Burnside High School
Te Kura o Waimairi-iri

International Student Director

Tenure:	Permanent, full-time — 40 hours per week, 52 weeks per year
Employment Agreement:	Support Staff in Schools' Collective Agreement 2026–2028 (SSCA), or an Individual Employment Agreement based on its terms
Remuneration:	SSCA Administration Support Staff Work Matrix, Grade 7 (see Remuneration and conditions)
Responsible to:	The Principal
Directly Supervising:	International Student Administrator; Chinese Marketing Coordinator and Student Support; Accommodation (Homestay) Coordinator
Key Relationships:	Senior Leadership Team; Business Manager; Marketing and Communications Manager; HOD ESOL; deans, pastoral and timetable teams; the learning centre, guidance and counselling; feeder schools and tertiary institutions; education agents and sister schools; Education New Zealand, SIEBA, ODENZ and Christchurch Educated
Nature of the Role:	This is a non-teaching position. Teacher registration is not required.

PURPOSE OF THE POSITION:

The International Student Director provides strategic, commercial and operational leadership of the international student programme at Burnside High School — the largest programme of its kind outside of Auckland. The Director is accountable to the Principal for the programme's sustainable growth and profitability, for the safety and wellbeing of international students under the Code of Practice, and for leading the International Department.

The position was designed following the 2026 independent review of the programme: a year-round, business-focused, non-teaching role. Marketing is deliberately a shared function across the school to build resilience and reduce reliance on any one person; the Director coordinates and contributes to that model, and sets the department's standard of responsive, professional service to students, families and agents — the standard on which the programme's reputation depends. Success in this position will be reflected in a growing, diverse and financially profitable international program. Outstanding student wellbeing and educational outcomes, strong homestay capacity, robust compliance and a reputation that makes Burnside High School the school of choice for international students in New Zealand. Central to this is the student experience: every international student should feel a strong sense of belonging and be genuinely integrated

into the academic, cultural and co-curricular life of the school, supported to achieve, heard through regular feedback, and able to share in the distinctive experiences of learning in New Zealand.

KEY PERFORMANCE AREAS:

Each area identifies the expected performance that anchors the annual performance agreement; specific measurable targets are set annually with the Principal (see Key performance indicators).

1. Strategic and business planning

- Develop, maintain and deliver a multi-year strategic and business plan for the programme, aligned to the school's strategic plan and values and to Education New Zealand's Statement of Intent 2025–2029, and incorporating the international marketing plan with an annual action plan and budget.

- Structure the plan around goals for financial growth, marketing (market diversification, agent engagement, homestay provision), student wellbeing, student achievement and staff development — each with measurable KPIs, responsibilities, timeframes and five-year projections.

- Review and update the plan annually, reporting progress against each goal to the Principal and Board.

- Pursue innovation for growth — identify international education trends and develop targeted attraction initiatives and partnerships that broaden and future-proof the programme.

Expected performance: *A Board-approved strategic plan with measurable KPIs, current and demonstrably driving departmental activity.*

2. Reporting to the Principal and Board

- Keep the Principal regularly informed on the enrolment pipeline, student numbers by market and agent, and financial performance against budget — and advise immediately of any significant issue concerning student safety or welfare, agents, partner schools or programme finances. Decisions regarding discounts, scholarships or refunds to be made in consultation with the Principal.

- Provide termly, data-rich, cumulative Board reports aligned to the strategic plan KPIs — progress, trends, projections and risks — and an annual department report reflecting year-end performance and setting the following year's targets.

Expected performance: *KPI-aligned, cumulative reporting delivered on schedule, enabling informed Board decision-making.*

3. Leadership and management of the International Department

- Lead, manage and annually appraise the International Student Administrator, the Chinese Marketing Coordinator and Student Support, and the Accommodation Coordinator.

- Ensure departmental systems, processes, agent relationships and market intelligence are documented and held by the school rather than by any individual, with cross-training so all critical functions have coverage and a current succession and contingency plan.

- Oversee emergency and on-call arrangements, including the 24/7 emergency phone roster, and coordinate departmental leave so the programme is covered year-round, including term breaks.

- Hold regular departmental meetings that track progress against strategic goals, and foster integration with the wider school (ESOL, deans, timetabling ,the learning centre, guidance and counselling, marketing).

Expected performance: *A resilient, integrated team with documented systems and no single point of dependency.*

4. Marketing and market development (a shared function)

- Contribute to the school-wide international marketing programme and undertake international marketing travel as approved by the Principal. Responsibility is deliberately distributed. These allocations are reviewed annually by the Principal.

- Coordinate engagement with external marketing partners — Christchurch Educated, SIEBA, Education New Zealand, and potentially other parties such as the lightpath consortium and ODENZ consortium— and ensure market relationships and intellectual property are documented and shared within the school.

- Manage the full agent lifecycle: due diligence and referee checks on prospective agents, current agency agreements for all active agents, regular communication with the wider agent base, formal evaluation of agent performance and quality, and an accurate, current agent database.

- Set and model the department's service standard — enquiries from agents, families and students answered professionally within a two working day target, including during term breaks. Host visiting agents, families and delegations, including school tours, and maintain relationships with feeder schools, industry groups and tertiary institutions.

- Develop contemporary, dynamic marketing collateral — digital, video and multilingual — with the school's Marketing and Communications Manager, and analyse and report marketing return on investment by market and by approach.

- Respond to enquiries and short-term group visit opportunities in consultation with the Principal.

Expected performance: *A diversified, resilient marketing model with measurable return on investment, growth in the Director's assigned markets.*

5. Financial management

- Prepare the annual departmental budget, including the marketing budget, for approval by the Principal and Business Manager, and manage expenditure within Board-approved budgets and delegations.

- Ensure all travel and marketing expenditure complies with the school's travel and sensitive expenditure policies, All-of-Government travel arrangements (Orbit) and the Auditor-General's expectations, with prior approval for all international travel.

- Work to achieve the annual income and surplus targets in the strategic plan; provide input to the Principal on the international fee schedule and student refunds; and support transparent reporting of how international funds are allocated across the school.

Expected performance: *Approved financial targets met, with a fully compliant control environment for travel and sensitive expenditure.*

6. Enrolment, admissions and the student experience

- Assess and approve applications for enrolment against the school's academic and English-language expectations, ascertaining each student's level, needs and subject choices.

- Oversee the enrolment pipeline from enquiry to arrival — offer of place, invoicing and receipting, insurance, visas and renewals, and commission payments — with the Finance Department, and interview students on arrival.

- Ensure students receive detailed subject information and confirm subject selections well before arrival, using KAMAR pre-enrolment functionality, in liaison with deans and the timetable team.

- Plan and oversee the annual programme of student activities and events — a comprehensive orientation for each intake, an end-of-year programme for seniors not sitting external examinations, and farewell and celebration events — with up-to-date student resource material.

- Seek regular feedback from international students and their families, and use it to improve the quality of the academic, pastoral and homestay experience.

Expected performance: *Well-matched enrolments, pre-arrival subject confirmation with no avoidable late timetable changes, and a student experience that generates word-of-mouth referrals.*

7. Pastoral care, wellbeing and Code compliance

- Act as the senior escalation point for complex pastoral, wellbeing or mental-health situations involving international students — working with guidance, counselling, the learning centre and external agencies, and balancing the school's obligations with each student's individual care.

- Ensure school-wide compliance with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021, including the annual self-review and attestation, and ensure relevant staff across the school understand and meet their obligations under the Code.

- Maintain oversight of the safety, welfare, attendance, behaviour and academic progress of all international students; ensure exchange programmes hold the required Ministry of Education approvals and sister school agreements are current.

- Remain current with immigration and visa settings and with developments in international education, engaging with Education New Zealand, SIEBA and relevant industry platforms and networks.

Expected performance: *Full Code compliance sustained, with strong wellbeing, attendance and achievement outcomes for international students.*

8. Homestay and accommodation capacity

- With the Accommodation Coordinator, grow and maintain homestay capacity ahead of roll growth — reserve capacity of at least 10% — through sustained recruitment across school, community and external channels, active contact with reserve families, well-selected, trained and supported host families, and accurate, timely homestay payments.

Expected performance: *Homestay capacity is never the limiting factor on programme growth.*

REMUNERATION AND CONDITIONS:

Remuneration is in accordance with the Support Staff in Schools' Collective Agreement 2026–2028, Part 3B (Administration Support Staff), Grade 7 — senior management roles with multifunctional responsibilities. The appointment step within Grade 7 reflects the appointee's skills, qualifications and relevant experience (clause 3.3.5), with annual progression through the grade subject to performance (clause 3B.4).

The position is full-time and year-round: 40 hours per week, 52 weeks per year (clause 2.3.1(a)), ordinarily worked Monday to Friday between 8.00 am and 5.00 pm. The role requires flexibility, including periods of international travel and occasional evening and weekend engagements, managed in accordance with the SSCA (clauses 2.4 and 2.8) or through a salarised remuneration package agreed under clause 3.9. Leave and other conditions are as provided in the SSCA; annual leave is taken during periods when the school is closed for instruction unless otherwise agreed.

PROFESSIONAL DEVELOPMENT AND REVIEW:

The Director sets annual professional goals and takes part in the school's performance review cycle with the Principal, reviewed against this position description and the annual performance agreement. The position description is reviewed at the annual appraisal and may be updated following consultation (SSCA clauses 3.2.3 and 3.2.4).

PERSON SPECIFICATION:

Essential

- Demonstrated experience in the pastoral care and safeguarding of young people, ideally those living away from their families, including responding to welfare concerns and emergencies, working with parents and caregivers at a distance and across cultures, and exercising sound judgement about when to escalate.
- A student-centred mindset, with a proven ability to hold young people's wellbeing at the centre while making sound operational and commercial decisions.
- Experience leading and developing a team, with a collaborative, systems-focused management style that builds shared capability and reduces reliance on any one person.
- Working knowledge of the Code of Practice for the Pastoral Care of Tertiary and International Learners 2021, or a demonstrated record of operating within a comparable regulatory and safeguarding regime, with the ability to establish and maintain the systems, records and self-review that keep the school compliant.
- Proven ability to manage competing demands and priorities calmly, including periods of high volume, travel and after-hours responsibility, without loss of care or compliance.
- Strong strategic and business planning capability, financial literacy and budget management, and an understanding of public-sector expenditure expectations.
- Outstanding cross-cultural competence and relationship skills, a strong service orientation, and the credibility to represent the school internationally with agents, partner schools and families.
- Excellent written reporting and data-analysis skills, with the ability to present trends, projections and risks clearly to a governance audience.
- A genuine commitment to the safety, wellbeing and success of young people.

- willingness to travel internationally and share in after-hours emergency arrangements.

Desirable

- Knowledge of the Code of Practice for the pastoral care of international learners and of New Zealand immigration settings for student visas.
- Established international education networks (agents, ENZ, SIEBA, consortia), experience in one or more of the school's key markets, and proficiency in a relevant language other than English.
- Experience with school management systems (e.g. KAMAR) and digital marketing tools.
- Proven success in international education, export education, or a comparable commercial relationship-management or business-development environment.

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International Student Director Date

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Principal Date