



Job Description for the position of

Head of Mathematics Department

Please note this is your official job title and you should not include any other roles within email signatures, business cards or other forms of official stationery or communication. This is the defined job title which will be used in any future reference from the school.

A Harrow teacher

As an employee of Harrow International School, Shanghai the Head Master expects the highest possible standards exhibited within the profession. The following is a list of typical attributes which the School can reasonably expect any teacher to exhibit and develop.

Employee Profile

All teachers are expected to have...

1. Qualifications appropriate to the post.
2. Experience of exemplary classroom practice within the phase(s) to which they are appointed.
3. Understanding of the British independent and boarding school ethos.
4. Familiarity with the relevant taught curriculum.
5. A strong commitment to extra-curricular activities.
6. Excellent inter-personal skills.
7. Strong administrative, organisational and IT skills.
8. The ability to role-model our *Leadership for a better world* attributes.
9. A willingness to engage in School life beyond the regular day.

Personal and Professional Conduct

All teachers are expected to treat pupils with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teacher's professional position. A Harrow teacher should always be tolerant of others in the community and not undermine the international nature of the School within our host culture. Personal beliefs should never be expressed in a manner which might exploit pupil vulnerability or lead them to break the law.

All teachers should have due regard for the ethos, policies and practices of Harrow maintaining high standards in terms of attendance, punctuality and dress.

The following is a list of duties and expectations commonly required of any teacher in the Prep or Senior sections of Harrow International School, Shanghai.

Duties and responsibilities

The generic duties of a specialist teacher include:

1. Responsibility for delivering the curriculum

Any teacher may reasonably expect to be required to:

- Establish and review schemes of work (in liaison with the Head of Department and/or Director of Studies).
- Contribute to the planning, preparation and review of an engaging curriculum as part of a departmental team.
- Establish effective methods of formative and summative assessment of students' work.
- Keep up-to-date with subject developments outside the School and bring them to the attention of colleagues.
- Foster, by example, a spirit of enquiry and challenge within the classroom.
- Manage curriculum delivery and associated resources in a manner that challenges and interests students and is appropriate to the needs and skill-levels of students.
- Take responsibility for curriculum delivery and associated resources in a manner consistent with school and departmental policies and procedures.
- Differentiate tasks as needs dictate guided by an ever adapting awareness of the pupil as an individual.
- Liaise with staff who provide additional support for students with particular learning needs.
- Deploy support staff effectively where relevant.

2. Assessment, recording and reporting

Any teacher may reasonably expect to be required to:

- Maintain an ongoing formative assessment programme related to the curriculum and associated learning objectives.
- Prepare students for and administer summative assessment programmes including both school-based and standardised/external assessments.
- Maintain consistency with internal and relevant external marking schedules and moderation procedures.
- Provide students with regular feedback on their progress.
- Maintain legible, accurate, comprehensive, records of formative and summative assessment results.
- Compile competently written reports on student performance for internal and external use as required.
- Participate in parent/teacher meetings to discuss student progress and targets.

3. Pastoral care

Any teacher may reasonably expect to be required to:

- Take on the role of House Tutor assigned to a particular House (see Appendix A in the Staff Handbook).
- Assist the Housemaster to monitor and oversee the academic and emotional wellbeing of tutees.
- Instigate and monitor strategies designed to address areas of performance which are of concern or below the standards expected of a Harrow student.
- Communicate and consult with parents of tutees on any issues of pastoral care.
- Liaise with the Housemaster before responding to parents about sensitive areas.
- Engender enthusiasm and loyalty for the House.
- Participate in the maintaining of high standards of behaviour and dress of students in the classroom and in all school locations and activities in accordance with school policy.
- Follow Harrow International School Shanghai policies with regard to the safeguarding and health and safety of students both on and off the school premises.
- Take a pastoral interest in students activities beyond the curriculum.
- Supervise students during non-curriculum time as determined by the duty rota (e.g. lunch or end of day duties).
- Participate in boarding duties as reasonably required.
- Participate in meetings for any of the purposes above.
- Employ school agreed strategies for sanctions and rewards.
- Attend House/Section/School Assemblies as required.

4. Beyond the curriculum

- Contribute to the wider curriculum by supporting the Leadership and Service programme.
- Assist with the supervision of students and management of off-site events such as trips/expeditions as reasonably directed from time to time.
- Support the presence of the school at official functions and promotional events where possible.

5. Professional Development

Any teacher may reasonably expect to be required to:

- Actively seek opportunities to develop professionally including subject-specific knowledge, teaching and learning theory and research, and career-related goals.
- Participate in the annual appraisal cycle.
- Participate in school-wide INSET initiatives particularly the annual Whole School Development Focus
- Seek INSET 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.
- Be prepared to share expertise in INSET programmes.

In accordance with best practice pertaining to child protection, all staff taking up positions at Harrow are required to sign the Code of Conduct and abide by the guidelines contained therein.

Specific Duties

In addition to subject delivery the Head of Department has responsibility for the management and leadership of Mathematics from Year 5 in the Prep School to Year 13 in the Senior School. This includes responsibility for all teaching and learning within the department by providing effective leadership and direction.

Contact Time: In accordance with the Staff Loading policy the Head of Department should be directed for no more than 60% of their available contractual time.

Line Manager: Your immediate line manager for purposes of appraisal and delegation of other duties is the: Director of Studies.

Responsibility for managing the departmental curriculum, including:

- establishing and reviewing schemes of work and monitoring their use by staff;
- selecting the examination syllabi offered at the school in the subject(s) and liaising with the examination board about syllabuses, examinations and results;
- establishing effective methods of assessment of pupils' work and analyzing the results;
- keeping up-to-date with subject developments outside the school and bringing them to the attention of colleagues;
- fostering, by example, a spirit of academic enquiry within the department.

Responsibility for managing the staff in the department, including:

- providing an effective induction programme for new members of the department;
- arranging for the observation of teaching as a matter of good practice and to provide constructive feedback to staff concerned;
- ensuring that rewards and sanctions are effectively used by staff;
- providing support to members of the department in any matters involving discipline in the classroom;
- delegating appropriate tasks to create a sense of teamwork within the department and aid professional development;
- ensuring that staff are aware of students with learning, medical, social or other difficulties and providing appropriate support;
- managing relief teaching including provision of suitable work when staff are absent;
- annual appraisal of the teaching and non-teaching members of the department;
- with the Director of Studies, monitoring overall workloads of members of the department;
- monitoring the writing of academic reports on students by staff in the department;

Responsibility for managing the pupils being taught in the department, including:

- ensuring that pupils are taught in appropriate groups according to the policies of the school;
- scrutiny of pupils' work;
- fostering high standards of pupils work; and
- advising pupils with options choices relevant to the subject(s) and with university applications.

Responsibility for the administration of the department, including:

- holding and recording the minutes of regular departmental meetings to exchange ideas and inform and develop good practice;
- producing an annual report for the Head Master, including a detailed analysis of public examination results;
- allocating teaching space to staff and ensuring that the fabric is respected by pupils;
- keeping accurate inventories of fixed assets in the department;
- where appropriate, managing ancillary staff;
- managing the budget effectively;
- overseeing the purchase, issue, return of textbooks and the recharging of lost textbooks;
- keeping a comprehensive departmental website up-to-date; and
- running a subject-based activity where relevant that provides appropriate enrichment activities for different age groups.

Responsibility for development of the department, including:

- creation and maintenance of an effective development plan that links with whole school development;
- active support for whole school initiatives.