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HARROW
BEIJING

I. Job Information

Job Title:	Head of Art
Department:	Art
Line Manager's Job Title:	Director of Studies

II. Job Specification

Job Purpose:

Working to the Director of Studies (DoS) and for the Head of Upper School (HoUS) in promoting, evaluating, coordinating and developing the aims and standards of Harrow Beijing within their Department and cross-departments when required. They are responsible for ensuring that students are supported in their learning journey, setting the highest aspirations for student achievement in the Department and maintaining outstanding academic standards throughout. They are accountable for leading the development of the curriculum and improving Learning and Teaching within the department, and to contribute to the CPD of their teachers.

Team Responsibilities:

All Heads of Department are expected to work collegiately in order to share good practice, ideas and resources. They will meet regularly as a team, and as individuals, with the DoS.

Key Tasks and Responsibilities

Key areas of accountabilities	**Main duties & responsibilities to support achieving accountabilities**
1. General	• Actively promote and develop the ethos of the school. • Lead by example in all professional matters ensuring that all students observe matters such as dress, punctuality and attendance. • Actively establish good relations with parents and visitors to the school. • Support and attend all major school events. • Maintain a teaching load appropriate to the position, including the participation of Leadership in Action activities if appropriate, and as agreed with the HoUS. • Take a fair and appropriate share of duties. • Take active responsibility for a House tutor group under the guidance of the Housemaster/mistress. • Participate fully in House activities. • Participate in Retreats and Expeditions as required.

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2. Leadership	• Be an outstanding role model, setting high personal expectations of subject teaching, professionalism, professional development and administration. • Provide the department with clear goals and targets that are consistent with and reflect the Harrow Beijing 'Leadership for a Better World' mission statement, HBJ school-wide development targets, the annual Learning & Teaching Priorities and British National Curriculum and Examination Board curriculum requirements. • Identify priorities for improvement and implement plans to achieve this in conjunction with the Director of Studies. • Promote a positive culture within the department ensuring that all students are stretched and challenged, enjoy and value the subject. • Attend HoD meetings and regular meetings with the DoS to review curriculum matters specific to the department and school.
3. Curriculum Matters	• Strive for outstanding learning and teaching for all students in all lessons offered by the department. • Monitor progress of all classes to check courses and coursework are interesting, relevant, challenging and completed on time. • Manage departmental resources online including all schemes of work, resources, curriculum documents and administration. Ensure teachers have the resources to allow them to support students learning successfully. • In consultation with the DoS, HoUS and Head Master, select the external examination syllabus that is deemed to be most appropriate for the mission and objectives of HBJ and its students. • Seek and act on any purposeful opportunity to develop consistency and continuity with curriculum goals of the school including the implementation of the 'Leadership for a Better World' learning approaches. • Maintain annual Programmes of Study and detailed Schemes of Work for all courses following the school outline. Update and review these in the light of practice (all schemes should be updated on a yearly basis). • Provide students with the information they need at the start of the course, including an outline of the whole year so they can effectively read ahead / catch up lessons they miss. • Promote student independence, leadership and voice within the department. • Stay up to date with pedagogical and curricular developments and offer recommendations and professional development to the department as appropriate. • Write curriculum information for parents, course outlines for reports, the Lion entry and any other whole school or marketing documents that are required. • Seek opportunities to develop cross-curricular approaches with other departments. • Seek to maximize opportunities to create continuity between curriculum delivery inside and outside the school e.g. fieldtrips, visiting speakers. • Establish and monitor clear homework expectations within the department ensuring compliance with the homework policy.

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4. Assessment	• Monitor student progress against school Personal Targets Grades (PTGs), ensuring all teachers use CAT4 predictions to inform differentiation in lessons and appropriate support and encouragement of students. • Complete examination entries as directed by the Examinations Officer. • Advise students considering resits and remarks of external examinations and liaise with the DoS on such issues. • Fully analyse examination data with reference to PTGs, CAT4 predictions, teacher predictions, previous results, results across the UK and any other relevant data sources. • Write an annual departmental external examinations analysis as directed by DoS. • Establish an annual assessment calendar for all year groups which includes common assessment tasks given to all classes within a year group. • Ensure that all internal examinations are set, conducted and marked in a manner consistent with external examination expectations. • Establish and monitor moderation procedures within the department. • Maintain a high priority and focus on external assessment objectives and provide staff with the latest information regarding developments in the relevant examination board's policies and trends. • Ensure that internal and external examination results are published responsibly and used effectively in the post-examination follow-up. • Establish clear expectations within the department with regard to the composition of the data used in reports to parents, the content reported on, and the tone of the comments. • Maintain legible, verifiable, accurate, comprehensive, defendable and fair Departmental records of formative and summative assessment results. • Ensure all Departmental reports on student performance for internal and external use are checked for errors before submission to DoS.
5. Resources and budget	• Carry out an annual stock take of textbooks and equipment, liaising with relevant administrative staff regarding improvements, replacements and purchases. • Be responsible for the departmental budget reviewing on a monthly basis, keeping records of all purchases and planning how the budget is spent. • Order textbooks and other resources ensuring that replacement and new texts or resources are planned and within budget. • Be responsible for safety in departmental lessons, training teachers and support staff where necessary. • Maintain and develop central resources ensuring they are available to all staff through a Virtual Learning Environment (VLE).
6. Personnel	• Carry out and formally record on BlueSky lesson observations of all staff in the department (at least termly) in liaison with the DoS. • Nurture a culture of team collaboration within the department. • Conduct yearly appraisals/personal development reviews (PDRs) for members of the department. • Contribute to departmental Professional Development and put forward recommendations to both the DoS and AH Staff Development for relevant training for individuals and/or groups within the department. • Chair regular departmental meetings on a weekly basis. • Induct new teachers in the department and provide professional support for all departmental members.

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7. Subject promotion	• Raise the profile of the subject within the school using displays, the newsletter and website, trips, assemblies, PPP, internal and external competitions / events and any other means possible. • Contribute to departmental activities and events. • Provide information for the A-Level & GCSE Option Booklets and any other curriculum information requested by the DoS.
8. Welfare and Discipline Matters	• Monitor the work of class/form students, providing guidance, advice and admonishment. • Write and maintain relevant records for individual student files and write reports. • Lead Personal Development (PD) tutorial sessions. • 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 students in the classroom and in all school locations and activities. • Follow Harrow Beijing policies with regard to the health and safety of students both on and off the school premises when students are under the school's jurisdiction. • Take a pastoral tutor group and take interest in students in curriculum and extra-curricular activities and around the school environs so that they feel noticed, valued and cared for.
9. Extra-Curricular Activities	• Supervise and coach students in the Leadership and Service Activities (LSA) programme and the extra-curricular sports and performing arts programmes. • Organise the logistics associated with these programmes as they relate to transport and accommodation.
10. Professional Development	• Participate in the annual Professional Performance Review. • Participate 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 areas that may be reviewed in a full school audit.
11. Collegiality	• Attend meetings designed to share information necessary for the smooth running of the school and the successful delivery of its programmes. • Take responsibility for mentoring new teachers, particularly those with whom a functional relationship exists. • Supervise students during non-period time as determined by the duty rota. • Supervise classes on behalf of colleagues as determined by the cover schedule. • Behave at all times in a manner befitting a role model for the students of the school and in a manner, that brings only respect to colleagues and the reputation of Harrow Beijing.

Key Relationships:

<u>Internal</u>

- Director of Studies, Director of Student Wellbeing, Senior Housemaster, Housemaster / Housemistress, Head of Upper School, Academic Support Team.

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External • Parents and other educational providers as required.
Other important features or requirements of the job: • Work closely with the SLT and US-SMT to ensure effective implementation of the School's strategic plan and to take a central role in that process • Attendance at camps, expeditions, parent information evenings, community events. • Representing the school at official functions as and when requested by the Head Master. • 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 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. • Harrow Beijing is committed to safeguarding and promoting the welfare of children and young people and expects all staff and those connected to the school to share this commitment.

III. Person Specification

	Essential	Desirable
Behaviours	• Upholding the Code of Conduct and Harrow Beijing vision • Self-motivated and hard working • Well-organised • Creative • Willingness to offer extra-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

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Experience	• At least 3 years' experience in 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 an International School • Evidence of involvement in transformational change within a department. • Have taken a lead role in organising and implementing extra-curricular activities.
Qualifications	• Qualified teacher status through a PGCE, GTP or other international equivalent. • A specialism in the subject	• Evidence of involvement in relevant CPD