HARROW
INTERNATIONAL SCHOOL
HONG KONG

Teacher of Mathematics (from August 2017)

Harrow Hong Kong seeks to employ a highly professional Teacher of Mathematics with the ability and commitment to enhance the life of an 'all through' School which has a strong boarding ethos in the Upper School, and to work effectively and collaboratively in a team dedicated to further establishing and developing the School's curriculum. The most important part of this Upper School full-time teaching role is the academic classroom teaching of Mathematics in the Senior School (Y9-Y13) up to and including A-level, as well as some teaching in the Prep School (Y6-Y8). The emphasis on pastoral care and boarding in the Upper School, however, means that all members of staff are also expected to contribute to the pastoral care of a group of students as a Tutor in a boarding or day House and, if it is a boarding House, to undertake boarding duties in it. Similarly, the emphasis on activities outside the classroom means that an effective and varied contribution to the extra-curricular programme will also be required.

Duties and responsibilities
Specifically, the expected duties and responsibilities of a Teacher of Mathematics includes:

1. **Responsibility for high standards of teaching and learning within the classroom, including:**
   - High expectations of students in every aspect of their work and an intolerance of mediocrity.
   - Following departmental schemes of work effectively.
   - Achieving excellent public examination results.
   - Establishing effective methods of assessment of students' work and using them to enhance learning.
   - Using rewards and sanctions effectively.
   - Providing high quality written and verbal reports to parents.
   - Keeping up-to-date with subject developments outside the school.
   - Fostering a spirit of academic enquiry among students.
   - Taking due note of students with learning, medical, social or other difficulties and providing appropriate support for them in their learning.

2. **A contribution to the development of the Mathematics department, including:**
   - Being actively involved in the on-going review of teaching programmes, methods and approaches.
   - Being actively involved in the teaching observation programme, providing and receiving constructive feedback as appropriate.
   - Making a positive contribution to the Mathematics department enrichment programme.
   - Undertaking administrative tasks that are designated by the Head of Department, thereby contributing to a sense of teamwork and aiding professional development.
   - Helping as appropriate with advising students with options choices relevant to the subject and with university applications.

3. **An effective contribution to pastoral care in the School, including:**
    - Being a non-resident Visiting Tutor in one of the Prep School or Senior School boarding or day Houses to a group of boys or girls (day students and boarders) as designated by the House Master or House Mistress.
    - If a Tutor in a boarding House, undertaking supervision duties in that boarding House during on one evening a week.

4. **An effective contribution to the extra-curricular programme.** Depending on the interests and abilities of each teacher, undertaking a leadership role in the School in the extra-curricular programme (or the general administration of the School) in one or more activities. This might, for example, involve running a sports team, directing a play, running an academic or cultural society, helping with Community Service in timetabled extra-curricular periods and/or the lunch and post-School enrichment programmes, or overseeing an aspect of School administration.

The Directors of Studies, Pastoral Care & Boarding, and Extra-Curricular Activities monitor the overall workload of every teacher and the balance between academic teaching, pastoral care and extra-curricular activities. There is a clear commitment to a balanced, equitable workload for, and the continuing professional development and overall wellbeing of, all teachers at Harrow Hong Kong. All teachers are expected to:

- Actively seek opportunities to develop professionally including subject-specific knowledge, teaching and learning theory and research, and career-related goals.
- Participate fully in the annual Professional Performance Review and seek CPD opportunities that may arise from it.
- Participate in School-wide CPD initiatives and be prepared to share expertise in CPD programmes.

Candidate Profiles
Suitable candidates will have:

1. The ability to inspire others and lead by example, role modelling the School's vision statement *Leadership for a better world* in relationships with students, teachers and parents.
2. The ability and commitment to be excellent classroom teachers, usually with a minimum teaching experience of three years.
3. A genuine interest in the subject and a strong commitment to high academic standards.
4. A genuine commitment to the wellbeing and pastoral care of children.
5. Interests and abilities that can enhance the School's extra-curricular programme.
6. Excellent inter-personal skills with students, teachers and parents.
7. Excellent administrative, organisational, and ICT skills.

The School is committed to safeguarding and promoting the welfare of children. All adults in the School community are expected to follow its Child Protection procedures.

The role of Resident House Tutor
Boarding is central to the School's ethos and a willingness to be involved as a Resident House Tutor may be advantageous to an application if a vacancy exists in a boarding House.

This role involves working closely with and supporting the House Master or House Mistress in the daily management and running of the House through being resident in it as part of the House pastoral team of tutors. While the specific responsibilities would be agreed with the House Master or House

Mistress to suit the other roles of the successful candidate in the School, the duties are likely to include:

- Deputising for the House Master or House Mistress in his or her absence.
- Taking full responsibility for the House on one evening per week.
- Being a Tutor to a particular group of boys or girls (day students and boarders) as designated by the House Master or House Mistress.
- Taking Call-over (House meeting), and attending lunch and supper on agreed days of the week.
- Supporting House activities whenever possible.

In doing so, the Resident House Tutor makes a major contribution towards the development of a boarding House environment, which allows students to feel happy, secure and valued.

The position is open to both Upper and Lower School teachers. Resident House Tutors receive a responsibility allowance, designated accommodation in a boarding House, utility bills paid by the School and a small timetable remission.

November 2016