

Leadership for a better world



Information to Candidates

November 2016

HARROW
INTERNATIONAL SCHOOL
HONG KONG

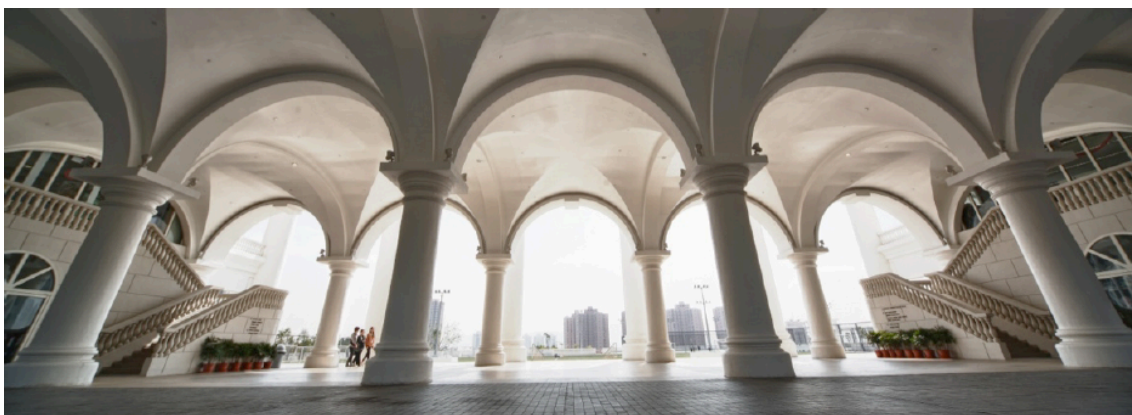


INTRODUCTION

In 1572, John Lyon, a local farmer, was granted a Royal Charter by Queen Elizabeth I to found a free school for boys in Harrow in London. Through the Charter, he also established a separate trust for the purpose of maintaining two roads (the Harrow Road and Edgware Road) from London to Harrow. At the time of his death in 1592, it is doubtful that John Lyon could have foreseen what his philanthropy would lead to in the 21st century. Part of that legacy is the John Lyon Charity that has granted more than 50 million GBP over the last twenty years to projects in nine boroughs in northwest London to promote the life chances of young people through education. The other is Harrow School, now part of a family of five schools. Harrow International School Hong Kong is the third school in Asia to join the family of Harrow schools, which currently includes Harrow School (1572) and The John Lyon School (1876) in London, and the Harrow International Schools in Bangkok (1998) and Beijing (2005).



Harrow Hong Kong opened in September 2012 with 750 students and has now grown to a roll of 1180 at the start of its fifth year; the Lower School roll is 501 and the Upper School is 679. Although barely four years old, there is already a very strong sense of belonging among teachers, students and parents to the School community. This has been fostered by the tradition and heritage of Harrow in providing a backbone of educational philosophy and practice as the School has embraced its location in the diverse international community of Hong Kong. Two Harrow Foundation Governors visit the School three times a year and sit on the Governing Board, which meets each term. Their presence provided a strong degree of reassurance about quality control to prospective parents, especially before the School opened, and continues to be very helpful in supporting the School's development. Increasingly, there is also collaboration between groups of staff in the Harrow International Schools with common professional interests and there are educational visits of pupils between different schools.



VISION STATEMENT

Leadership for a better world

The School's vision is for students at Harrow Hong Kong to develop the motivation, skills and determination to make a positive difference to the world in which they live through leadership in a variety of forms; leading from the front; being an effective team player; and being a positive role model.

Leadership, of course, is a very Harrovian quality and some of the great Old Harrovians such as Winston Churchill, Nehru and King Hussein of Jordan are renowned for providing profound leadership at significant points in modern history. The School defines leadership as making a positive difference through people and strongly believes that leaders are not necessarily born, but they can be made. *Leadership for a better world* aims to equip and challenge Harrow Hong Kong students to use their knowledge, skills and talents to make life better for other people in their community and the wider world through developing six identified key leadership attributes:

- Contributing positively to the community
- Applying knowledge with compassion
- Solving problems collaboratively
- Solving problems creatively
- Making fair and just choices
- Facing challenges with determination

We expect students to develop these attributes during their time in the School, but we also look to teachers to role model them at all times. Furthermore, we expect teachers to be fully committed to providing and supporting experiences for students in and out of the classroom whereby they can enact these qualities; within the academic curriculum, the Leadership in Action programme and the pastoral support structures.

With input from teachers, students and parents, a social vision statement was generated in May 2015 to outline the expectations of how members of the School community are expected to treat each other.

“A caring, respectful community in which everybody thrives”

This social vision statement goes to the heart of the meaning of the *Leadership for a better world* attributes and the role modelling of them in the Harrow Hong Kong community, and provides a framework for teachers, students and parents in their interactions with each other.



MISSION

The School's mission is to promote the *Leadership for a better world* attributes through an outstanding education that, in an age-appropriate way from the Early Years to the Senior School, blends elements of philosophy, practice and tradition from Harrow School with an awareness of the cultural context of Hong Kong and the needs of its international community. While inextricably linked together, the key characteristics are:

- High levels of academic achievement with significant value-added academic performance that culminate, in the Senior School, in first-rate public examination results and entry to top universities across the world.
- A diverse, high quality Leadership in Action programme that inspires commitment a desire for excellence and a breadth of activities. Distinctively, it includes an extra-curricular activities (ECA) programme that is integrated into the School timetable for all students, supported by opportunities for further enrichment outside the timetable.
- High quality pastoral care that, with a strong boarding ethos and House system at its heart, promotes an inclusive School community in which its members feel happy, secure and valued, and that places emphasis on the personal formation of character of each student. Supporting this, a bespoke personal, social and health education programme that, in an age-appropriate way, encourages the development of resilient students, who adopt a positive, solution-focussed approach to any challenge.

Harrow Hong Kong aims to embed opportunities for each student to acquire the *Leadership for a better world* attributes in all aspects of its life, including the types of learning experiences that teachers prepare for students in the classroom, the academic curriculum itself, the Leadership in Action programme, and opportunities to take on leadership roles within and outside the School community.

VALUES

The School's mission is underpinned by a moral purpose; to act with integrity and commitment at all times in supporting the development of students to achieve their potential and enabling teaching staff and pupils to achieve outstanding results across a broad curriculum.

Core values lie within this ethos:

- Aspiration to achieve the highest standards in all that is attempted and to be aware of future opportunities.
- Awareness to distinguish right from wrong.
- Compassion to treat other people with tolerance, respect and consideration whether in the School community or in communities beyond the School.
- Confidence to act courageously with the right convictions.
- Creativity to realise dreams and possibilities.
- Determination to engage with opportunities and overcome barriers to reach goals.
- Enthusiasm to pursue talents and interests with ambition.

OVERVIEW

Harrow Hong Kong occupies a spectacular site near the Gold Coast near Tuen Mun in the New Territories. The Lower School includes the Early Years Centre (K1 and K2) and the Pre-Prep School (Y1-Y5). The Upper School consists of the Prep School (Y6-Y8), the Senior School (Y9-Y11) and the Sixth Form (Y12-Y13). Up to half of the places in the Upper School are for weekly boarding, from Sunday to Friday evening.



Early Years



Pre-Prep



Prep School



Senior School

The School is very fortunate to have a magnificent crescent-shaped building with a first-rate range of facilities. The classroom elements have been beautifully designed. Light, wide corridors, very well equipped classrooms and large, departmental office areas purpose-built for collaborative preparation are characteristic of the Lower School and Upper School teaching areas. There are also a number of large multi-purpose rooms. Specialist teaching areas include high quality Science laboratories, a Library and Learning Lounge closely linked to the ICT department located at the heart of the School, and well-equipped studios for art, music, drama and dance. Supporting physical education and sport are a swimming pool, extremely large sports hall, very well equipped fitness room, a state of the art 4G astro and tennis courts.

In January 2016, the Board of Governors made the decision to move to the construction of phase 3 of the School's building programme. This involves an extension to the western 'bookend' of the current main building and some internal changes to the existing building in order to develop a range of additional facilities: new Upper School classrooms and science laboratories; extra facilities for sport, music, art and drama; large-multi-purpose areas for examinations and an extra Dining hall; a new Lower School Library; new, enlarged areas for the Admissions department, Upper School Office and Staff Common Room; and the creation of two boys' and two girls' Upper School 'day' Houses.

Essentially, the School combines elements of educational philosophy, practice and traditions from Harrow School in London with the international mindedness of a diverse student body in Hong Kong; it constantly seeks a balance between the 'Harrow' and 'International' elements of the School's name in its practice. There are clear differences compared to Harrow: the School is co-educational; it encompasses a much wider age range; it offers both boarding and day places; and it embraces and aims to reflect its location in the vibrant international community of Hong Kong. However, many aspects of the School are characteristic of Harrow: high expectations of students and teachers; excellence in academic work; an emphasis on extra-curricular pursuits; high quality pastoral care; a genuine focus on the individual; the importance of service and the development of leadership

skills. The School has also quickly taken on some of the traditions of Harrow that have survived continual scrutiny and review over many years: it has composed its own Songs; some elements of the School uniform; some of the academic rewards and sanctions, such as Send Ups; some of the distinctive Harrow ‘language’; and *Speeches & Prizes* on Speech Day includes some of the traditional ceremonies that have a long history at Harrow.

The present student body is a diverse international one with 36 different nationalities; just over 35% are solely local Hong Kong passport holders. The focus of the student admissions process is to identify those with the aptitude, ability and personality to make the most of the opportunities at Harrow Hong Kong. And through our scholarships scheme, we are looking to attract outstanding students with the potential to act as significant leaders in academic work, cultural activity and sport in the School, irrespective of their parents’ financial circumstances.

At present, there are 109 full-time members of the Common Room, which has a tremendous blend of collective experience in excellent independent (boarding and day, senior and prep) and state schools in the UK, and international schools, particularly in South East Asia. These teachers have already demonstrated the ability and commitment to work effectively and collaboratively in a team dedicated to establishing the School from a ‘blank sheet of paper’. As a result, the School has rapidly developed a strong reputation in Hong Kong for providing a high quality, distinctive education. There are now further opportunities to join this team to help continue the School’s development.



Pastoral Care

At all ages in the School, there is a strong emphasis on the quality of relationships and community life, and the personal formation of character. The building blocks of the School community are the Prep and Senior Houses in the Upper School, but in an age-appropriate way, this sense of community is promoted in the Lower School classes and there is a fledgling House system in the Pre-Prep School to help prepare students there for their move to the Prep School House system in Year 6. We work hard at establishing strong bonds within the communities of our Houses and the School. Above all, we aim to ensure our students are happy, secure and valued. The result is that there is already an evident

sense of pride among students of all ages in the School, and what it means to be a part of it and the family of Harrow schools.

In the Lower School, the focus of pastoral care is the Class Teacher. However, from Y6 when students enter the Upper School, pastoral care is centred on the boarding Houses: all boarders and day students are members of a House. Boarding, the heart of life at Harrow, is therefore also integral to the life of our Upper School students in Hong Kong. There are currently three boys' and three girls' Prep Boarding Houses (Y6 to Y8), and three boys' and two girls' Senior Boarding Houses (Y9 to Y13). Two new boys' and two new girls' Day Houses will be opened in September 2017 as part of phase 3 of the School construction programme. There is one temporary girls' Day House in the current boarding block for 2016/17.

All Upper School teachers are attached to a House Pastoral Team in either a Prep or Senior House and undertake the role of a Tutor to a group of students within it. While day students also benefit from the more profound relationships that develop in a boarding environment, boarders develop a particularly special camaraderie. A boarding House effectively becomes a family unit with responsibilities falling to older students to care for and support younger students. Almost invariably, students rise to the occasion when given the opportunity to shoulder such responsibility and this enhances their leadership qualities. The daily challenge of living with other people offers the ideal opportunity to learn about one's self, to forge relationships with others and to develop the intricacies of human interaction. The result is a close-knit community characterised by strong bonds and support networks within the House and loyalty to it. When it comes to the numerous competitions between the Houses that take place in a myriad of activities, it finds expression in a healthy competitive spirit.

Harrow Hong Kong has its own bespoke pastoral education programme, the Facing Challenges programme, and all teachers are involved in its delivery throughout the School. In an age-appropriate way, it aims to develop resilient individuals who embody the School's leadership attributes and adopt a solution-focussed approach to any potential challenge: health, social, economic or academic.



Extra-Curricular Programme

A varied extra-curricular programme has always been an essential part of a Harrow education. Distinctively in Hong Kong, the **Leadership-in-Action** programme includes an **extra-curricular (ECA)** programme for all students from Y1 to Y13, which is integrated into the longer than normal School day, supported by an **enrichment** programme outside the formal School day. These programmes, together with related opportunities in the academic curriculum and the Facing Challenges programme (the School's bespoke pastoral education programme), aim to encourage students to attain excellence in those activities in which they show talent while developing a broad range of skills associated with six key themes: service, charity, teamwork, creative expression, leadership and challenge.

The **Leadership-in-Action** programme includes a wide range of team and individual sports, music, art, drama, cultural and academic extension activities. In the **ECA programme**, all students in the Pre-Prep School, Prep School and Year 9 take part in a Core Sports programme throughout the year and can make additional option choices of other ECAs each term. Students in the Senior School choose all their ECA options.

There is an Upper School **enrichment** programme each day after 5.15pm for boarders and those day students able to attend. It includes inter-House competitions every Wednesday; on selected Wednesdays in the Autumn Term and Spring Term, inter-House competitions requiring the participation of all Upper School students mean that all day students are required to remain until 7.15pm in Wednesday Evening School. There is also an enrichment programme on Wednesdays for students in the Pre-Prep School.



Service

Service is a fundamental principle of leadership and the School provides students with opportunities to work selflessly for the betterment of others in nurturing compassionate leaders. There is an expectation that students demonstrate a willingness to give their time and effort to benefit another individual or group without expectation of reward or return. In addition to the natural links with other

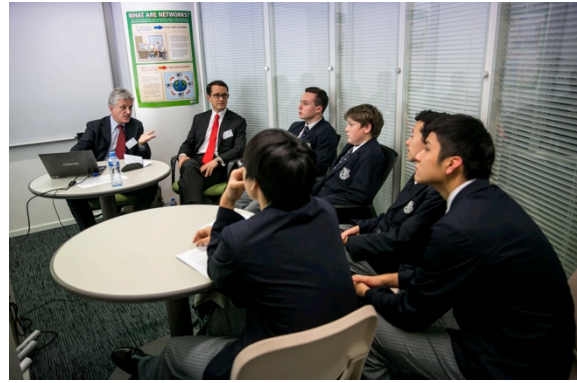
international schools in Hong Kong, the School has hosted events of collaborative activities in sport, music, art and drama activities involving students from Harrow Hong Kong, local schools and children supported by charities. The growing regular community service links include those with the Crossroads Foundation, Maggie's Cancer Caring Centre of the Tuen Mun Hospital and the Kids4kids buddy reading programme in local schools in the Tuen Mun area.

The student-led Charity Committee, with the parent-teacher organisation called the *Friends of Harrow*, coordinates the School community's fund-raising activities for six nominated charities each year; this includes three local and two international charities together with its permanent charity and neighbour, the Crossroads Foundation. Among a number of events organised throughout the year, it has taken one of the charitable traditions from the 'mother ship' in England and given it a Hong Kong 'twist'. Every year at Harrow, boys, teachers, Old Harrovians and parents combine to organise and undertake a charity sponsored run, the Long Ducker. Symbolically it takes place along one of John Lyon's roads, the Harrow Road from Marble Arch in central London to Harrow. The Hong Kong version that now takes place in March each year is along a 16.5km route on the MacLehose trail that runs immediately behind the School campus, with an alternative shorter route that allows participation of students and their families from the youngest in Y1 to the oldest in Y13, both walking and running. Charity house-building trips to India, Thailand and Laos have also already taken place.



Friends of Harrow

Friends of Harrow is an association of parents and teaching staff at Harrow Hong Kong that aims to provide and assist with opportunities to enhance the students' educational experience, and to support and enhance the social wellbeing of the School community. In a short period of time, it has proved itself to be highly effective in utilising the commitment and contacts of a powerful parent body. It has organised effective Careers Fairs for Y10-Y12; Sixth Form work shadowing schemes, interview and presentation skills programmes; a Speakers' Forum lecture series; and Lower School educational visits. In addition to Long Ducker, fund-raising activities have included a high quality Gala Charity Ball and International Day.



For further information about the School, there are additional supplements for candidates about the Lower School and Upper School; in addition, do visit the website at www.harrowschool.hk

SALARY AND BENEFITS SUMMARY

Salary

Contracts, as is the norm in international schools, are renewable for two years and salaries are paid in HK\$. However, Harrow Hong Kong is committed to high retention rates, subject to performance, and contract renewal by mutual agreement is very much encouraged.

The School has its own point salary scale; currently, progression is by annual increment up to a bar and thereafter by contract, both subject to performance criteria. The entry point on the scale is determined by length of teaching experience. For posts of responsibility, including Upper School Heads of Department, House Masters and House Mistresses, Resident House Tutors, and Lower School Year Leaders and Curriculum Coordinator there are four additional Responsibility Allowances.

The rate of taxation in Hong Kong is approximately 15%.

Pension

A gratuity of 10% of gross salary for two years (including Responsibility Allowances but excluding cash allowances) is paid at the end of each two-year contract in lieu of pension fund contributions; and there is an additional 10% bonus subject to meeting performance criteria.

The Hong Kong Government requires both employees and employers to contribute the same amount to the Mandatory Hong Kong Government Provident Fund every month. Eligible employees whose age is between 18 to 65 are required to make contribution of HK\$ 1,500 per month starting after fourteen months of employment, but the benefits are payable to employees once they are no longer employed by the School.

Medical insurance

Full medical insurance coverage with BUPA for teachers and dependants is provided.

Accommodation

For Upper School teachers

- Currently, all Upper School teachers are provided with furnished accommodation in two or three bedroom apartments on the School site, or very close to it in the Gold Coast development, for the better performance of their duties. The size and standard of this accommodation make its provision a very significant benefit indeed. The School pays for local taxes and maintenance. Occupiers are responsible for utility bills.
- House Masters/Mistresses and Resident House Tutors who live in the boarding Houses have the additional benefit of utility bills being paid by the School.
- According to the Salary Tax Ordinance of the Hong Kong Government, 10% of total gross income is charged as taxable income for the value of accommodation provided by employers.

In September 2017, the School will open two new Senior School Day Houses for boys and two for girls. For the first time, this will mean that some Upper School teachers will have boarding duties and some will not. The Conditions of Service Committee, which represents the teaching staff on all matters relating to salaries and benefits, is currently reviewing how the current arrangements for the accommodation benefit might need to change to embrace the different roles of Tutors that in Day Houses would have compared to Boarding Houses.

For Lower School teachers

A monthly cash allowance that is taxable is paid in lieu of accommodation to Lower School teachers. On arrival in Hong Kong, Lower School teachers are accommodated in a hotel for two weeks while they search for an apartment. In addition, an interest-free loan equivalent to one and a half month's salary is available for the initial expenses incurred for setting up an accommodation contract.

Flights

On first appointment, a one-way economy airfare is provided from the point of origin for teachers and dependants not already resident in Hong Kong. A return flight is provided for the employee and dependents when the teacher leaves. An additional return economy flight to the point of origin for the teacher and dependants is also paid subject to the signing of a third contract (i.e. after 4 years) and for each subsequent contract renewal.

School Fees

Teachers receive 80% remission of fees for up to 3 dependent children attending the School. Provision for children starts in crèche for working couples and continues to Year 13. The amount of remission of school fees is considered as taxable income.

Other

- At the beginning and end of employment with the School, a relocation allowance is paid per teacher or teaching couple for the cost of moving luggage.
- The School pays for the cost of all working visas, dependants' resident visas, work permits and teacher registration. However the cost of gaining the documents needed for visa and Teacher Registration purposes (such as certified copies of degrees and course transcripts) is the teacher's responsibility.

APPOINTMENT PROCESS

Position Advertised in the TES	Online from Wednesday 16 th November
Closing date	Friday 2 nd December
Invitation to interview	From Friday 9 th December
Interviews in Hong Kong or by Skype	Monday 9 th to Friday 13 th January
Interviews in London	Wednesday 11 th to Monday 16 th January

Application process: to apply for this post, please complete the application form online at <http://www.ticrecruitment.com/harrow/hong-kong>. You should receive an acknowledgement of receipt within seven days of applying. ***Early application prior to the closing date is appreciated as this helps with the administration of the recruitment process.*** For more details contact Gemma McSweeney Tel: (+44) 02920 212083

LIVING IN HONG KONG

Hong Kong is one of the most exciting cities in the world with an urban landscape that is breath taking by day and simply dazzling at night. The cost of living in Hong Kong compares to other major cities such as London, Sydney and New York. Hong Kong is an incredibly easy city to navigate and the many forms of transport are excellent value for money. They include taxis, trams, buses and the MTR (an underground train network) as well as, of course, the ferries that cross Victoria Harbour, including the icon of Hong Kong the Star Ferry. Eating out in a top restaurant or hotel can be expensive and beer and wine can be pricey at these venues. However, there are lots of 'great find' restaurants and bars that are really good value for money. There are a variety of supermarkets (local and imported goods) that cater to all budgets as well as the traditional Hong Kong wet markets.

Hong Kong has a vibrant culture and is truly cosmopolitan. There is a multitude of local and international entertainment on offer. With a variety of performance venues (the Academy for Performing Arts, Asia-World Expo, the Hong Kong Cultural Centre), Hong Kong caters for everyone's tastes from West End shows to international music artists. There are also top rate sporting venues that offer a great range of sports from horse racing to football, including the highlight of the sporting calendar - the Hong Kong Rugby Sevens! Sports clubs play a major role within Hong Kong's social and are a good way to get to know people.



The year is punctuated with public holidays that illustrate how proud Hong Kong is of its Chinese heritage. They include Chinese New Year, the Mid-Autumn Festival and National Day that culminates in a stunning fireworks extravaganza over the harbour. However there are also more understated cultural events such as the mesmerising evening dance of the 67-metre-long 'Fire Dragon' made from thousands of incense sticks that takes place in Tai Hang (close to Victoria Park in Causeway Bay) during the Mid-Autumn Festival.

People new to Hong Kong are certainly aware of the skyscraper skyline, but may not be aware that a large proportion of the region is National Park land. Hiking is a popular pastime and there are some incredible walks with breath taking scenery. There are also a variety of beaches dotted around Hong Kong and once away from the beating pulse of Central, life becomes much more relaxed. An example of this is the outlying island of Cheung Chau that can be reached by a short ferry ride and is characterised by its beach restaurants, easy walking and ban on cars. The Hong Kong Tourism Board (www.discoverhongkong.com) is very helpful in outlining the region's attractions and events.



The School is a gated community set into the forested hills of the Tai Lam Country Park immediately behind it. The country park covers an area of 54 sq.km and it contains many trails for walking and picnic sites. There is direct access to the MacleHose Trail which, at over 100kms, is the longest trail in Hong Kong. From many parts of the campus, there are stunning views across the sea and towards the hills. The local surrounding area of the School is called the Hong Kong Gold Coast. It contains residential development completed in the early 1990's, a five-star hotel, a convention centre, a piazza including a shopping mall and numerous restaurants backing onto the Gold Coast Yacht and Country Club and marina, and the 545-metre long Golden Beach. This is the largest public beach in Tuen Mun and the first artificial beach in Hong Kong. Tropical trees and flowers are planted on both sides of a 480-metre long promenade running parallel to it. The Gold Coast area is developing rapidly and the School's development has had much to do with the influx of people to the area and, allegedly, the consequent rising property prices.

