# Job Information

|  |  |
| --- | --- |
| **Job Title:** | Head of Upper School |
| **Department:** | US |
| **Line Manager’s Job Title:** | Headmistress |

1. **Job Specification**

|  |  |
| --- | --- |
| **Responsible to:**  Working to the Headmistress in leading a vibrant and thriving Upper School. The Head of Upper School is the key leader on all matters relating to the teaching, learning and academic performance as well as the wellbeing of our pupils. The primary responsibility is for the implementation of the College's academic vision. The Head of Upper School is expected to contribute to the teaching, tutoring and co-curricular life of the College. | |
| **Key Tasks and responsibilities** | |
| **Key areas of accountabilities** | **Main duties & responsibilities to support achieving accountabilities** |
| 1. Strategic and Planning | * Lead the Upper School in the establishment and implementation of overall academic policy and strategy, which involves on-going curriculum review and development. * Assisting the Headmistress in the constructing and delivering of the College Strategic Plan. * Produce an annual Academic Operational Plan and reporting to the Headmistress on its completion. * Plan for future staffing requirements and along with other members of the SLT, involvement in the interviewing and appointment of teaching staff. * Preparation of the College for the COBIS Patron reaccreditation process * Prepare the Upper School’s academic budget and monitor expenditure against it. |
| 1. Pupil and scholars | * Liaison with the Registrar over pupil entry, including academic scholarships and awards - participation in interviewing prospective pupils and parents as well as at selection meetings. * Oversee with the DoS the drawing up allocations and determining set numbers etc. and making changes to pupils’ timetables within the MIS as required * Working with the co-ordinators of the various elements of the programme, to provide a stretching and challenging programme for the academic scholars. |
| 1. Academic Leadership of the US SMT | * Lead and manage the Director of Studies in the leadership and monitoring of the Heads of Academic Departments, including the induction and professional development of Heads of Department. * In conjunction with the Headmistress and DoS, the reviewing of the performance of each Academic Department and the establishment of aims for the future of the Departments * Lead the USMT through advising and co-operating in the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment in the Upper School * Ensure that sitting of CEM Centre tests and CAT4, the communication of academic data and the monitoring of pupils' progress across the College using CEM Centre data is efficiently carried out by the USMT * Keep up to date with developments and initiatives across the range of learning and teaching. * Oversee of the Academic options and discussion between Heads of Department and the College Timetabler. This includes a general responsibility for the production of the Options Booklets relevant to each stage of the school's curriculum. * Ensure that the Senior Housemaster and Head of Sixth Form monitor the academic performance of pupils in their houses * Oversee the work of the Exams Officers which is led by the DoS * Overall responsibility for internal and external examinations and the processing of results. |
| 1. Pastoral Leadership of the USMT | * Responsible for maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are on the College premises and when they are engaged in College activities elsewhere * To require from pupils, standards of behaviour, dress, punctuality, effort and attendance that are consistent with the College’s expectations |
| 1. Governors | * Presenting papers to the Governing Body - in particular to the Education Sub Committee of Council and to the Finance and general Board of Governors |
| 1. Teaching and Learning | * To provide effective leadership and line management for Key Stages 3, 4 and 5 priorities including, but not limited to, its curriculum, welfare, pastoral issues, key stage transition, pupil references, entrance testing procedures, promotion of extra-curricular activities and parents evenings. * Lead the DoS in the monitoring of student performance through detailed analysis of all public examination results, and progress across key stages, including value added data through administering CEM data, CAT 4 testing. * Liaise with the Director of Studies(LS) to ensure student progression into the Upper School and to coordinate over academic strategy, policy and practice |
| 1. Communication. | * To ensure the maintenance of accurate and up-to-date information using SIMS pertaining to all aspects of the secondary school. * To monitor and promote through Heads of Faculty the highest expectations of secondary display work throughout the school. * To communicate effectively with the school community and to ensure that that all school publications are up to date including the prospectus and Firefly VLE * Lead and prepare for the US all academic literature for parents, students and staff including options booklets, learning and teaching policies, relevant sections of the Staff Handbook and the School website * To establish the academic calendar for the year and each term, and publish the finalised calendars to staff and parents. in consultation with the Staff Calendar Committee |
| 1. Whole School Leadership and Management | * To deputise for the Headmistress when required. * To coordinate appraisals for contract renewal with the Headmistress and Head of Lower School * To induct new staff regarding academic and pastoral matters and policies, with support from the Head of Lower School * To be in charge of discipline within the school in association with the Headmistress and to deal with serious disciplinary matters when escalated by Heads of School. |
| 1. Staff CPD | * To lead with the implementation the school’s staff appraisal and CPD policies. * To identify and produce A CPD plan on an annual basis which meets the school priorities. |
| 1. Child protection, Safeguarding and Health & Safety | Everyone who works at Haileybury Almaty has the responsibility for promoting the safeguarding and welfare of children.   * Promote and safeguard the welfare of children and young persons for whom you are responsible and with whom you come into contact; * Maintain good order and discipline among the pupils and safeguard their health and safety, both when they are on the school premises and when they are engaged in authorized school activities elsewhere; * Be aware of school policy and procedures regarding Child Protection and Safeguarding, and attend relevant training as required. * Report all causes for concern to the Designated Senior Lead; * Provide thorough risk assessments as required prior to activities and trips. |

1. **Relationships**

|  |
| --- |
| **Key Relationships:**  Internal   * Director of Studies * Senior Housemaster, Housemaster / Housemistress, * Head of Sixth Form * Director of Sport and Head of CCAs * Heads of Faculty/Department * Academic Support Team. * School Leadership Team * Specialist Teachers * Pupils |
| External   * Parents Governors and other educational advisers |
| **Other important features or requirements of the job:**   * Work closely with the School’s leadership team to ensure effective implementation of the School’s strategic plan and to take a central role in that process * To liaise with Lower School to ensure continuity in academic systems across phases of the School * Attendance at camps, expeditions, parent information evenings, community events * Representing the school at official functions as and when requested by the Headmistress * Proactively manage the transition between Lower and Upper Schools for both students and parents * Teaching load as required and specified by Head of Upper School * Lead by example in all professional matters ensuring that all teachers and students observe matters such as dress, punctuality and mutual support * Contribute to the development of the overall Harrow vision and ensure that students, staff and parents all understand and subscribe to that vision * Be available to advise academic staff and individual students, ensuring that, so far as possible, each person’s individual needs are met so that they can exceed their potential, and that students’ progress is maintained in an effective way |

**IV.** **Person** **Specification**

|  |  |  |
| --- | --- | --- |
|  | **Essential** | **Desirable** |
| **Behaviours** | * Upholding the Code of Conduct and Haileybury Almaty vision * Self-motivated and hard-working * Well-organised * Creative * Willingness to offer co-curricular activities | * Willingness to learn and adapt * Willingness to be involved in working groups |
| **Skills** **and** **Knowledge** | * To be able to demonstrate high quality teaching to EAL students * Outstanding relationships with students and staff members which promotes excellent classroom discipline and attainment * Ability to work in a way that promotes the safety and well-being of children. * Effective communication and engagement with children and their families. | * Open to exploring innovative approaches from across the educational field * Subject knowledge sufficient to challenge able students and achieve high outcomes * Knowledge and understanding of positive disciplinary methods. * Knowledge and understanding of child development and its impact on behaviour |
| **Experience** | * At least 3 years’ experience at a similar role * Experience of designing and delivering exciting, challenging and personalised lessons * Experience of leading or supporting leadership of a department or providing support to a school/department | * Teaching experience in a British /International School * Evidence of involvement in transformational change within a department. * Have taken a lead role in organising and implementing co-curricular activities. |
| **Qualifications** | * Qualified teacher status through a PGCE, GTP or other international equivalent. | * Evidence of involvement in relevant CPD |