HARROW
BEIJING

Leadership for a better world

JOB DESCRIPTION (ACADEMIC)

I. Job Information

Job Title:	Lower School Specialist PE Teacher
Department:	Lower School
Line Manager's Job Title:	Head of Lower School

II. II. Job Specification

Responsible to:

The Specialst Teacher is responsible to the Head of Lower School, the Director of Studies, Head of Phase and Heads of Department with whom he/she will meet regularly providing advice, feedback and information as required.

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.

Key Tasks and responsiblities

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 in line with the UK Teaching Standards and the standards expected by Harrow Beijing. • Uphold the expectations made by HBJ in regards to student behaviour such as ensuring that all students observe matters such as dress, punctuality and School rules. • Actively establish good relations and open communication with parents. • Support and attend all major School events. • Maintain a teaching load appropriate to the position, including the participation in and leading of extra curricular activities both in the School day, evenings and weekends as appropriate, and as agreed with the Head Master. • Take a fair and appropriate share of duties. • Attend House activities including residential activities as well as Expeditions. • Follow School policies and procedures.

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	• Meet deadlines in a timely manner. • Set high expectations both academically and socially/emotionally for all pupils in your care. • Contribute to the School's value and ethos. • Collaborate with colleagues in areas of planning and assessment and whole school initiatives. • Provide a stimulating learning environment through creative and interactive displays and stimulating learning areas. • To keep the Head of the Lower School and the Head Master fully informed of significant developments concerning any child in the form. • To be punctual, smart and appropriately dressed and to behave in such a manner as is appropriate in line with the requirements laid out in our Staff Code of Conduct.

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2. Curriculum Matters	• Possess a functional familiarity with the relationship between the UK EYFS and National Curriculum guidelines, HBJ Units of Work, lesson plans and evaluation for the particular year groups and specialist subject taught. • Keep up to date with curriculum developments through reading, in-service training and peer observations. • Plan, prepare and document lessons on regular basis in the specific specialist area of the curriculum. • Manage the specialist subject curriculum delivery and associated resources in a manner that challenges and interests the students and is appropriate to their needs and skill-levels including catering for pupils with SEN, EAL and higher abilities. • Take responsibility for the specialist subject curriculum delivery and associated resources in a manner consistent with the School's and departmental policies and procedures. • Maintain an ongoing formative assessment programme related to Units of Work and associated learning objectives. • Prepare students for and administer summative assessment programmes including both school-based and externally examined assessments. • Maintain consistency with internal and relevant external marking schedules and moderation procedures. • Follow the School's Marking Policy. • Maintain legible, verifiable, accurate, comprehensive, defendable and fair records of formative and summative assessment results. • Write high quality and accurate reports on student performance for internal and external use as required. • To create written medium and short-term planning to ensure that pupils develop at an appropriate pace, with clear differentiated planning and teaching. • To use I.C.T. to support and extend all areas of the curriculum, including the use of interactive whiteboards.

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3. Welfare and Discipline Matters	• Monitor the work of class/form students, providing guidance and advice when needed. • Write and maintain relevant records for individual student files and write reports. • Communicate and consult with parents on a regular basis and in a timely manner. • Participate in 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 HBJ 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 interest in students in both the curriculum and extra-curricular activities so that they feel noticed, valued and cared for.
4. Personal Form responsibilities	• Be prepared to encourage and work with a House group in participating in House activities. • Participate in and lead Personal Development programmes with the various form groups. • Maintain regular communication with the parents.
5. Extra-Curricular Activities	• Supervise and/or coach students in the after-school activities programme and the extra-curricular sports and performing arts programmes. • Organise the logistics associated with these programmes as they relate to transport and accommodation. • To lead or support with events in the specialist area of the curriculum.
6. Personal Development	• Participate in the annual Professional Performance Review. • Participate in School-wide Inset initiatives. • 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. • Take full responsibility for areas that may be reviewed in a full School audit.

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7. 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 HBJ in line with the Teaching Standards and those of HBJ. • To support colleagues as necessary and to work co-operatively as part of a team attending all meetings and INSET.
8. Child Protection and safeguarding	• To promote and safeguard the welfare of children and young persons for whom you are responsible and with whom you come into contact; • To 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 authorised school activities elsewhere.

III. Relationships

Key Relationships:

Internal

- School Leadership Team
- Heads of Department
- Class Teachers
- Support Teachers
- Administration Team
- Pupils

External

- Parents

Other important features or requirements of the job:

You will need to be calm and patient with a positive approach to managing young children.

IV. Person Specification

	Essential	Desirable

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Behaviours	• Upholding the Code of Conduct and Harrow Beijing vision • Self-motivated and hard working • Well-organised • Creative	• Willingness to learn and adapt • Willingness to offer extra curricular activities
Skills and Knowledge	• A good understanding of curriculum developments in the specific subject area • An understanding of how Assessment for Learning can improve student performance • Ability to work in a way that promotes the safety and wellbeing 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 behavior
Experience	• At least 2 years experience as qualified teacher • Experience/confidence to teach across the age range of 4-11 in the specialist subject • Teamwork and collaboration	• Teaching experience in an International School • Know how to challenge and differentiate for children of varying abilities • Have taken a lead role in organising and implementing extra-curricular activities
Qualifications	• QTS or equivalent • A specialism in the subject	• Proven record of improving standards through high quality teaching