HARROW
INTERNATIONAL SCHOOL
SHANGHAI

Job Description for the position of

KS2 Classroom Teacher

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 Harrow International School Shanghai.

Duties and responsibilities

The generic duties of a classroom 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 other staff normally responsible for such documentation);
- 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/activities and experiences 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 (e.g. teaching assistants and nanny's), 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 any necessary school based summative assessment programmes;
- Maintain consistency with internal and relevant external marking schedules and moderation procedures;
- Provide students with appropriate and 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 class teacher within a particular year group (see Appendix A in the Staff handbook);
- Assist the academic and pastoral leaders to monitor and oversee the academic and emotional wellbeing of tutees;
- Instigate and monitor strategies designed to address areas of tutee 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 relevant pastoral leader before responding to parents about sensitive areas;
- Engender enthusiasm and loyalty within the whole school House system, where appropriate;
- 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 academic curriculum;
- Supervise students during non-curriculum time as determined by the duty rota (e.g. before school, break, lunch or end of day supervision);
- Participate in meetings for any of the purposes above;
- Employ school agreed strategies for sanctions and rewards.
- Attend Year/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.

Specific Duties

The teacher will be mainly employed in the subject delivery of a Year 3 or Year 4 class as reasonably directed within the Pre-Prep phase of the school.

The teacher will be expected to carry out more specific duties within his/her immediate 'department' as reasonably directed by the Head of Pre-Prep. Such expectations should be clearly communicated ideally via a Departmental handbook and/or minuted meetings.

Line Manager

Your immediate line manager for purposes of appraisal and delegation of other duties is the:

KS2 Coordinator

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.