

HEAD OF PREP PHASE JOB DESCRIPTION

Job Title:	Head of Prep Phase	RA Point:	RA5
Line Manager:	Head of Upper School	Management Level:	Upper School Assistant Head

Purpose of Job

To develop a strategic vision for the Prep Phase that aligns with the strategic vision of the Upper School. To develop the Prep Curriculum as an academically rigorous foundation of study with clear progression to further study within the Upper School. Track the progress and achievements of students through Years 6-8 and ensure that strategies are in place to maximise achievement and address underachievement in Years 6-8. The Head of Prep Phase will lead on Upper School improvement priorities as an Assistant Head in the Upper School Leadership Team.

Duties and Responsibilities

A. Leadership and Management

- Develop an Upper School identity within the Prep Phase which incorporates a blend of Upper School style pedagogy with aspects of Lower School pastoral care
- Take the lead on a designated area of focus on the School Improvement Plan
- Assume a 'front of house' role in the Prep Phase and take the lead in conjunction with the Deputy Head of Prep in coordinating an effective assembly programme
- Identify and facilitate training on areas for development
- Assist in the proofreading of School reports
- Contribute to the formulation of Upper School Policy and ensure Prep Phase adherence to policy
- Liaise with the admissions department in the assessment of prospective students and assist the Head of Upper School in deciding whether to offer places

B. Assessment, Monitoring and Intervention

- Oversee implementation of the assessment policy in the Prep phase, develop and maintain related assessment calendars
- Work with the Director of Studies to manage and develop the use of CAT and other testing systems to identify EAL, SEN and gifted and talented students and develop the use of CAT data for target setting
- Develop systems for tracking student progress in the Prep Phase, lead on the analysis and dissemination of data and investigate issues affecting achievement
- Develop effective intervention strategies to ensure that all students are supported in achieving their potential and liaise with the Deputy Head of Prep (Houses) in sharing data with the Prep House Leaders and form tutors
- Liaise with the Learning Support Coordinator regarding the academic needs of SEN and lower ability students.
- In conjunction with the Director of Studies, manage the calendar for the Prep School reporting process and Parent Consultation Evenings

C. Curriculum

- Maintain an overview of the Prep Leadership Curriculum as experienced by students and liaise with Heads of Faculty to ensure smooth progression to Year 9 and above
- Liaise with Head of Pre-Prep to ensure smooth transition to the Upper School
- In conjunction with the Director of Leadership in Action, implement the Leadership Curriculum, which tracks the development of the six leadership attributes
- Proactively develop and manage cross-curricular links in the Prep Curriculum
- Working with the Head of English, develop an effective programme for English for Academic Progress
- Annually maintain curriculum information and details of the Prep Phase curriculum on the School website and effectively communicate the content with parents

D. Teaching and Learning

- Ensure outstanding classroom practice within the Prep Phase and play a major part in securing outstanding practice across the whole Upper School through Learning Walks and the Faculty/House Review
- Ensure that information on student progress is used to improve teaching and learning and to inform and motivate students
- This list is not exhaustive and may be amended. The role may include other reasonable tasks or responsibilities as directed by the Head Master and Head of Upper School

Other Responsibilities

- Encourage high standards in all aspects of school life, particularly in student progress
- Contribute to the effective and efficient running of the School
- Promote a School culture which is positive, purposeful and professional
- Support and motivate students, teachers and other School employees
- Encourage consultation, review and improvement
- Undertake other reasonable duties as requested by the Head of Department, Head of Faculty or members of the Senior Leadership Team
- Any duties that the Head Master deems necessary for the effective operation of the School

Required Qualifications, Knowledge, Skills and Personal Qualities

- Appropriate degree, with UK PGCE, or other teaching qualification giving QTS
- Minimum three years' teaching experience
- Familiarity with the National Curriculum of England (plus IGCSE/GCSE and/or A Levels as appropriate)
- Passion for teaching and commitment to educating the whole child
- A high level of professionalism and consideration of the well-being of children
- Recent and consistent involvement in extra-curricular activities
- Respect for all members of a school community, irrespective of position, gender, age & ethnic background
- Previous experience working with students for whom English is not their first language
- A positive and solution-focused attitude to working life
- A clean enhanced Disclosure and Barring Services check or police check (for applicants who have never worked in the UK) and no question regarding suitability to work with children

Harrow International School Bangkok is committed to the safety and protection of children. All employees are expected to comply with our School Child Protection and Safeguarding Policy.



Education is an ever-changing service and all staff are expected to participate constructively in School activities and to adopt a flexible approach to their work. 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 from 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 during the appraisal process, and will be varied in the light of the business needs of the school.