# Job Information

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| **Job Title:** | Director of Studies |
| **Department:** | US |
| **Line Manager’s Job Title:** | Head of Upper School |

1. **II. Job Specification**

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| **Responsible to:**  Working to the Head of Upper School in maintaining a vibrant and thriving Upper School. To support the Head of Upper School in evaluating, coordinating and developing the academic aims and standards of the Upper School with the Heads of Department, and in partnership with pupils, staff, governors and parents. | |
| **Key Tasks and responsibilities** | |
| **Key areas of accountabilities** | **Main duties & responsibilities to support achieving accountabilities** |
| 1. | * Line-manage and support heads of department/faculty in their learning and teaching duties and the development of academic excellence across the school. Chair and prepare agendas fro regular meetings of this group Monitor and intervene to ensure pupils achieve at levels appropriate to Haileybury Almaty, coordinate intervention programmes where needed and assist the Head of Upper School in ensuring quality assurance. |
| 2. | * Develop and coordinate the use of assessment and academic tracking in the Upper School so that it can be used by the heads of department and housemasters to raise standards of academic achievement by pupils in the Upper School * Responsible for US assessment and reporting to parents and pupils in a timely and appropriate manner and lead on a review of all policies and changes to this process. * Be an outstanding role model, setting high personal expectations of subject teaching, professionalism, professional development and administration. |
| 3. | * Monitor pupil 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. Work with the head of US on preparing reports for Governors. Performance will be monitored according to AMAR schedules and action plans devised and agreed. |
| 4. | * Embed Attitudes for Learning and the Haileybury Habits and learning across the whole school, ensuring that it is communicated effectively to pupils, teachers and parents. Support and monitor further initiatives with the HoUS throughout the Upper School to develop effective learning approaches that reinforce academic excellence and the Haileybury habits and vision. |
| 5. | * Lead and support the HoUS to ensure the special educational needs of all pupils in the Upper School are met and that appropriate ILPs are in place, which are in line with school personalized learning developments and provide the necessary evidence and reports for dispensations with the examining boards. |
| 6. | * Have an overview of the whole curriculum and advise on its development in consultation with the HoUS * Be up to date with, and in a position to advise on (through regular briefings and bulletins and at meetings) curricular and general academic developments internationally and locally. |
| 7. | * Liaise with the Director of Studies(LS) to ensure pupil progression into the Upper School and to coordinate over academic strategy, policy and practice * Lead the writing and implementation of the school timetable each year and maintain it on a regular basis ensuring that changes made are communicated effectively, including when new pupils arrive in the school. |
| 8. | * Raise the profile of the curriculum within the school using displays, the newsletter and website, trips, assemblies, Parent Participation Programme (PPP) internal and external competitions / events and any other means possible. * Contribute to and plan for and schedule US curriculum activities and events. * Provide information for the A-Level & GCSE Option Booklets and any other curriculum information requested by the HoUS. |
| 9. | * Lead and prepare for the US all academic literature for parents, /faculty pupils and staff including options booklets, learning and teaching policies, relevant sections of the Staff Handbook and the School website. |
| 10 Welfare and Discipline Matters | * Communicate and consult with parents. * Participate in, and document, meetings for any of the purposes above. * Participate in the maintaining of high standards of behaviour and dress of pupils in the classroom and in all school locations and activities. * Follow Haileybury Almaty policies with regard to the health and safety of pupils both on and off the school premises when pupils are under the school’s jurisdiction. |
| 11. Co-curricular Activities | * Supervise and coach pupils in the Co-Curricular Activities (CCA) programme and the co-curricular sports and performing arts programmes as directed by the hoUS * Organise the logistics associated with these programmes as they relate to transport and accommodation. |
| 12. Professional Development | * Participate in the annual Professional Performance Review including undertaking this for the heads of faculty/department who are line- manaaged by the DoS * Participate in and take a lead in school-wide CPD initiatives. * Seek CPD opportunities that may arise from the appraisal process, including pathways to higher qualifications. * Seek advice from line managers with regard to professional development and career paths. * Take full responsibility for what may be reviewed in a full school audit. |
| 13.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**

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| **Key Relationships:**  Internal   * Head of Upper School * 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 pupils 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 pupils observe matters such as dress, punctuality and mutual support * Contribute to the development of the overall Harrow vision and ensure that pupils, staff and parents all understand and subscribe to that vision * Be available to advise academic staff and individual pupils, ensuring that, so far as possible, each person’s individual needs are met so that they can exceed their potential, and that pupils’ progress is maintained in an effective way |

**III.** **Person** **Specification**

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|  | **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 pupils * Outstanding relationships with pupils 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 pupils 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 |