

# LANNA GOVERNANCE HANDBOOK

**School Vision:**

We aim to provide academic excellence within a caring community.

**School Mission:**

We follow a broad British curriculum and seek to enable our students to achieve their full potential and become creative, responsible and successful citizens



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## **PREFACE**

### **PURPOSE**

Governance refers to the processes by which LANNA is directed, controlled and held to account. It encompasses the authorities, accountability, stewardship, leadership, direction and controls exercised to international standards.

Leading practices suggest that there are six key principles of good governance, including:

- Focusing on the School's purpose and on outcomes for parents and students;
- Performing effectively in clearly defined functions and roles;
- Promoting values for the School and demonstrating the values of good governance through behaviour;
- Taking informed, transparent decisions and managing risk;
- Developing the capability of the Board to be effective;
- Engaging stakeholders and making accountability real.

High standards of corporate governance are important for instilling and maintaining public trust in LANNA which means that stakeholders can rely on it to fulfill its obligations with integrity, transparency and accountability. Failure to meet these standards could be damaging to the reputation of LANNA, and could call into question the School's image and profile in the community.

This Handbook sets out principles and leading practices relating to corporate governance, and is intended to help Board members and the Administrative Team of LANNA to effectively govern and manage its operations.

While the primary responsibility for the behaviour and performance of LANNA lies with its Board, all staff need to observe and adhere to good corporate governance practices as set out in this Handbook.

Corporate governance is an evolving concept. LANNA intends to conduct regular reviews of its governance practices to take account of changes in needs and expectations. The Handbook will be reviewed and updated from time to time to assist the School to identify and introduce relevant new practices.

### **FEATURES OF THE HANDBOOK**

There are a number of features that make the Handbook a comprehensive and easy to use corporate reference for LANNA as set out below:-

1. *Organised layout of the materials* – the Handbook is structured in a logical way that reflects the operational model of the School, i.e.:
  - the functions and powers of the Board;
  - the terms of reference for the Board Committees supporting the Board;
  - the roles and responsibilities of key management staff.

2. *Written in a “layman-friendly” manner* – the Handbook has been written so that it can be understood by a broad spectrum of individuals and be consulted by staff as and when required.
3. *Suggested organisational structure and reporting lines* – the Handbook outlines an organisational structure for LANNA going forward, and gives clear guidance to the Head of School, Principals and the Leadership Team regarding their links to the Management Committee, the Board and its Committees.
4. *Formalised delegation of responsibilities* – detailed roles and responsibilities of the Board and Board Committees are set out in their respective terms of reference. In addition, the responsibilities and powers of management are clearly articulated in the Handbook.
5. *An effective training tool for new joiners* – the Handbook sets out LANNA’s aims and objectives, control environment, risk management practices, key personnel, delegation arrangements, Board and staff structure, and budget planning and performance management processes. Therefore, it is a practical tool for induction and training for new LANNA personnel as well as a “refresher” tool for existing staff.
6. *Mechanisms for updating and improving* – the Handbook is not intended to be a document put in a drawer but is a “live” document that requires regular review and update.

## **Section A: The School**

### **A.1 Introduction and Background**

#### **1. Introduction**

LANNA INTERNATIONAL SCHOOL THAILAND was established in 1993 to serve the Chiang Mai community with the the main objectives of:

- i) providing a quality education in a coeducational, non-sectarian English-medium international school setting;
- ii) accommodating the educational needs of children of foreign staff;
- iii) obtaining international accreditation;
- iv) using English as the main language of instruction.

#### **2. Background**

In 1993 there was only one other international school in Chiang Mai. At that time this only provided an American based curriculum for students from kindergarten to grade 9. Thus there was a need for a full k-12 school within the city.

From its beginning, Lanna encouraged applications from students of diverse cultural, academic and linguistic backgrounds. LANNA believes that the diversity of its student body is one of its greatest strengths, supporting the school's mission to prepare its students to be responsible world citizens.

LANNA offers a British-based curriculum to students from Pre-Nursery and Reception classes (Pre-K, KG1 and 2) to Year 13 (Grade 12).

Upper secondary school students are prepared for the IGCSE (Y10-Y11) and AS/A Level (Y12-Y13) examinations administered by Cambridge Assessment International Education (part of the University of Cambridge)

### **A.2 Mission, Vision and Learning Objectives**

The School has clear Mission and Vision statements, created by the Executive Board and the principals, based on the information gathered from surveys of all LANNA stakeholders, and they are intended to be memorable to all.

The school's Vision and Mission statements along with the stated Schoolwide Learner Outcomes (SLOs) are prominently displayed throughout the three campuses, in all handbooks, especially the parent /student handbooks, and on the school website.

LANNA'S Learning objectives are to provide excellent educational opportunities centred on the National Curriculum of England and Wales (NCEW) in a coeducational non sectarian setting for children of Thai and non Thai communities in Chiang Mai. The language of instruction is English

The policy is articulated through the school's Schoolwide Learning Outcomes (stated below). These are cross-curricular learning objectives which are pertinent to all classes taught at LANNA and detail our identified global competencies.

#### **a. Mission:**

We follow a broad British curriculum and seek to enable our students to achieve their full potential and become creative, responsible and successful citizens.

**b. Vision:**

We aim to provide academic excellence within a caring community

**c. Schoolwide Learning Outcomes:**

Lanna's "Schoolwide Learning Outcomes" are cross-curricular learning outcomes which are pertinent to all classes taught at Lanna. In planning lessons and activities, teachers consider not only the curricular objectives of the course, but also these more global outcomes.

In every class at Lanna, our students will be:

**EXPLORERS & LEARNERS**

- Think critically and creatively in solving problems, evaluating information and making decisions.
- Work individually and cooperatively in exploring and sharing ideas, setting priorities and reaching goals.
- Use a variety of appropriate resources, including information technology, to obtain information for academic and personal use.
- Participate in educational and extra-curricular activities within Lanna's culturally diverse school community.

**COMMUNICATORS**

- Communicate effectively and clearly, verbally and in writing, and be able to represent information and ideas visually.
- Become proficient users of spoken and written English for social and academic purposes and for self-expression.

**GLOBAL CITIZENS**

- Demonstrate awareness and sensitivity with respect to their own and others' cultures and abilities.
- Become responsible global citizens, recognising how the actions of individuals and society have consequences.

**CONFIDENT & HEALTHY INDIVIDUALS**

- Demonstrate self-esteem, self-reliance and integrity grounded in knowledge and understanding of self and others.
- Value and appreciate the importance of nutrition, physical fitness, personal health and well-being.

## **Section B: Governance Structure**

### **B.1 Organisation Structure**

#### **1. Introduction**

The growth of LANNA over the past few years has seen an increase in staff, both academic and non-academic. The natural consequence of this is the need for a clear organisational structure which defines the hierarchy of LANNA'S governance and management. This structure identifies each job, its function and where staff members report within LANNA'S organisation.

This structure is developed to establish how an organisation operates and assists an organisation in obtaining its goals to allow for future growth. The structure is illustrated using an organisational chart. The organisational chart is displayed at each campus and in relevant handbooks.

#### **2. Objectives**

LANNA'S organisational structure seeks to establish:

- a structure that is clear and transparent to all stakeholders;
- better work distribution;
- efficient management control;
- good information processing;
- division of responsibilities, with each department having clear job descriptions, enabling the school to function effectively;
- clear communication between each member of the hierarchy;
- a structure that assists LANNA in obtaining its goals and allowing for future growth;
- a structure that can be easily reorganised for expansion.

#### **3. Overall Structure**

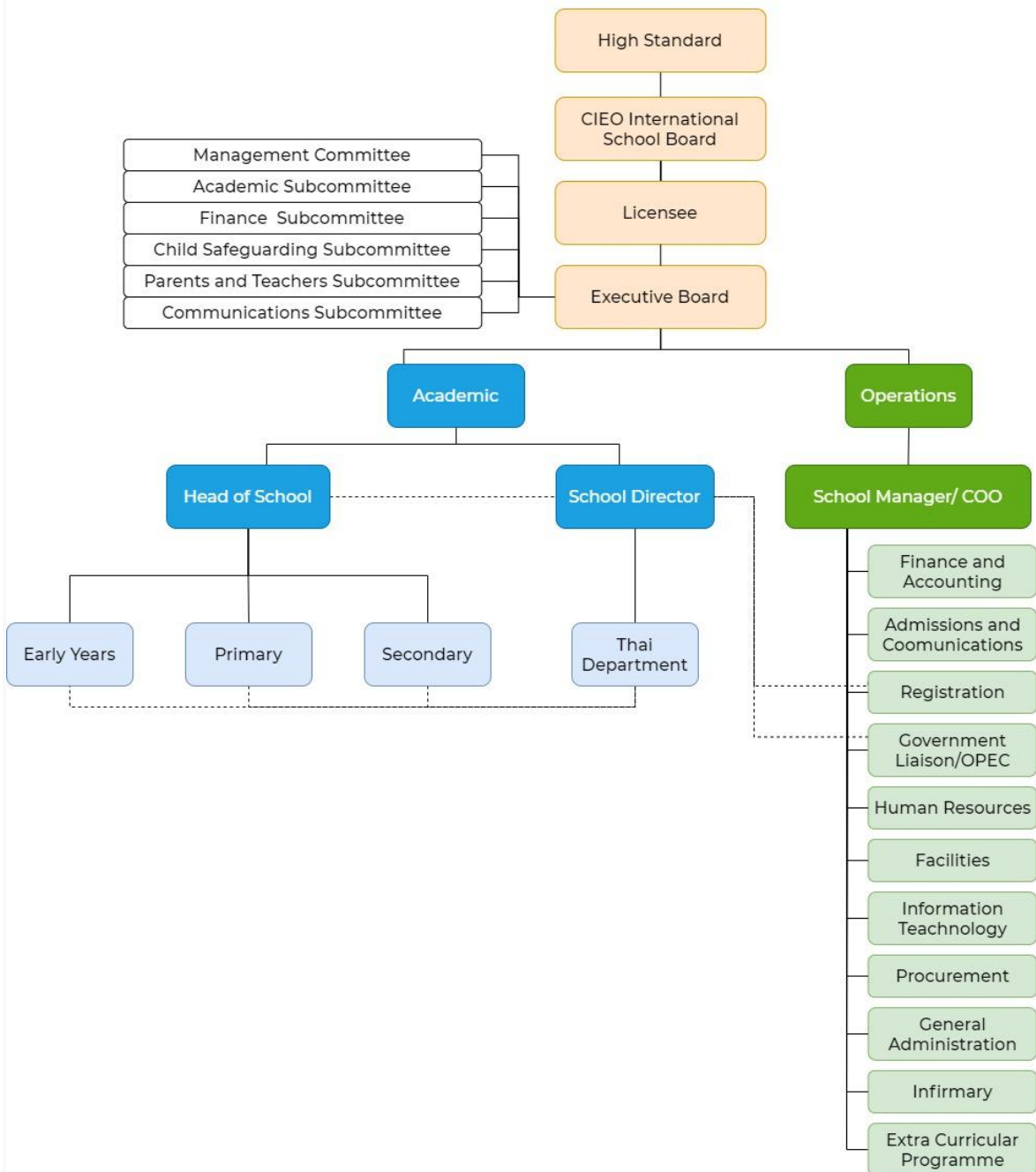
The chart below shows the current overall structure.

#### **4. Academic and Operations Organisation Charts**

These charts expand on the overall chart to show the in more detail the various divisions within each chart. They are shown in relevant handbooks and are on display at each campus.

[LANNA Organisation Charts AY2021-22](#)

# LANNA Overall Organisation Chart





## **Section C: Executive Board**

### **C.1 Overview and Terms of Reference for Board Members**

#### **1. Introduction**

The Executive Board's operations and membership are in accordance with Thailand's laws on private schools which state that executive boards of formal schools have the authority to manage formal schools by determining the number and qualification of the executive board members to correspond with the size and type of the formal school.

Accordingly, the rules and procedures for selection of board members, election of the board chairman, term of office, retirement from office and appointment of advisors or subcommittees shall be as specified in the School charter.

#### **2. Objectives**

It is a key policy of LANNA that the Board will commit to high standards of corporate governance and maximise its efforts to fulfill its obligations to ensure optimum results and to develop a high quality education model that will be broadly recognised in LANNA and internationally.

#### **3. Membership**

Membership is stated in Article 4 of the Board's Constitution: The Board will at all times have not less than 6 members of which, according to the Lanna School Charter, those listed under 5., 6. and 7. will be on a three year term that may be renewable.

1. Licensee ( must be a Thai national according to the Private Schools Act);
2. Manager ( must be a Thai national according to the Private Schools Act);
3. Director of School ( must be a Thai national according to the Private Schools Act);
4. Head of School;
5. Representative of the teachers;
6. Representative of student parents who has their child in school for a minimum of one academic year (School Charter);
7. Two Qualified persons in accordance with the Lanna School Charter;

According to the Lanna School Charter the Licensee sets up a recruitment committee of five persons to propose suitable candidates to the Licensee who then selects and appoints those listed above in groups 5, 6 and 7. Those filling casual vacancies on the Board shall be appointed by the existing Board members during its meetings.

Note: As stated in Lanna School Charter: the School Licensee is the Board Chairman and the School Director is the secretary to the Board.

However, the Licensee may ask that The Chairman of the Board of Governors be elected by the members at the start of each meeting and will continue to act in this capacity until the next Board meeting when he or she may be re-elected or a new Chairman selected. Likewise, a secretary may be nominated by the Licensee.

The Head of School shall be a member of the Board but in a non-voting capacity and is only precluded from attending any 'closed door' sessions from time to time.

#### **4. Board Responsibilities**

Article 5 of the Board's Constitution states:

The Board will act in accordance with the Private Schools Act. Thus its responsibilities are:

1. Oversee all financial matters, including the approval of tuition fees and other fees of the "Formal School" Oversee all financial matters,
2. Approve the annual report, annual financial statements and appointment of an auditor,
3. Develop and review the School's policies, procedures and educational strategic development plans (of a Formal School);
4. Set the general direction of the School and empower the School's management to carry them out;
5. To be involved in the regular review and refinement of the School's vision, mission and schoolwide learner outcomes;
6. Ensure the quality assurance system in the School;
7. Follow up, monitor and evaluate the Director's performance.
8. Follow up, monitor and evaluate the Head of School's performance;
9. Set targets and aims each year and evaluate itself during the last meeting of the school year;
10. Serve as the final arbiter of complaints from all stakeholders after other avenues have been exhausted.

In carrying out its responsibilities the Board will adhere to the following Guiding Principles:

- A. Be motivated primarily by an earnest desire to serve the school and the children it educates;
- B. Maintain a student focus (for all students collectively in all decision making);
- C. Be responsible to the school rather than any individual group or agenda;
- D. Establish, in partnership with the school's Head, priorities and policies for the school which are consistent with the school's Mission and Vision;
- E. Honour majority decisions once made.

The Board members are collectively ultimately responsible for all business and affairs of LANNA and can delegate their functions but this does not absolve them from their responsibilities or from applying the necessary levels of skill, care and diligence. The Board sets the general direction for the School, along with the annual budget, and empowers the Head of School and the Principals to operate the School within the guidelines and budgets agreed by the Board.

Board members should not act individually. Board members should support and, where appropriate, offer suggestions to the Head of School and the Principals for areas which can help school operations.

The terms of reference of the Board include the following:

- i. Oversee all financial matters in relation to the successful operation of the School and the financial health thereof.

- ii. To develop and review the School's policies and practices on corporate governance and make recommendations for improvements.
- iii. To review and monitor the School's policies, practices and procedures.
- iv. To review and monitor the code of conduct and related handbooks applicable to staff together with other staff and parent pronouncements and/or publications.

The roles of Board members including their Guidelines for Conduct are set out separately in Section C.2 of this Handbook.

## **5. Operation**

The Board is the ultimate overseeing body of LANNA and it operates through meetings and, as necessary, a Board Committee structure as set out below. To discharge its roles, the Board:

The Board is the ultimate overseeing body of LANNA and operates through Board meetings and, as necessary, a Board Committee structure as set out below. To discharge its roles, the Board:

- Formulates broad strategies and makes policies to comply with regulatory requirements and to achieve LANNA's mission and objectives;
- Oversees the management team and ensures accountability;
- Delegates authorities to the Board Committees (or their respective representatives), the Head of School and the Principals while ensuring overall control and approving parameters within which the management team operates;
- Helps promote the image of LANNA and builds community relations;
- Should establish an effective corporate governance framework covering i) governance structure, ii) management and operations, iii) disclosure and transparency, iv) ethical environment and v) audit, risk management and compliance;
- Actively supports the funding requirements and fundraising efforts of LANNA;
- Ensures balanced, accurate and timely assessments of LANNA's financial position and results of operations.
- Reports appropriately to external stakeholders.

## **6. Board Committees**

The Board has the power to set up Board Committees including but not limited to the following:

- Finance
- Communications/Marketing
- Child Safeguarding
- Academics
- Education Operations and Curriculum Development
- Parent and Teacher Liaison

A member of the Board will be selected to be on each of these Committees but, in any event, not more than 2 Committees. The Board members identified for Committee responsibility may act as chairman thereof and shall decide if additional members of the Committee are needed and, if so, how many and who.

## **7. Proceedings**

Proceedings of meetings of the Board are stipulated as follows:

- i. The Board will meet as and when required by or with the consent of the Chairman or otherwise the Board may choose to resolve matters and dispatch business by way of circulation of written resolutions to be signed by all Board Members (Governors) in lieu of physical meetings.
- ii. Notwithstanding the foregoing, physical Board meetings should be convened:
  - a) where a matter to be considered by the Board involves material issues and any conflicts of interest ; and
  - b) in any event, at least four times a year at approximately quarterly intervals (each of such meetings being referred to as “regular meetings”) to review the overall operations and financial performance of LANNA, including budgets and financial results and to deal with any matters requiring Board overview or approval.
- iii. As a general rule, Board Members (Governors) will be given not less than 14 days’ prior notice of regular Board meetings and, in respect of other meetings, not less than 5 days’ prior notice. The Board Members (Governors) may consent to short notice where they are in agreement.
- iv. Except in emergencies, an agenda and accompanying board papers should be sent to all Board Members (Governors) at least 3 days before the date of Board meetings.
- v. The quorum necessary for the transaction of the business of the Board may be fixed by the Board but, in any event, should not be less than 2.
- vi. Questions arising at any meeting shall be determined by a majority of votes. In case of any equality of votes, the Chairman of the meeting shall have a casting vote.
- vii. A Board Member (Governor) who to his knowledge is in any way directly or indirectly interested in a contract or arrangement (or proposed contract or arrangement) with LANNA should declare the nature of this interest at any meeting of the Board at which approval is to be given to entering into a School contract or arrangement related thereto and, therefore, the Board Member (Governor) should not vote on the matter.
- viii. Board Members (Governors) may participate in any physical Board meeting by means of a conference telephone or other communication equipment through which vocal (with or without visual) expressions of all persons participating in the meeting can communicate with each other simultaneously and instantaneously and, for the purpose of counting the quorum, such participation constitutes presence at the physical meeting as if they were present in person.

- ix. Minutes of Board meetings will be kept by a duly authorised secretary of the meeting.
- x. Minutes will be drafted and such draft circulated to Board Members (Governors) for their comments and the final version thereof will be sent to the Board Members, for their records, within a reasonable time after the Board meeting is held.
- xi. The Board shall have the powers to create committees to which it may delegate any of its powers, authorities and discretions. All acts done by any such committee in conformity with any regulations which may be imposed by the Board and in fulfillment of the purposes for which it was appointed, shall have the force and effect as if done by the Board.

Where committees of the Board are established to deal with specific matters, terms of reference should be clearly prescribed to enable such committees to discharge their functions properly.

Each of the committees of the Board should report back to the Board on all decisions and/or recommendations

## **C.2 Roles of Board Members and Guidance for Conduct**

### **1. Introduction**

In fulfilling its ethical responsibilities to make decisions in the operation and promotion of LANNA activities and recognising that decisions must ultimately be made by the Board as a whole, the Board has determined principles and rules of conduct as set out below.

### **2. Guidelines for Conduct**

These principles or rules are not intended to inhibit the free expression of opinions and/or participation in LANNA activities in any way. Instead, such guidelines are intended to address issues of governance and ensure Board and Committee members understand and maintain proper relationships between each other, administrative staff and the public.

- Board and Committee members should understand and demonstrate a commitment to LANNA's missions, mandates, policies, strategic goals/vision and principles.
- Board and Committee members should be knowledgeable about LANNA's missions and goals, including its commitment to children's education.
- The Board sets policies and focuses on long range and strategic issues. Individual Board Members should understand and respect the division of responsibilities between Board/Committees and staff/management i.e. not become involved directly in specific (and day-to-day) management, personnel or other such issues, viz, to avoid micromanaging.
- Individual Board Members will from time to time work together with the Chief Operating Officer, the Head of School and various administrative staff on events or overview activities. In the course of such involvement, Board

Members should support the administrative team and take care not to unilaterally criticise, reprimand or otherwise influence individuals.

- Board Members should take care to separate the interests of LANNA from other activities they may be involved in directly or indirectly, particularly those of a political and personal nature.
- Board Members must make decisions together and take joint responsibility for them and it is important that they accept and support the Board and/or Committees decisions. Once a decision has been made, the Board and Committees should speak with one voice.
- Board Members have the responsibility to support LANNA and its leadership and to demonstrate that support within the community.
- Board Members must keep all Board deliberations confidential.
- Board Members must avoid conflicts of interest, whether personal or business related, and, at all times, comply with the separately presented LANNA policies on conduct, ethics and related matters.
- Authority is vested in the Board as a whole. Board Members who learn of any issues of importance to LANNA have an obligation to bring them to the Leadership Team or to the Board Chairman, and refrain from responding to important situations individually.
- Each Board Member has a fiduciary responsibility to LANNA for sound financial management and to broadly understand and monitor its financial affairs.

## Section D: Executive Board Committees

### D.1 Overview of Board Committees

The Board has the power to set up Board Committees including but not limited to the following:

- Finance
- Communications/Marketing
- Child Safeguarding
- Academics
- Education Operations and Curriculum Development
- Parent and Teacher Liaison

A member of the Board will be selected to be on each of these Committees but, in any event, not more than 2 Committees. The Board members identified for Committee responsibility may act as chairman thereof and shall decide if additional members of the Committee are needed and, if so, how many and who.

These committees should be prescriptive and **not a conduit** for issues raised by stakeholders.

Terms of reference should be clearly prescribed for each committee to enable it to discharge its functions properly. Terms of reference for each committee will be reviewed and amended if necessary.

Each of the committees of the Board should report back to the Board on all decisions and/or recommendations.

### D.2 Finance Committee

The principal role of this committee is to recommend the fees structure and level for the forthcoming academic year, alongside proposing the required budget.

In order to achieve this goal it is tasked with:

- identifying Student number requirements for the forthcoming academic years;
- devising a fee structure and strategy that will enable LANNA to meet its Strategic and Operational aims and ambitions;
- creating budgets for the forthcoming years, which ensure that LANNA is financially sustainable and support the Educational Departments in their plans and ambitions to continually improve the student experience;
- identifying the capital requirements of the School and devising the capital plan for the forthcoming years;
- liaising with the other committees to establish staff requirements and other considerations, identifying financial implications of these criteria;
- ensuring the financial plans and strategies aid in the achievement of the strategic plans of the school;
- ensuring the financial plans align with the Management Committee vision for LANNA;
- ensuring the Financial Plans are within the scope (and contribute towards) the School's Vision and Mission;

- providing financial support and information to the Executive Board that enables and empowers that Board to make the necessary strategic decisions.

The members are:

- Chairman of the Executive Board;
- Deputy Director, CIEO;
- Licensee;
- Head of School;
- Chief Operating Officer;
- Associate Business Manager.

The committee will:

- meet at least once per month during the first semester;
- keep full agenda and minutes;
- provide accurate data and information to the Executive Board;
- make recommendations to the Executive Board.

### **D.3 Communications/Marketing Committee**

The role of the Communications & Marketing Committee is to ensure that LANNA has a comprehensive plan for effective strategies to foster a positive growing learning community. The committee seeks to understand trends in the local and global international school markets, to guide and offer any necessary feedback to the Executive Board for LANNA's continued advancement and expansion.

The members are:

- Chair, Head of Admissions and Communications;
- Head of School;
- Chief Operating Officer;
- Secondary School Principal;
- Primary School Principal;
- Early Years Principal;
- Head of Sixth Form;
- Business Studies Teacher;
- Admissions Officers.

The committee will:

- keep full agenda and minutes;
- meet once per semester;
- discuss, review and approve the Communications Plan and Strategy;
- update the Admissions Handbook;
- work in collaboration with the different community members and stakeholders: teachers, parents, students, staff, and strategic alliances;
- provide feedback to the Executive Board.



#### **D.4 Child Safeguarding Committee**

The principal role of this committee is to review all LANNA policies and procedures related to every aspect of Child Protection/Safeguarding This includes:

- updating all relevant handbooks;
- updating all relevant information on the website;
- revising reporting procedures and policies;
- evaluating and amending child safeguarding induction to **all** staff;
- assessing child safeguarding online workshop programmes.

Under the leadership of the Director and Head of School the committee will meet once a semester. Members of the committee will be staff on the Child Safeguarding Team.

Full and accurate agenda and minutes will be taken.

Any changes and/or recommendations will be presented to the Executive Board.

#### **D.5 Academics Committee**

The purpose of this ad hoc committee is to discuss specific issues related to and/or impacting on LANNA'S academic programmes that would not be covered at a scheduled Leadership Meeting.

Membership will be flexible and determined by the specific requirements of the task or project. Agenda items, minutes will be circulated to all committee members and to the Executive Board Chair

All recommendations and/or outcomes of a committee meeting will be submitted to the Executive Board as a formal document outlining its conclusions

#### **D.6 Parent and Teacher Liaison Committee(s)**

This ad hoc group may take the form of a single committee or two separate ones, dependent on the topics to be discussed. The purpose of this committee is to consider specific issues and collect and analyse data and information from surveys of these two stakeholder groups. This committee is intended to be proactive and is not seen as a conduit for issues.

Membership will be flexible and determined by the specific requirements of the task or project

The Committee will keep full agenda and minutes and all recommendations and/or outcomes of its meeting will be submitted to the Executive Board as a formal document outlining its conclusions.

## **Section E: Operational Management**

### **E.1 Management Committee**

#### **Introduction**

The Board of LANNA has designated a Management Committee to exercise certain operational powers specified by the Board.

The Management Committee is established with written terms of reference approved by the Board with the following key purposes in mind:

- facilitate the approval of certain corporate actions that do not require the consideration of the full Board, as outlined in its Terms of Reference; and
- exercise the designated powers and authority in respect of operational matters which arise.

The composition of the Management Committee shall include as follows:

- Chairman of the Executive Board
- Licensee
- Principal Shareholder

#### **Objectives**

To ensure:

- the activities of the organisation are well run
- the activities deliver the outcomes for which the vision and mission were written.

#### **Role and responsibilities**

The Management Committee has the ultimate responsibility for directing the activity of the organisation, ensuring it is well run and delivering the outcomes for which it has been set up:

- promoting their collective values, their vision for the organisation and their goals.
- setting the strategic direction to guide and direct the activities of the organisation
- ensuring the effective management of the organisation and its activities
- reviewing and approving identified activities, risks and mitigations
- controlling and setting priorities for all business requests, such as those for future enhancements, ensuring appropriate resources (both staff and expenses) are spent on high-value requests.

## **E.2 School Leadership Team**

The School Leadership Team shall comprise the Licensee, Director, Chief Operations Officer/School Manager, Head of School, Associate Business Manager, Divisional Heads, Secondary Curriculum Coordinator and Head of Sixth Form.

The Team shall meet regularly throughout each academic year to discuss, introduce, and/or amend where necessary, operational practices, educational programmes, admissions policies and procedures, policies, handbooks, and communications.

The leadership team provides a valuable way for all levels of management to share information and benefit from group discussions.

## **E.3 Head of School and Principals: Roles and Responsibilities**

### **1. Objectives**

The Head of School and its Principals are employees of the Board who are hired to maintain high educational standards for the students enrolled in the School. There will be clearly defined roles and responsibilities for the Head and Principals.

### **2. Head of School's Roles**

The roles of the Head of School as an employee of the Board include, but are not limited to, the following:

- i. Approve the Hiring, evaluation, and dismissal of teaching and non-teaching staff.
- ii. Approve compassionate and leave without pay absences
- iii. Approve purchases of educational resources and materials needed for the operations of the school within the budget set by the Board.
- iv. Oversee staff professional learning and training.
- v. Monitor and establish policies, routines and procedures to ensure the high quality education of all students enrolled
- vi. Ensure the safety and security of the students, staff, parents and guests on campus
- vii. Communicate the educational programmes, policies and procedures to the parents and other stakeholders
- viii. Oversee all aspects of school accreditation
- ix. Network with other Heads in the Chiang Mai Circle of International Schools.

### **3.. Head of School's Responsibilities**

The Head of School is responsible for the day-to-day operations of the School. Under the general direction and budget set by the Board, the Head of School establishes policies and procedures for the efficient and effective operations of the School. The Head of School will communicate directly with the staff, students and parents of the School. The ultimate responsibility of the Head of School is to ensure that the students receive a high quality educational experience in a safe environment. To fulfill this mandate, the Head of School may request assistance from the Board.

#### 4. Roles of the Divisional Principals

There are three divisions: Early Years; Primary; Secondary. Each principal is responsible for those issues pertinent to the principal's division:

- i. Student discipline.
- ii. Recruitment of staff and the renewal of contracts
- iii. Coordinate the ordering of relevant teaching resources
- iv. Student admissions
- v. Communications with parents
- vi. Development of good relationships with parents
- vii. All issues that affect their educational programmes
- vii. Work closely with the Head of School.

#### **E.4 School Director Roles and Responsibilities**

Under Thai Law the Director must be a qualified Thai national. The roles of the Director include, but are not limited to, the following:

- i. Make the registers on the teachers, educational personnel, officers and students, and other documents relating to the rendering of education in accordance with the rules set forth by the Commission.
- ii. Make documentary evidence relating to the educational measurements and evaluations in accordance with the rules set forth by the Commission.
- iii. Perform other functions relating to academic matters in accordance with the official rules and regulations including the Constitutive Act, policy, rules and regulations of the school and other duties set forth under this Act.
- iv. Ensure there is full compliance with the Thai Education Department.
- v. Ensure there is full compliance with other Government Departments.
- vi. Inform the school licensee of matters as they arise (e.g. curriculum, faculty, stationary, text books, major maintenance, and assets inventory).
- vii. Network with other Chiang Mai schools
- viii. Directly oversee the Thai curriculum and Thai teachers

Full job descriptions of the Head of School, Divisional Principals and the Director are printed in the Teacher Handbook.

#### **E.5 Chief Operating Officer/School Manager Roles and Responsibilities**

The Chief Operating Officer (COO)/School Manager is responsible for overseeing the operational systems and infrastructure of the school. The School Manager works with the Head of School and the school leadership team to ensure that the school is run in an orderly and effective manner. The School Manager also works closely with line managers to design and implement effective operational systems. Principal areas of responsibility include:

- Administration
- Marketing and Communication
- Human Resources
- IT support

- New investments in LANNA
- Construction Projects

## **E.6 Finance and Accounting Manager: Roles and Responsibilities**

The Finance and Accounting Manager is under the leadership of the School Manager and works closely with the school management team and its Leadership Team, Board and Finance team to develop and manage the school's budget. Principal areas of responsibility include:

- overseeing school purchasing, saving on costs.
- maintaining accurate records of all financial transactions and submitting them to the finance team of Head Office for processing
- ensuring and supervising the procedure of purchasing and application follows all financial regulations
- participating in monthly meetings to review/account for budget variances; monitor usage of expending.
- ensuring adherence to school's fiscal policy and procedures; participating in annual financial audit process by providing documentation as needed to auditors
- managing school purchasing process by placing orders with vendors, tracking delivery and maintaining inventories
- monitoring and ensuring all student payments follow school financial regulations.

