



Harrow International School Hong Kong is the first international boarding and day school in Hong Kong. It is the third school in the Harrow family of schools in the Asia region and provides a British independent style of education from Early Years to Year 13 in custom-built facilities in a stunning location in Hong Kong. The School combines elements of educational philosophy, practice and traditions from Harrow School in London with the international mindedness of a diverse pupil body in Hong Kong. Having opened in September 2012, the School roll is currently around 1300 and the school achieves some of the best results in Hong Kong at A-level and GCSE and pupils go on to study at some of the top universities across the world. Harrow Hong Kong is, however, about much more than academic results and our pupils excel in music, drama, sport and art as well as involving themselves in service to the local community.

Job Title: Deputy Head (Pupil Wellbeing)

Job Purpose: Strategic development of Pupil Wellbeing and Development and Boarding provision within the Upper School to foster ‘a caring, respectful community in which everyone thrives’

Start Date: August 2019

Reporting Line: Principal Deputy Head (Pastoral)

Job Description

The specific aims and key responsibilities of this position are:

- **Responsibility for the strategic leadership of the development of boarding and day pupil provision to enhance pupil experience, including:**
 - Under the Principal Deputy Head (Pastoral), developing and leading on initiatives in the Boarding and Day Houses that provide effective opportunities to develop the leadership attributes in the School’s vision statement, *Leadership for a better world* with a strong focus on pupil wellbeing, happiness and achievement
 - Supporting the strategic development of policy making on pastoral care in the Upper School, including writing a Boarding Development Plan
 - Keeping up to date with local and international initiatives related to pastoral care and boarding, in particular new inspection initiatives in the UK
 - Leading on the development and promotion of boarding
 - Sitting on the Pastoral Support Committee
 - In liaison with the Director of Communications, Admissions and Development and the Principal Deputy Head (Pastoral), producing literature about pastoral care for parents and pupils and maintaining an active web presence for pastoral and boarding matters
 - In liaison with the Deputy Head of Lower School and Prep School House Masters and Mistresses, Director of Director of Communications, Admissions and Development,

Head of Sixth Form, overseeing transitions from Y5 to Y6 and Y8 to Y9 and Y11 to Y12

- Developing the GAP Tutor Leadership Programme
- Preparing regular reports for the Head and Governing Body on pastoral development and pupil achievement
- **Responsibility for leading the boarding and day pupil pastoral provision in the Upper School Houses, including:**
 - Monitoring and reviewing boarding practices in line with the National Minimum Standards
 - Line managing the House Masters and House Mistresses, Assistant House Masters and Assistant House Mistresses, Matrons and Gap Tutors
 - Monitoring and reviewing the leadership and management of the Day Houses
 - Coordinating training and induction of the Assistant House Masters and Assistant House Mistresses and Gap Tutors
 - Chairing meetings of House Masters and House Mistresses, and meetings of Assistant House Masters and Assistant House Mistresses
 - Managing Boarding and Day House budgets
 - Maintaining the House Masters' and House Mistresses' Handbook
 - In liaison with the Principal Deputy Head (Pastoral), producing the pastoral care sections in the *Staff Handbook*
 - Chairing the Parent Food Committee
 - Under the Principal Deputy Head (Pastoral), day-to-day liaison with the Health Care Centre and line management of the non-medical aspects of it
 - Making entries of events related to boarders and day pupils in the School Calendar
 - In liaison with the Assistant Head (Co-Curricular and Organisation), organising the Wednesday School Programme
 - Managing the organisation, scheduling and performance of Senior School and Prep School assemblies
 - Liaising with the School Shop on matters regarding uniform and the coordination and ordering of House Shirts
 - Monitoring the quality of pastoral care reporting to parents
- **Under the Head and the Principal Deputy Head (Pastoral), assuming a general responsibility for discipline on and off the School campus, including:**
 - Implementation and analysis of the Rewards and Sanctions Policy and the Behaviour Policy
 - Ensuring that standards of dress and appearance in the School community are high
 - Supporting House Masters and House Mistresses with lower level disciplinary issues
 - Coordinating the investigation of serious disciplinary incidents, producing written reports and recommendations about possible disciplinary action to the Head and Principal Deputy Head (Pastoral)
 - Liaising with the Transport Coordinator over discipline on the buses.
- **Assisting with pupil admissions in the Upper School, including:**
 - Managing tours of boarding and day Houses for prospective parents and pupils
 - Interviewing pupils and providing recommendations for the admission of pupils into the Upper School, as required
 - Allocating pupils and Tutors to the Boarding and Day Houses

- **Other responsibilities:**

- Undertaking duties as the Head or her delegated representative may reasonably request.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. The post holder will be expected to comply with any reasonable request by the line manager to undertake work of a similar level that is not specified in this job description. This job description may be amended at any time following discussion between the line manager and member of staff, and will be reviewed annually.

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 and are required to undertake safeguarding checks.

Harrow International School Hong Kong reserves the right to recruit at any stage during the selection process.

Person Specification

The successful candidate will be likely to fit the following profile:

Qualifications:

- Good Honours degree
- A postgraduate teaching qualification, including QTS.
- Evidence of further relevant professional development

Skills:

- A commitment to the wellbeing and pastoral care of children
- Have a vision for and the ability to translate Harrow Hong Kong's vision to be a leading school in Asia into reality
- The ability to inspire others and lead by example, role modelling the School's vision statement *Leadership for a better world* in relationships with pupils, teachers and parents
- The ability to work in a successful and dynamic school
- A strong commitment to high standards and a variety of approaches to teaching and learning
- The ability to lead, inspire, motivate and support pupils and colleagues
- An outstanding classroom practitioner
- Interests and abilities that can enhance the School's Super-Curriculum and Co-Curricular activities, known as the Harrow Horizons Programme
- Excellent organisational, administrative and IT skills

Experience:

- A proven track record of outstanding pastoral leadership and have experience of successful leadership of pastoral initiatives within a school
- A proven track record of leadership, impacting on whole school outcomes
- A proven track record of delivering on academic performance
- A proven track record of suitability for working with children and young people, including the ability to form and maintain appropriate relationship and personal boundaries
- Experience of collaborating with colleagues
- Experience of analysing whole school data and using it to inform whole school planning and development

Knowledge:

- Up-to-date knowledge of issues surrounding young people and a proven track record of delivering on wellbeing initiatives

Personal Qualities:

- A dynamic leader and effective manager
- High levels of personal and professional integrity
- Ability to exercise discretion and confidentiality
- Personal warmth to gain the confidence of pupils, staff and parents
- Positive rapport with pupils
- High standards of personal presence and presentation and attention to detail
- Ability to communicate concisely and sensitively, both orally and in writing, to a variety of audiences

Attitudes:

- A team player with leadership qualities and a reflective and flexible approach
- Organised, energetic, positive and able to self-direct
- Positive, enthusiastic and energetic approach to life
- Ability to think creatively and imaginatively
- Committed to the Harrow Hong Kong's ethos
- High expectations for pupil attainment, personal development and conduct
- Committed to representing the SLT's strategic vision for the School
- Ambitious and aspirational for oneself and for the school
- Committed to professional development and show a willingness to undertake appropriate training as required
- A positive 'can do' approach in all aspects of the role
- A willingness to be fully committed to the life of a busy boarding school
- High levels of personal presentation, integrity and communication skills