevant certification, including those who identify as BIPOC, educators with (dis)abilities, LGBTQ+ educators, and those traditionally underrepresented in the international school community to apply to join BBIS.

SALARY AND BENEFITS

Salary and Benefits will be competitive with other international schools in Germany.

HOW TO APPLY

The successful applicant's contract will start on 1 August 2027. The deadline for applications will remain open until 14 September 2026. Candidates should note, however, that in the event outstanding applicants are identified early in the search process, BBIS reserves the right to make an appointment. For this reason, it is important that interested candidates apply as soon as possible.

Applications should include the documents listed below, and can be uploaded to our school's application system using this link – [BBIS Primary School Principal Application Link](#).

- A two-page letter of application explaining your strengths as a candidate and why you are interested in the Primary School Principal position at BBIS
- A current resumé, not more than two pages
- Names and positions of at least three and not more than five current or recent supervisory referees, with accurate email addresses, phone numbers, and the position they held when you worked with them. Referees may be asked to submit confidential comments.

Additional information about BBIS Berlin Brandenburg International School can be obtained from the School's website at www.bbis.de





BBIS Berlin Brandenburg International School

Genehmigte Ersatz- und Ganztagschule Klasse 1–10, Anerkannte Ergänzungsschule Klasse 11–12

BBIS Berlin Brandenburg International School GmbH, Schopfheimer Allee 10, 14532 Kleinmachnow, Germany
Phone +49(0)33 203 80 36-0, Fax +49(0)33 203 80 36-121, E-mail office@bbis.de, www.bbis.de